

Career Expectations of Hospitality Students – A Swiss Context and Generational Effects

Submitted to Dr. Florian Aubke

Tünde Bausz

1302017

Vienna, February 18, 2019

AFFIDAVIT

I hereby affirm that this Master's Thesis represents my own written work and that I have used no sources and aids other than those indicated. All passages quoted from publications or paraphrased from these sources are properly cited and attributed.

The thesis was not submitted in the same or in a substantially similar version, not even partially, to another examination board and was not published elsewhere.

February, 18, 2019

Date

Signature

ABSTRACT

This study aims to investigate and analyze the career choices, selection criteria and career advancement expectations of hotel and tourism management students representing Generation Y. The purpose of the research is to contribute to narrowing the gap between the career expectations of students and the career opportunities offered by the hotel and tourism industry. The investigation took place in one of the private hotel and tourism management schools in Switzerland, where 180 international students filled out the questionnaire.

The study draws on the literature of vocational choices, career development theories (including motivational theory), and previous research on career perceptions of hotel and tourism students in Australia, the USA, and Turkey. In contrast to some previous studies (Kusluvan & Kusluvan, 2000; Richardson 2009; 2010a) this study showed that most of the students are positive about building a career in the hospitality and tourism industry. The most attractive work environments indicated by students were in hotels and event companies. Sales & Marketing and Event Planning are the most preferred areas of work within the industry.

Maxwell et al. (2010) stated that personal career development is very important for Gen Y. The aspiration of this generation is a fast-tracking career advancement as Lockyer (2005 p.126) wrote "they expect so much, so fast". Our study answered the question of how fast Generation Y assumes to be promoted in the hotel industry. The participants of this research expect to start their first job after graduation in low-level management positions as Management Trainees and await to receive the chance for a promotion within 3-11 months after starting a new job.

While previous studies concluded that members of Gen Y leave the company without hesitation, should their advancement expectations not be met there, we find that the majority of the students would stay and work harder to earn promotion the next time around. This result demonstrates career adaptability skills of the participants and commitment towards the organizations. However, the students were asked about their intention in the future based on their knowledge in the present. Therefore, this study may serve as a starting point of future research to find out how the participant behave as certain situations arise in reality. This study confirms the characteristics and work values of Gen Y found in the existing literature. Students believe that these work values will be met in global chain companies. Despite aiming for self-employment as the highest career goal, most students do not see the value in learn from entrepreneurs of small and medium enterprises (SME's) in hospitality and tourism.

Among the factors which may influence career choices and decision (generation, gender, culture, career maturity, learning experience), we found that learning experience (including internships) and generational characteristics had the highest influence on student's career expectations and perceptions. In order to confirm the theory about generational differences, future studies would be needed at the same hotel and tourism management institute to compare the results about Gen Y and the results of the next generation, Generation Z.

Keywords: Generation Y (Gen Y), hospitality and tourism careers, career attitudes, career choices, vocational behaviour, career development intentions, Swiss hospitality and tourism education

ACKNOWLEDGEMENTS

I would like to express my appreciation and thanks to Dr. Florian Aubke, from Modul University Vienna for supervising my Master Thesis. Thanks for all the inspiration, patience and supporting my educational way.

I would also like to express my appreciation to Modul University for the opportunity to be part of this life-changing experience.

I am grateful to Charles Hains and David Hailstones at HTMi Hotel and Tourism Management Institute who made it possible for me to attend this MBA program.

I would also like to thank my colleagues and my family for their support, especially my father, Gyula Bausz, my mother Elisabeth Bausz - Hajner, and my sister Adriana Bausz who helped me find the way to Modul University and fueled one more time my interest in advancing my education. I am grateful to the entire Forgács family: to Dr. Csaba Forgács, who helped me in many ways during the completion of this research paper, and to Deb Forgács and Dr. Tamás Forgács for proofreading this work.

Finally, I would like to thank the entire Team of Modul University Vienna for the opportunity being part of an MBA course and for all the hard work and energy they all invested in teaching.

Merci Vielmal! Köszönöm szépen! Vielen Dank! Thank you so much!

TABLE OF CONTENTS

Affidavit.....	I
Abstract.....	III
Acknowledgements.....	VI
Table of Contents.....	VII
List of Figures.....	IX
List of Tables.....	X
1 Introduction.....	1
1.1 Background and previous research.....	1
1.2 Research aims and objectives.....	3
1.3 The structure of the thesis	4
2 Literature review.....	5
2.2 Integrating Theory, Research in Practice	5
2.3 Theories related to career choices.....	6
Development of career interests, exploration, and decision outcomes	Error! Bookmark not defined.
2.3.2 Vocational choices based on personality.....	9
2.3.3 Career development / career advancement	12
2.3.4 Factors that influence career choices /career decisions	15
2.3.5 Potpourri of concepts relevant to career choices/ career decisions	18
2.3.6 Brand Influence – Recruitment Marketing	19
2.4 The Theory of Generations.....	20
2.4.1 Generational Differences in work values and attitudes	21
2.4.2 Characteristics of Generation Y and their work values, career choices.....	21
2.5 Hospitality and tourism students ‘career perceptions.....	24
2.6 Hospitality and tourism management education	26
2.6.1 Swiss higher education in hotel and tourism management	28
2.6.2 The Importance of Internships	28
2.6.3 Career Centers	31
2.7 Conclusion	31
3 Methodology	32
3.1 Introduction.....	32
3.2 Research Design.....	33
3.3 Research questions development.....	34
3.4 Instrument: Questionnaire	34
3.5 Pilot Tests	36

3.6	Selection of the study site	36
3.7	Sampling – Participants	36
3.8	Data collection	37
3.9	Quantitative data analysis	37
3.10	Reliability	38
3.11	Ethical issues	38
3.12	Limitations	38
3.13	Summary	39
4	Results and discussion	40
4.1	Introduction	40
4.2	Survey Findings	40
4.2.1	Profile of respondents	40
4.2.2	Generation Y	42
4.2.3	Hospitality and tourism management students’ career choices	43
4.2.4	Gen Y career development in hotel and tourism industry	56
4.2.5	Gen Y - Career long-term goals in hospitality and tourism industry	59
4.2.6	Gen Y Career expectation factors	62
4.2.7	Gender influence	72
4.2.8	Influences of cultural background/nationality	77
4.2.9	Career maturity	81
5	Conclusion and recommendation	85
5.1	Summary of the research answers	86
5.1.1	Career expectations of hotel and tourism management students after graduation	87
5.1.2	Expectations of long-term careers	89
5.1.3	Expectations of Career advancement	90
5.1.4	Influencing factors on career choices	92
5.2	Contribution to knowledge	94
5.3	Implications for relevant stakeholders	94
5.3.1	Hospitality and Tourism Industry	94
5.3.2	Education – Hotel & Tourism Management Institute	95
5.3.3	Career Center	97
5.4	Future research	97
6	Bibliography	99
	Appendix 1: Questionnaire	121

LIST OF FIGURES

Figure 1. Integrating theory, research, and practice (Sampson et al. 2014)	6
Figure 2. Model of career self-management (Lent et al. 1994).....	8
Figure 3. Super’s Five Life and Career Development Stages (Super, 1990).	12
Figure 4. Choice of Internship Employers (Hoc Nang Fong, et al. 2014)	15
Figure 5. Ajzen's Theory of Planned Behavior (2019)	17
Figure 6. Multi-Generational workforce in the hospitality and tourism industries.....	21
Figure 7. The 4 categories Gen Y differs from other generation.....	23
Figure 8. Factors influencing internship in the HT industry (Farmaki ,2018).	30
Figure 9. Generation based age cohort: Gen Y born 1981 – 2000.....	44
Figure 10. Experience vs. build a career in hospitality and tourism industry.....	48
Figure 11. Experience vs. Not sure to build a career in hospitality and tourism industry	49
Figure 12. Number of years the career built in hospitality and tourism	53
Figure 13. Gen Y expects higher entry-level position as first full-time job	56
Figure 14. Entry-level expectations vs. work experiences in H&T	57
Figure 15. experience in hotel and tourism vs how fast promotion expected	59
Figure 16. highest career goal reached in number of years.....	62
Figure 17. Experience vs. highest career goals.....	63
Figure 18. Perceptual Map -10A.... ..	65
Figure 19. Perceptual Map -10b	67
Figure 20. Perceptual Map -10c.....	67
Figure 21. Perceptual Map -10d	68
Figure 22. Preferred country to build career in H&T	71
Figure 23. Global chain company vs. family owned company.....	72
Figure 24. Global chain company vs. family owned company.	73
Figure 25. Entry-level expectations vs. gender.....	77
Figure 26. length of career planned in hospitality and tourism.	83

LIST OF TABLES

Table 1. Demographics of the respondents, descriptive statistics	41
Table 2. Career in H&T after graduation, descriptive statistics.....	46
Table 3. Principal Component Analysis for career choice statements	50
Table 4. Influence of work experience on length of hospitality and tourism career	53
Table 5. Industries & work areas that Gen Y find attractive to build career after graduation	54
Table 6. Promotion expected and reaction to no promotion	58
Table 7. Top of career in H&T.....	61
Table 8. Highest career goals vs Expected number of years to reach them.	62
Table 9. Career factors influencing the choice in selecting the employer.....	69
Table 10. Gender vs. building a career in hospitality and tourism.	74
Table 11. Gender vs career entry level.	75
Table 12. Gender vs Promotion expectations.	76
Table 13. Gender vs predicted no promotion received.	76
Table 14. Gender vs. top of career reached in years.	77
Table 15. Chosen Industries vs cultural cluster groups.....	79
Table 16. Chosen Area of work vs cultural cluster groups.	80
Table. 17. Top career goal by cultural clusters.....	81
Table. 18. Branded global chain vs independent family owned companies.	81
Table 19. Career indecision to join the hospitality and tourism industry upon graduation.	82
Table 20. career indecision to join the hospitality and tourism industry upon graduation.....	84
Table 21. Promotion expected vs. age.....	85

1 INTRODUCTION

1.1 Background and previous research

The success of hospitality and tourism businesses depends primarily on the quality of service their employees provide to their customers (Harrington et al. 2011). Qualified, skilled employees provide a key competitive advantage. Therefore, human resources are essential in hospitality and tourism not only to obtain and improve service quality, customer satisfaction, and customer loyalty, but also to increase organizational performance (Kusluvan et al. 2010). Shanti et al. (2009) mentioned that people are one of the critical factors which influence the behavior and performance of an organization. "If organizations are to thrive, they must address employee needs, so employee satisfaction is potentially as important as the satisfaction of other stakeholders." (Shanti et al. 2009 p. 369).

The United Nations World Tourism Organization (UNWTO) pointed out that Hospitality and Tourism are becoming one of the fastest growing economic sectors in the world (UNWTO, 2017). According to Duncan et al. (2013) hotel and tourism sectors together build the world largest service industries. In spite of the challenges such as financial crises, immigration, terrorism etc. it is expected that this industry will continuously grow in the long run. It is expected that international tourists' arrivals globally will reach 1.4 billion by 2020 and 1.8 billion by 2030 (UNWTO, 2017). The increasing number of global visitors creates new business opportunities for the world's largest travel companies, such as Marriott International, and increases the new opportunities for family businesses start-ups and small to medium-sized businesses (SMBs). As an example, Marriott International is planning to increase its portfolio with more than 50% in the Middle East and Africa over the next five years (Hotel Businesses, 2018). This growth-plan creates new job opportunities. It is expected that the demand for qualified hospitality and tourism employees will increase as well. (Kim, 2008; Harkison et al. 2011). The industry makes it easy for young people to enter the job market (Eurostat, 2015). Therefore, these industries have a high number of young employees. Solent & Hood (2008) highlighted the fact that high voluntary staff turnover is a costly and common problem in the hospitality and tourism industry. The reasons why people decide to change career paths and move to other industries include factors such as low pay, antisocial working hours, menial work, and limited career opportunities (Lub et al. 2012). "Demographical developments such as aging population and falling birth rates raise an important concern for these industries" (Lub et al. 2012, p. 554). According to Hoc Nang Fong et al. (2014), the industry already encountered a mismatch between supply and demand due to labor and skill shortages. The 2014-2019 Report of Tourism, Travel & Hospitality Workforce Development Strategy (Hart et al. 2013) indicates that small and large businesses continue to experience a critical shortage of qualified and skilled labor. Employers across the industry face the

challenge of attracting and keeping people with the right skills and personal attitudes and attributes in order to deliver a quality experience.

World Travel & Tourism Council (WTTC, 2013) demonstrated the pressing concern within the Travel & Tourism industry as companies are missing the best new talents due to negative perceptions of the career opportunities available in Travel & Tourism. Hospitality and tourism are continuously facing the challenge to attract and retain skilled and suitable employees (Duncan et al. 2013). Akudo-Viciute, A. et al. (2014, p. 12) pointed out that “Currently organizations are no longer able to ensure long-term workplaces” which also inspires young graduates to keep in mind the necessity of changing the job under certain circumstances. Many companies fail to attract the right candidates (Wong et al. 2017), even though attracting and retaining talent should be a top priority.

Recruiting new talents is essential for sustaining the high level of sector services. Hotel and tourism management students are skilled and can be regarded as potential future managers/ leaders of this industry. Therefore, it is critical to understand the student’s perceptions and attitudes towards tourism and hospitality careers (Wang and Huang, 2014). Knowing what the students expect from their careers may not only help academics/career centers in providing accurate information about jobs but may also have a positive impact on the industry (Hurst & Good, 2009; Stone et al. 2017). University career centers play an essential role in supporting students as they identify short and long-term career goals and make career decisions. (Schlesinger & Daley, 2016). These centers also help students transition from an education setting to the work place (Lent & Worthington, 1999). It is essential that the career centres understand why students pursue this area of study and what they seek from their careers. While choosing a career, individuals need to consider what they expect from a career and what is important for them (Stone et al., 2017).

Research on attracting employees and understanding their career choices did not receive the same attention as turnover intentions. (Wong, et al. 2017). Some studies (Kusluvan & Kusluvan, 2000; Richardson 2008, 2009; Wong et al., 2017) have been conducted on the perception of Generation Y in the hotel and tourism industry. However, research that integrates the career choice attributes such as work environment, achievement, finance, the expected time frame of promotion is lacking. Students’ increasing expectations towards the industry and the rapidly changing world of work create the need for further investigation. It is essential to understand the needs of individuals for career counseling, as well as to understand which areas of the industry are the most attractive to students and how fast they expect to develop their career in the sector. Stone et al., (2017) highlighted the importance to meet career expectations of skilled, young employees. Lu & Adler (2009) found that researchers were mainly focusing on future career success, work-related expectations (preferred functional areas), and long-term career goals within various majors. On the other hand, studies on specific areas of expectations such as job positions, and salary, and studies specifically aimed at tourism and hospitality are scarce.

Kusluvan & Kusluvan (2000) suggested that further research is needed in which attitudes of undergraduate tourism students towards careers in tourism in different regions or countries can be compared. Finally, relationships among students' demographic variables and their attitudes towards tourism jobs can be investigated.

1.2 Research aims and objectives

This study aims to investigate the career expectations of hospitality and tourism management students representing Generation Y. The purpose of the research is to contribute to shrinking possible gaps between the career expectations of students and the real career opportunities offered by the hotel and tourism industry. The findings aim to support the work of the career centre of the private hospitality and tourism management school in Switzerland acting as a bridge between students, human resources managers and stakeholders of the industry. Preparing the future leaders for successful careers within the hotel and tourism industry increases the chance that future leaders stay in the industry and contribute to the development of the industry. The study also aims to help human resources managers understand the work factors students entering the industry deem essential. Using this information human resources managers might build a strategy to attract more talent to their organization and cope better with the current labor shortage situation.

The objectives of the study are as follows:

1. Explore career perceptions, career choices, and organization selection criteria of students representing Generation Y;
2. measure the factors these hospitality and tourism management students perceive to be important in choosing a career;
3. determine the expectations of a career in the hospitality and tourism industry from the perspective of students representing Generation Y; and
4. compare essential factors with expectations from the perspective of hospitality and tourism students.

Objectives were achieved by carrying out an empirical study including data collection and analysis. The data has been collected in the hotel and tourism management institute where the author worked at the time of her research.

1.3 The structure of the thesis

The thesis starts with a review of the existing literature on career theories. then analyze the characteristics of hospitality and tourism as a work environment and summarizes the characteristics of Generation Y. Chapter 3, explains why the quantitative research method was selected for this study and highlights some details of the survey. Chapter 4 summarizes the findings of the survey and visualize the tables and figures. The penultimate chapter concludes the thesis with further recommendations, while the final chapter includes the summary, limitations, and suggestions for future research. The thesis ends with the references in the bibliography followed by the appendices.

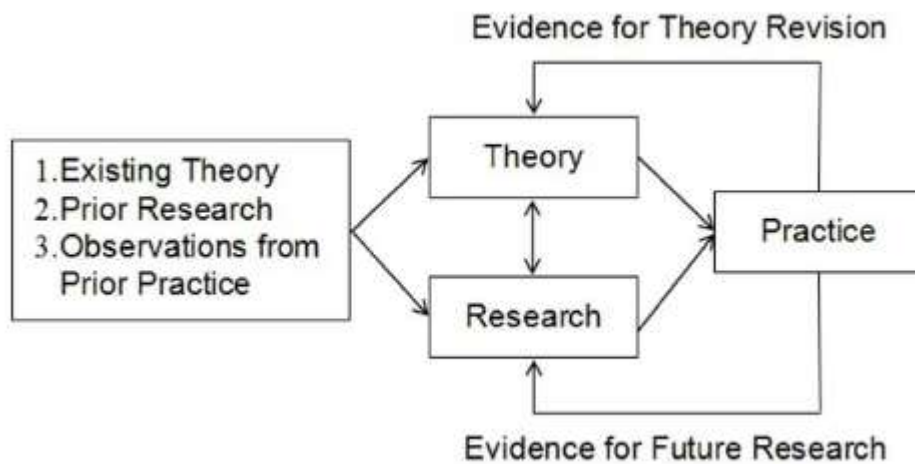
2 LITERATURE REVIEW

In this chapter, fundamental theories and models are introduced and discussed. This thesis concerns vocational choices. Consequently, the literature pertaining to career theories, career, and career advancement is reviewed in this section. The primary research is based on attitudes and perceptions of international hospitality and tourism management students representing Generation Y. This chapter summarizes these students' characteristics, work values, career choices and their perceptions of a career in the hotel and tourism industry. It includes a brief introduction to the location where the investigation took place.

2.2 Integrating Theory, Research in Practice

Sampson et al. (2014) stated that the integration of theory, research, and practice in career development is limited. They found that there are differences in their personality, interests, language used to describe things and training they received. On the one hand, theorists and researchers argued that their work is dismissed and ignored. On the other hand, participants say the theorists and researchers fail to address their clients' actual needs. Sampson et al. (2014) found that 55% of career development journal publications integrated theory into research. However, the integration of theory into research and theory into practice were both measured lower at 39%. The current study is an examination of international hospitality and tourism students' career choices from the participants' point of view. The career center of the international hotel and tourism management institute in Switzerland faced several challenges placing students. Therefore, this research was constructed based on the observation from prior career service practices. The author looked at the existing theories and previous research to find solutions and integrate theory and research into the practice. Figure 1. shows how theory, research and practice influence each other and are connected. The advantages of integrating career theories into local practice include customization and streamlined implementation. Practice can provide feedback to revise the theory and it can also suggest directions for future research.

FIGURE 1. INTEGRATING THEORY, RESEARCH, AND PRACTICE (SAMPSON ET AL. 2014)



Sampson et al. (2014 p. 64) highlighted that “career theory can be used to translate complex vocational behaviors and career development processes into readily understood concepts that can be more easily applied in practice”. Research on vocational behavior identifies the factors that form the career choices of students. In other words, research helps improve career resources and services in order to better meet the students’ needs.

2.3 Theories related to career choices

Career is defined as the sequence and combination of work-related roles people occupy across their lifespan (Super, 1995). Career decision-making can be defined as a process that explains the choices that a person makes when selecting a particular career. It helps identify factors which have an impact on the career choices and helps understand how these factors influence the career-decision (Sharf, 2013a). As the majority of people spend more time on the job than on any other activity, choices of occupations significantly affect their lifestyle (Bandura, 2003). Following this logic, career decisions are important choice points in students’ life. “In the wise choice of a vocation there are three broad factors: (1) clear understanding of yourself; (2) your aptitudes, abilities, interests, ambitions, resources, limitations and knowledge of their causes, knowledge of the requirements, conditions of success, advantages and disadvantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relation of these two groups of facts” (Parsons, 1909, pp. 5).

Badrura (1986) defined career goals as intentions to engage in a particular activity to produce particular outcomes. The outcome expectation is the image someone holds to receive as the consequence of performing particular behavior (Bandura, 1986). Career expectations involve anticipated social outcomes, (job positions), material outcomes (salary expectation) and self-evaluation (self-approval). Looking at the career goals, Lent, et al. (1994) mentioned two types of career goals: choice -content career goals and performance goals. Choice-content goals motivate individuals to follow preferred educational and vocational options in order to pursue a career in a particular area. Performance goals help individuals confirm if they are successful or not in their chosen area (Lu & Adler, 2009; Lent, et al. 1994).

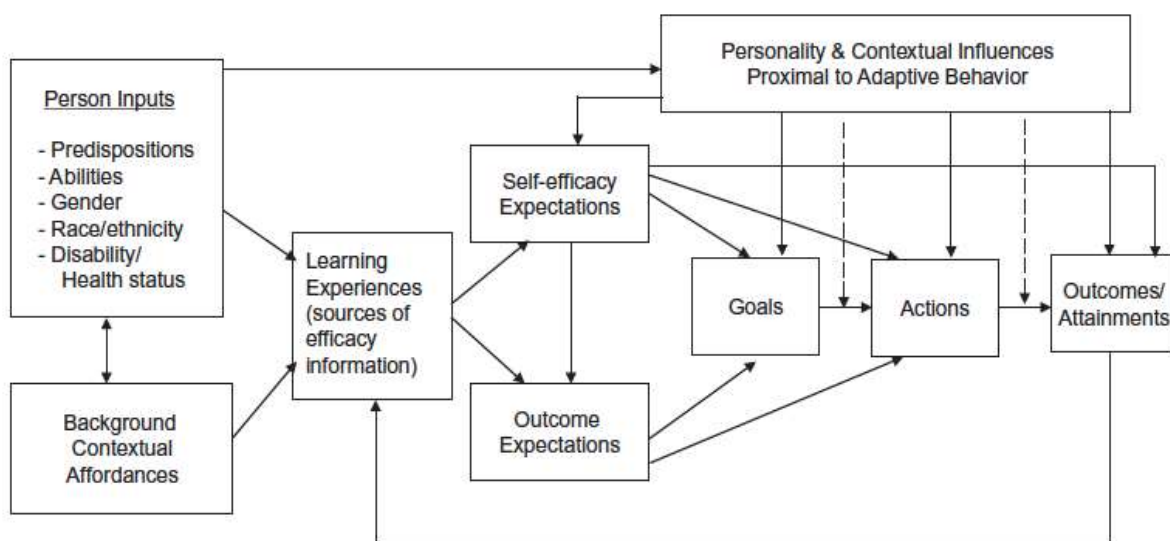
2.3.1 Development of career interests, exploration, and decision outcomes

There is a shortage of well-educated, well-trained workforce in the hospitality and tourism industry (Lu & Adler, 2009). The student's choices influence the educational industry as well as the industry's labour market. Having said that, it is crucial to understand why students choose a specific area of study, as it is influencing their future career choices, earnings, and opportunities to pursue a higher degree in this field (Kim et al. 2016).

Preference for a particular major can be explained by motivational theories. Wigfield & Eccles (2000 p.68) stated with their **Expectancy-Value Theory of Achievement Motivation**, that student's belief about how well they will do on the activity and the extent to which they value the activity can explain their choices, persistences, and performances. Their choice is made in the present based on their current ability, with an indicated expectancy of future success as compared with the work value, including the cost of effort, time and opportunities involved. (Kim et al, 2016). In their **Self-Determination Theory**, Deci & Ryan (1985) defined, multiple factors which influence the motivation to choose hospitality and tourism as an area of study. These factors are extrinsic rewards, environment, maintaining a good relationship with others, individual tendencies, individual competency, the institutionalized education system involved, competition, influence of others, and life goals. (Kim et al. 2016). Deci & Ryan (1985) defined two types of motivations (intrinsic and extrinsic). Extrinsic motivators are the primary cause of job dissatisfaction while intrinsic motivators are the primary reason for job satisfaction (Miner, 2005; Lundberg et al., 2009). Career choices are influenced by intrinsic motivators such as exciting, enjoyable work, achievement, growth, recognition, responsibility, advancement or extrinsic motivators: relationship with supervisors, peers, work conditions, salary, status, security, personal life (Lent & Brown, 2013; Ryan & Deci, 2000; Miner, 2005).

Bandura (1986; 1993; 1994) stated that individuals are learning from each other via observing, imitating, and modelling one another. Inspired by Bandura’s social learning theory, Lent, et al. (1994) introduced the **Social Cognitive Career Theory**, which focuses on aspects of career behaviour, and the mechanisms involved in the development of interest in and choice of particular work activities. Lent et al. (1994) stated that personal characteristics, contextual factors, and learning experiences play essential roles in influencing one’s career exploration and career perceptions in service industries and hospitality. Career perceptions and success in a career are due to some factors (Lent et al., 1994; Zimmerman & Bandura, 1994) such as career plans, decisions, aspirations, and expressed choices are all essentially goal mechanisms. Fig. 2 below shows “the central social cognitive variables” (Lent et al., 2017). Self-efficacy is defined as “one’s perceived ability to engage in the career exploration and career decision tasks” (Lent et al., 1994.p.38), and outcome expectations, which means the “anticipated consequences of engaging in the tasks” (Lent et al., 1994.p.38). Self-efficacy and outcome expectations are helping to set the goals for actions and make a career decision. Personality variables and social supports for making career decisions influence the career exploration and decision-making process. Once interests are crystallized, it may take very compelling experiences (working experiences, such as internships) to provoke a fundamental reappraisal of career self-efficacy and outcome beliefs and a change in basic interest patterns (Lent et al., 1994). Therefore, it is essential to understand the student’s early impressions of their chosen career. Figure 2 shows the interaction among the variables of social cognitive career interests, choice, and performance, as they jointly prompt decision-relevant goals and actions and, in turn, more ultimate outcomes, such as decreased decisional anxiety and indecision.

FIGURE MODEL OF CAREER SELF-MANAGEMENT – TOWARDS A UNIFYING SOCIAL COGNITIVE THEORY OF CAREER AND ACADEMIC INTEREST, CHOICE AND PERFORMANCE (LENT, ET AL. 1994)



Students make assumptions based on their own theoretical and practical learning experiences and generalizations about themselves and how the world works based on their limited experiences (Krumboltz, 1994). Hence first-year students may experience “confusion” as they confront their assumption about the industry with the reality they found while attending classes and starting their first work experience/ internship. These beliefs affect the way students behave. If they believe something is real, they act as if it is true (Walsh, 1994). Cognitions (Irrational beliefs) may get in the way of what the individual wants and may lead to inappropriate career behavior (Blustein et al., 1989). Barron and Maxwell (1993) found that after having their first work experience in hospitality and tourism, many students decided not to join the industry after graduation. Kusluvan & Kusluvan (2000) also mentioned a similar experience where the student had different expectations and images about how the industry was and how to work in this industry. Richardson (2008) stated that 43,6% of hospitality and tourism students participating in his survey would not start their career in the industry after graduation. Over 90 % of the reason of the latter was due to their working experience gained during studies.

According to Krumboltz (1994) career decisions are based on (1) genetic endowment (sex, race, physical appearances, talents), (2) environmental conditions and events (individual has no control over social, political and economic events), (3) learning experiences (instrumental/ instrumental and associative) and (4) task approach skills (work habits, mental sets, performance standards).

2.3.2 Vocational choices based on personality

Hospitality and tourism industries are all about people serving people. People with different characteristics, ways of thinking, interests, emotions, and habits work together as a team to serve people (customers/guests). Previous studies (Tokar et al. 1998) show that there is a link between personality and career choice related process (interests, aspirations, attitudes and values, maturity, and decision-making). As part of the recruitment process hotels often invite the selected students to a so-called “try-out day.” This work experience helps both parties realize whether the candidate fits into the organization and the organization fits into the career of the candidate.

The **Person-Organization Fit theory** states that individuals are attracted to organizations with attributes similar to their characteristics (Chatman, 1991; Wong et al. 2017). According to John Holland, career choices are the expressions of the individual 's personality. "Vocational satisfaction, stability and achievement depend on the congruency between one's personality and the environment in which one works" Holland et al., 1973). He emphasized that people of the same personality create an environment that fits their type. This means that most of the people in the same vocational environment have the same dominant personality types. His RIASEC theory is based on the assumption that individuals can be placed into six categories based on shared psychological features. These six personality types are: Realistic, Investigative, Artistic Social, Enterprising, and Conventional. RIASEC is also known as "Holland code." Individuals can be described as a combination of two or more of the six personality types. People of a given type seek environments of the same or similar type. Therefore, he classified occupational environments into the same six categories. The author tested the self-assessment tools and found that hospitality and tourism fall into the categories of Realistic, Artistic, and Enterprising. Behaviour is determined by the fit between the individual's personality and the environment he/she is surrounded (Holland, 1993; 1997). Better job and individual fit equals satisfaction and productivity (Holland, 1997). He introduced several assessment tools such as Self-Directed Search (1994) Vocational Preference Inventory (1958, 1985) and Vocational Identity (Holland, Gottfredson & Power (1980) which are very practical for career and education. (Furnham & Walker, 2001). Although Holland 's Theory is one of the most widely used theories in career , researchers challenge this theory by arguing about its currency, as it was designed in the mid-twentieth century addressing vocational challenges in the USA. Researchers pointed out, that his theory cannot keep up with rapid changes of the global, multicultural employment market (Savickas, 1995; Sullivan, 1999; Blustein, 2008). Holland 's (1997) career model is based on the assumption that individuals join an organization and stay with this organization for their entire career. Furthermore, they advance their career within an organization by climbing on a linear-hierarchical career ladder (Inkos et al., 2015). Moreover, it was argued that it only deals with well-educated individuals (Blustein, 2006) and that it focuses only on parts but not on the whole career development experiences, as it does not take into consideration changes in the individual and the environment neither respond to multicultural influences or gender differences (Miller-Tiedeman & Tiedeman, 1985). Holland 's theory supports the career centers of the universities in finding out what occupation matches the students' unique personality but does not give an answer to how the students could progress in their professional roles. Furthermore, his theory was created for a traditional career path, which meant attachment to a single occupation between leaving school and retirement, which is no longer the case.

Researchers agree that certain personality traits significantly influence career attitudes (Hrankai, 2014). Therefore, personality traits may help to explain certain career choices. Looking at previous studies, the **Big-five theory of personality** is one of the most commonly used theories in areas of career management, career decision making, career planning, and organizational behavior. According to the theory, there are five personality groups: extraversion, agreeableness, conscientiousness, neuroticism, and openness.

Students with extrovert personality are described as active, impulsive, assertive, sociable, and persuasive. They are confident about their skills and abilities and proactive in career self-exploration and information gathering. These students are more likely interested in jobs which require Enterprising and Social characteristics (Holland, 1997; Schaub & Tokar, 2005) such as sales and public speaking, where interaction with other people is required.

Students with agreeableness are described as being sensitive, caring, cooperative, kind, and eager to help others. These students are more likely indecisive and need support in making the right career decision, as they like to engage in career planning with career experts. Agreeableness is positively related to career adaptability, which helps students to adapt to new situations. These individuals are happy to help, and feel energized working in service-related positions. (Gilbert et al. 2010)

Conscientiousness describes students who are either low or high self-disciplined, determined to achieve their goals, responsible and efficient. Students with high conscientiousness tend to be well organized, careful, analytical and have high self-efficacy. Therefore, they are more confident in their career decisions. According to Holland (1997) individuals with these characteristics fit into enterprising types of employment.

Neuroticism is described with vulnerability, emotional instability, anxiety, anger, fear and tendency to depression. Support of the career with information and clear career path possibilities may decrease the fear and anxiety of these students. Emotional stability is positively related to organizational commitment and the ability to handle guest complaints. Wang et al. (2006) found that neuroticism may have a negative relationship with career search self-efficacy depending on cultural background, which indicates that these students might need more guidance to be able to make career decisions.

Openness is described as open to experience, non-traditional ideas, imaginative, creative curious, original (Brown et al. 2002). Looking at Holland's vocational interests, these students would fit into the artistic and investigative group. They are ready to explore, have the desire to seek new experiences and to creatively express themselves. As they are curious, they tend to gather career information, attend career fairs and explore the possibilities (Tokar et al., 1998; Hrankai, 2014).

Hrankai (2014) conducted a study in a private hotel and tourism institute in Switzerland showing that attitudes are significant predictors of intentions.

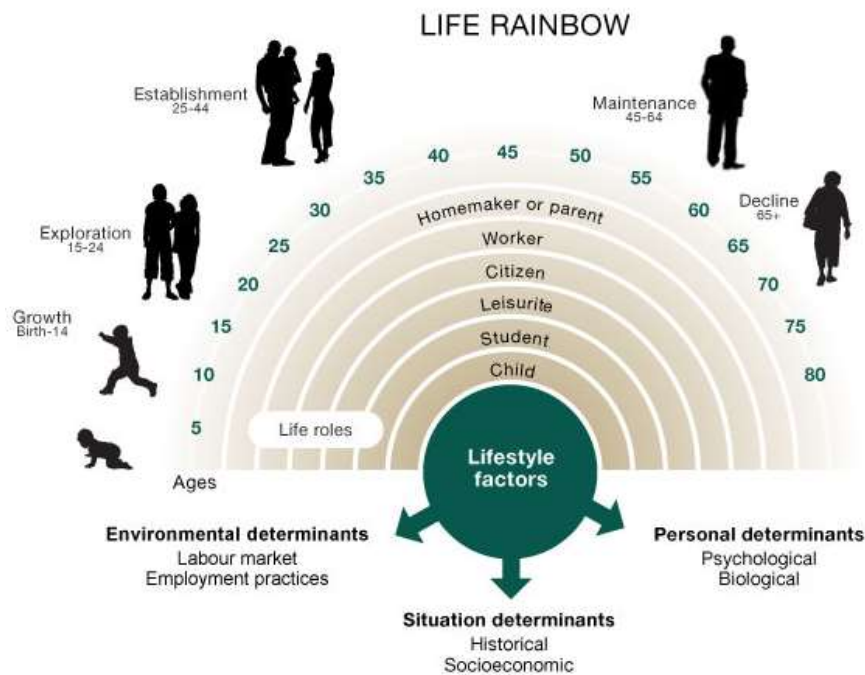
He suggested using personality theory in categorizing hospitality and tourism students according to their personality traits. He also found significant linkages among career attitudes and personality traits, for example, the significant link between Originality and Culture-Teamwork. He also found that students with the agreeableness trait tend to seek person-oriented career fields, with the focus on the interaction with people. Schlee (2005) found that students seeking person-oriented careers are generally more helpful and friendly. Gilbert et al. (2010) hypothesized that hospitality students have preferences for work environments that involve helping and caring for other people. Furthermore, Nauta (2007) found that agreeableness was positively related to self-efficacy, indicating that students who are helpful and kind to others would be comfortable with doing jobs that demand working with people on a daily basis.

2.3.3 Career development / career advancement

Brown and Lent (2012) defined the career development as a “process that encompasses much of the lifespan” which begins with childhood and ends with retirement. The individuals make several career choices, which can be defined as a process of selecting and entering into a particular career path (Brown & Lent, 2012).

Instead of fitting people into one occupation, people develop their talents and skills through different life roles (Super, 1954; 1990). As personal change is continuous, career development is a lifelong task. (Super, 1954) This means that a person may be capable of assuming several occupational roles (Super, 1990). Similar to John Holland and Frank Parsons, Super sees self-knowledge as the key component of career choice and job satisfaction. He found that people seek work where they can express themselves and develop their self-concepts. Super defined *career maturity* as the degree to which individuals are ready to make good career decisions. The decision is based on self-knowledge, knowledge of decision-making, exploration of occupations and general positive attitude to make career decisions (Savickas, 1997). Figure 3. shows the 5 life-long career development stages defined by Super (1954): Growth (age 0-14), Exploration (age 15-24), Establishment (age 25-44), Maintenance (age 45-64), and Disengagement (age 65+).

FIGURE 3. SUPER'S FIVE LIFE AND CAREER DEVELOPMENT STAGES (SUPER, 1990)



The participants in this study are students between 19 and 35 years old. They are in their second and third career development stages. In these stages, individuals are trying out occupations, through work experiences and making tentative career choices while developing their skills. Students over 25 have entry-level skills and are stabilizing their skills by gaining working experiences. This theory may support the career centers in realizing how students can cope with their career development and their advancement in occupational roles. (Hartung & Cadaret, 2017) Furthermore, it helps students realize the importance of planning their vocational future and exploring the world of work (Thomson et al., 1984).

According to Savickas (2009), until the 20th century, the focus was on how to fit individuals to work (person-environment fit) and on how to develop a career in one organization (vocational development). Employees are more mobile in the 21st century due to the rapid development of information technology and to the globalization of economies. Companies no longer guarantee „safe“ life-long careers within one organization, as they focus on their bottom-lines, right size, outsourcing, offering part-time contracts to accomplish projects. Career is no longer seen as a life-time commitment to one organization. Career changed from stability to mobility. Job transitions are more frequent and occupational possibilities are less predictable than before.

Attention turned to how individuals choose jobs and how they fit these jobs into their lives (Brown, 2002), and to the individuals need to be flexible and through lifelong learning develop skills and competencies to maintain employability and create their opportunities (Savickas et al. 2009).

Based on Holland's and Supers' vocational theories, Savickas et al. (2009) developed the **Career Construction Theory (CCT)**. "Using the constructivist approach attends to how individuals make meaningful sense of their subjective career, which are personal experiences" (McIlveen, 2011 p. 1). By making meaningful vocational choices the individuals possibly maintain successful and satisfying work lives.

There are three components of the **Career Construction Theory (CCT)**.

- **1. Vocational personality:** Personality is starting to develop in the family, neighborhood, and school (Savickas, 2005). Vocational personality is defined as career-related abilities, needs, values, and interests.
- **2. Life themes:** According to McIlveen (2011) life themes are pattern of subjective career, which represents a moving perspective applying personal meaning on past memories, present experiences, and future aspirations. It gives a kind of sense of purpose to the past experiences. (Savickas, 2013)
- **3. Career adaptability** is an essential skill, which can support future career development and help students adapt to employment requirements (Chan et al., 2016). According to Savickas (1997, p. 254), career adaptability refers to "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustment promoted by changes in work and working conditions".

Tolentino et al., (2013; 2014) argued that individuals could use their career adaptability to navigate career role transitions and to match themselves to jobs that fit them. Literature suggests that career adaptability of individuals may influence their attraction to an organization and their intention to leave the organization (Chan et al., 2015; 2016). Furthermore, it helps form strategies for directing career behaviors (Savickas 1999; Savickas et al., 2009). Career adaptability resources include the following points (Savickas & Porfeli, 2012): concern (planning for future career), control (taking responsibility for career actions), curiosity (exploration of career opportunities) and confidence (positive attitude and faith to make the career decision). Career adaptability has an essential impact on job performance, work engagement, turnover, job, and career satisfaction and other wellbeing indicators (Zacher, 2015; Chan et al., 2016; Jiang, 2016, Cai, et al. 2015). Ito & Brotheridge (2005) suggested that career adaptability might encourage job-hopping. Chan & Mai (2016) argued that employees having a high score of career adaptability have less intention to leave.

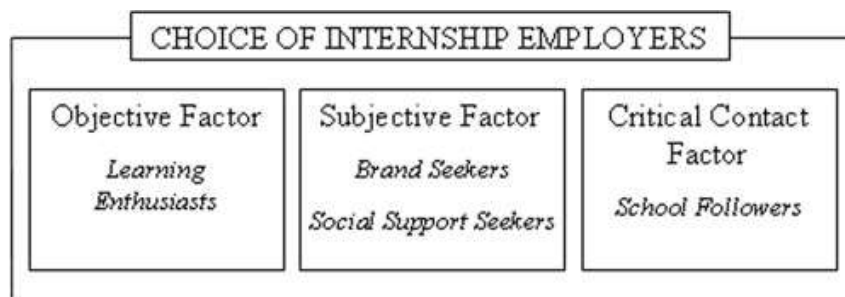
2.3.4 Factors that influence career choices /career decisions

Factors that influence career decisions on different levels are defined as career factors (Kyriacou & Coulthard, 2000). Lent & Brown (2013) mentioned that graduates of hospitality and tourism are entering the industry without having an accurate understanding of the industry. Schein (1978) stated that early career decisions of students are often based on inaccurate information about career paths. Only after several years of work experiences will they have a more accurate picture of their abilities, needs, and values (Schein, 1978). He believes that in this complex global world, individuals approach their work with a specific set of priorities and values. He assumed that understanding preferences would help student plan and build a fulfilling career (Schein, 1978; 1990).

Hoc Nang Fong et al. (2014) used the Expectancy Theory (ET) and job choice framework in their study to identify and compare the importance of selection criteria used by students in choosing internship employers. Vroom's expectancy motivation theory is considered as one of the most influential theories in studies about work related criteria." According to the theory of expectancy of motivation, students' choice of employer is a function of the selection criteria of employers weighted by the perceived importance" (Hoc Nang Fong et al. 2014).

In the article "Recruiting: A theoretic base" by Behling et al. (1968) there were three theoretical factors identified. These factors (objective, subjective and critical factor) are used by job seekers to decide which company they prefer to work for. Richardson (2008) found among hospitality students that the objective factors (salary, fringe benefits, promotion opportunities) are given significant consideration at the job seeking stage. Subjective factors are related to the psychological needs and emotional benefits (work environment, image of the organization, personality of the supervisors, and co-workers). The critical contact factor is based on the precondition that the students could not make a decision based on the objective or subjective factor. Therefore, their decision is based on either personal experience with the organization (e.g., birthday celebration in Marriott Hotels) or because the organization is affiliated with their academic institution. Hoc Nang Fong et al. (2014) showed that subjective factors (friendly colleagues and brand of organizations) are equally as important as objective factors (comprehensive training, competitive remuneration, and commute distance). Critical factors such as working for a company affiliated with the university or experience of the company as consumer were less important. Richardson (2008) found that objective factors were realized as more critical than subjective factors. Hoc Nang Fong et al. (2014) clustered the students into categories based on the importance of their selection criteria. Figure 4. below shows four categories of students: learning enthusiasts, social support seekers, brand seekers, and school followers.

FIGURE 4. CHOICE OF INTERNSHIP EMPLOYERS (HOC NANG FONG, ET AL. 2014)



This segmentation approach suggests that students should not be perceived as homogeneous. Some students (learning enthusiasts) are more worried about the training programs than about the brand of the organization. They select their future employers based on objective factors (comprehensive training program, etc.). The second segment of students is more concerned about social factors such as friendly colleagues, than objective or critical factors. Brand seekers identified the brand of the organization as the top criterion that drives them to well-known brands such as Marriott, Four Seasons etc. The third group of students did not manage to distinguish their preferences between objective or subjective factors. The school followers based their decision on critical contact factors such as personal experience with the organization (either as a consumer or perhaps an invited guest at a seminar on campus), or a career fair at the institute. We mention here that the last category of students did not have previous work experience, which explains their choice: without prior experience, they might not be able to relate to the industry. Consequently, they follow the suggestions of their academic institutions and join organizations suggested by career center of their institutions. Although previous research (Aycan & Fikert-Pasa, 2003) found that variables such as gender, local/non-local, academic majors may moderate job choice, this example shows that work experience has the most significant influence on how students make their job choices (Hoc Nang Fong et al. 2014). The career center of the academic institution seems to play a vital role, especially for students without real-life work experience. These students rely even more on the suggestions and connections of their academic institution.

Based on Vroom's Expectancy Theory, Ajzen developed the **Theory of Planned Behavior** (TPB) helps predict and understand clearly defined behaviors. In order to estimate the career intention of students, TPB appears to be well suited as a conceptual framework for application to career choice. According to Ajzen (1991), the intention is the principal predictor of human behavior. It captures the motivational aspect that influences behavior. It shows how much time and effort an individual is willing to invest in performing a behavior (Tegova, 2010). theory is based on three predictive components of behavioral intention (Tegova, 2010). The first factor is the attitude towards the behavior, which indicates whether the behavior on the question is favorable or unfavorable. Attitudes are valid predictors of career choice behavioral beliefs being linked to possible outcomes attached to the behavior.

If in the student's perception the behavior leads to a favorable outcome, the student will most probably act accordingly (Armitage & Conner, 2001). The second factor is the subjective norm (SN)/ social factor. It identifies the social pressure to perform/not to perform the behavior. The last factor called the degree of perceived behavior control (PBC) describes how the performance of behavior is perceived: easy or rather difficult. (Ajzen, 1991). The more advantageous the attitude and subjective norm related to behavior and the greater perceived behavioral control, the stronger the individual intention to perform the behavior. (Hsu, 2012).

Attitudes are essential for explaining and predicting behavior. The relationship between attitudes and actions (behavior) is controversial. Most empirical research supports a small to moderate positive relationship between attitudes and behavior (McGuire, 1985). Despite of may be good predictors of human behavior, they cannot predict behavior all the time in all situations and places. The reason is that there may be many moderating variables, conditions and situational constraints causing attitude-behavior discrepancy (Ajzen, 1989; McGuire, 1985). Research has generally concluded that there is consistency among components of attitudes and between attitudes and behavior (Fishbein & Ajzen, 2010). This means that learning about attitudes can help predict behavior Kuslivan & Kuslivan (2000)

The purpose of performance helps predict students' behavior, which may influence their career choices. Career decisions are significant choice points in a student's life. The majority of individuals spend more time on the job than on any other activity. Therefore, a choice of occupation effects one's lifestyle (Bandura, 2003). Thus, should students positively evaluate the competencies to pursue a career in hospitality and tourism, they will likely seek employment in this sector. Subjective norms, social expectations of others such as family members, relatives, and friends can also influence (increase/ decrease) the intention to engage in the activity (Park & Kahn, 2006).

Millar and Shevlin (2003) found that attitude is a significant predictor of career exploration intention. If students believe that seeking career information is important in the process of career choice, they are likely to attach a positive attitude to it and would repeat information searches in the future.

FIGURE 5. AJZEN'S THEORY OF PLANNED BEHAVIOR (2019)

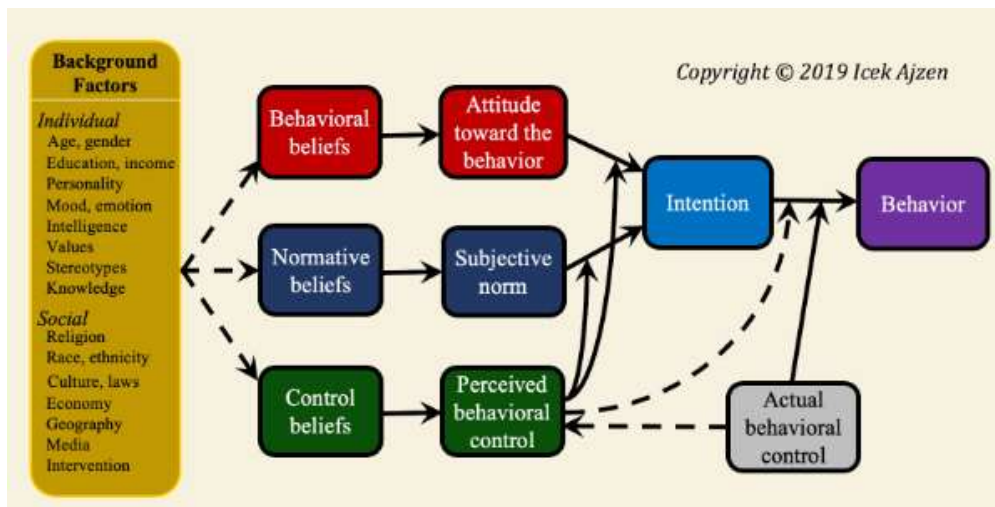


Figure 5. shows that attitude plays an vital role in explaining intention formation and attitude relates to actual behavior Hrankai (2014) – in a study conducted at the same institute as this work - found that four personality traits were strong predictors of career intentions among hospitality and tourism students.

2.3.5 Potpourri of concepts relevant to career choices/ career decisions

Anne Roe’s Theory of Career Choices and Development posits that biology, sociology, and psychology are limiting factors in a person’s career choice. Individuals develop psychological needs in their childhood while interacting with their caretakers. These psychological needs have an impact on career choices, as individuals look for careers where they can fulfil these wishes. (Sharf, 2013b). In line with many researchers, Middleton & Loughhead (1993, p. 161) presented evidence supporting the claim that parents “are uniquely positioned to influence a young person’s career aspirations and development.”

O’ Mahon et al. (2001) conducted a study in Australia and found that students’ decision to choose hospitality and tourism as their area of study was influenced by the reputation of the hotel and tourism management schools and the specialist courses offered by their schools. Another significant factor was that students had the chance to put theory into practice and gain real-life work experience during their internship (Kim et al. 2016). The primary motivational factor for students from Hong Kong and mainland China was that they could not meet the required test scores to enter college, so they decided to pursue studies in hospitality and tourism. Moreover, this sector is recognized as an important sector of the economy, which makes it possible for students to enter a career (Kim et al. 2016).

Work values are the preferences and beliefs that should be satisfied with the students' career choices (Singaravelu et al. 2005). Work values could be also influenced by cultural factors (Wong et al. 2017).

Which means students in Asia might place more value on promotion and income when compared to students in the Western countries, who place a higher value on a fun working environment, and enjoyable, exciting work (Chan & Kouk, 2011; Chan & Mai, 2015).

The Happenstance Theory of Krumboltz (1994) claims that unplanned events (which are often uncontrollable by an individual, e.g., wars, natural disasters, etc.) have an impact on career choice. These events can be turned into opportunities. An open mind helps students be more flexible regarding the path they take. Several potential career paths allow students to take advantage of unplanned opportunities.

2.3.6 Brand Influence – Recruitment Marketing

Kong et al. (2015) found that hotel career management (HCM) has a significant positive influence on the career expectations of Gen Y. Organizational career management (OCM) includes the programs, processes, and assistance given by the organizations to support the career development and success of their employees (Ng et al. 2005; Kong et al. 2015). According to the theory of expectancy of motivation, students' choice of an employer is a function of the selection criteria of employers weighted by the perceived importance" (Hoc Nang Fong et al. 2014). Brand seekers identify the brand of the organization as the top criterion that drives them to well-known brands such as Marriott, Four Seasons etc. (Hoc Nang Fong et al. 2014). Companies can use recruitment advertisement to the best employees, and use in order to be considered as an employer of choice. The brand is an asset whose value reflects its intrinsic capacity to modify purchase behaviors (Soulez & Guillot-Soulez, 2011). According to Keller (1993) the brand knowledge can be broken down into two components: awareness and image. The information applicants have about the firm in the initial stages of their job search, and at the time of their decision, is based essentially on general impressions of brand image. This image influences the responses of the applicants to job advertisements.

The employer brand can be defined as sum of benefits associated with a job and an employer. Applicants are attracted to a company due to their perception of its attributes and benefits, as well as the image of the employer brand (Ambler & Barrow, 1996; Chapman et al. 2005). Strong employer brand can reduce recruitment costs, improve the relationship with staff, increase employee retention, and even allow a firm to offer lower salaries than those paid by companies with a weaker brand (Berthon et al. 2005).

According to Ambler & Barrow (1996) the employer brand is a combination of three types of benefits:

1. functional benefits (meaningful work or activities encouraging personal growth,
2. economic benefits (material or financial rewards, salary, social advantages, jobs security), and
3. psychological benefits (sense of belonging).

Berthon et al. (2005) extended the psychological benefits with interest, such as exciting work environment and new ways of working) and value, like friendly atmosphere and good relations between colleagues).

According to previous academic and managerial research on consumer behavior, the concept of generations is well accepted and commonly used in marketing. Soulez and Guillot-Soulez (2011) (2011) argued that individuals belonging to the same generational cohort (in this case to Gen Y) necessarily have the same attitudes towards recruitment marketing. Preferences of students were significantly different according to their gender, educational level, professional experience, geographical location. Therefore, they suggest to divide the generational cohorts into several sub-segments.

2.4 The Theory of Generations

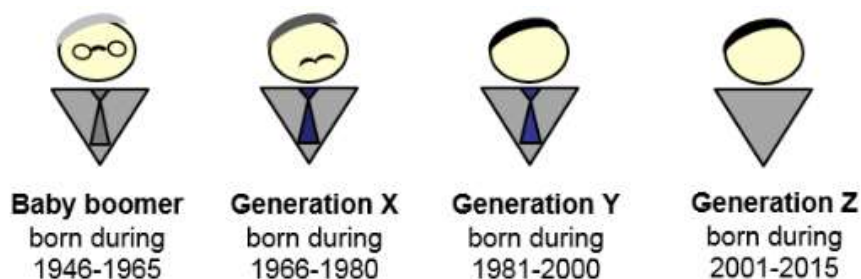
Several researchers support the existence of generational theories and generational differences, which may impact recruitment, training and development, career development, retention and all other areas of management (Lub et al. 2012). Literature suggests four approaches to the concept of generations: (1) in a demographic sense; (2) in the genealogical and family sense, (3) in the historical sense, and (4) in a socio-cognitive or sociological sense (generational cohorts) (Soulez & Guillot-Soulez, 2011). According to the **Socialization Theory**, individuals of each generation are influenced by the political, economic or cultural context in which they grow up and the historical events that form their values. Their value sets are shaped in a formative phase of their lives (age 16-25). Mannheim (1972) defined a generation as a group of people, physically existing in the same time of history, in a similar social location, experiencing similar significant social events. Due to these shared events, each generation is thought to develop a unique set of beliefs, attitudes that guide its behavior (Soulez & Guillot-Soulez, 2011). These experiences influence their “feelings towards the authorities”, how they participate in the workforce, the priorities in their lives, and work values and expectations they may have of their employers. (Kuperschmidt, 2000; Lub et al. 2012). Literature suggests an interaction between life-stage and generational effects (Lub et al. 2012). The early beliefs, attitudes, work values, and expectations of a generation might change as they move through different stages of their lives.

Researchers do not agree on the exact start and end dates of the generational cohorts (Soulez & Guillot-Soulez, 2011). It is argued that differences not only exist between generations, but also within a generational cohort. Differences in attitudes, values, beliefs and lifestyles may occur based on gender, ethnic group, social class and education. These may impact work-related attitudes and behaviors. (Lub et al. 2012). Although stereotypes are commonly assigned to different generations, these types change with time (Smith, 2008). It is also important to mention that people born at the start or end of a generation do not represent those born in the middle (Wellner, 2003).

2.4.1 Generational Differences in work values and attitudes

Gursoy et al. (2013) concluded in their studies that generational differences in work values and attitudes exist between older and younger generational employees. The generational differences “may have a substantial influence on workplace attitudes, and influence interactions between employees and managers, employees and customers, and employees and employees” (Gursoy et al. 2013, p.46). It is important to understand the generational differences, in order to increase job satisfaction and productivity by creating a work environment that encourages leadership, motivation, communication and generational synergy. Ignoring the generational differences could lead to a higher turnover rate and losing skilled and valuable employees, which in turn could affect profitability. Lub et al. (2012) found that three generations have significantly different expectations and value different aspects in their job. Generation X and Y perceive challenge and personal development to be important. In addition, Generation Y shows a lower level of commitment and higher turnover intentions than previous generations. Therefore, generation-specific human resources practices are essential, and are even more critical in hospitality and tourism, as this industry has a large number of young employees (Lub et al. 2012). Generation Y and the next generation, called Gen Z, is about to approach their first work places. Figure 6. Illustrates the generations at the hotel and tourism workplaces: Baby boomers, Gen X, Gen Y and Gen Z is approaching as next generation.

FIGURE 6. MULTI-GENERATIONAL WORKFORCE IN THE HOSPITALITY AND TOURISM INDUSTRIES



2.4.2 Characteristics of Generation Y and their work values, career choices

Researchers do not agree on the exact birth years of each generation, most of the studies use the early 1980s and 2000 as the time frame of Generation Y birth years (Brown et al., 2015; Weingarten, 2009; Griffiths et al., 2015). Hansen & Leuty (2012 p. 35) found that despite the disagreement about the exact birth years of Gen Y, researchers do agree on the characteristics of this generation (Erickson, 2009). Following the literature, this study Gen Y refers to those who were born between 1981 and 2000. The participants of this study were international hospitality and tourism management students, all of whom represent Generation Y.

It is believed that Generation Y has a different attitude towards work and career when compared to previous generations (Eisner, 2005; Treuren & Anderson, 2010; Barron et al., 2007; Richardson 2008; 2010a). Researchers argued that all generations want the same; only their priorities and career anchors are different (Schein, 1990). As The Deloitte Millennial Survey – 2014 highlighted, Gen Y is not only important because they are the leaders of tomorrow, but it is also predicted that they will make up 75% of the global workforce by 2025. Generation Y is generally described as well-educated, self-sufficient, team builders, preferring a positive and stimulating work environment offering opportunities for advancement and success (Eisner, 2005). They are confident, independent and goal-oriented, ready to provide input in the workplace, yet encouraging a collective management style. They pay attention to work-life balance especially for graduates right before entering the workforce. To Gen Y fulfilling private life seems to be more important than salary (Soulez & Guillot-Soulez, 2011). Brown et al. (2015) mentioned that Gen Y build their loyalty based on sincerity not on the length of work. As long as they achieve their personal goals, they are loyal to the organization. Should their preferred conditions not be met, they will seek a new job. (Kerslake, 2005; Hou, 2018).

Most of the research finds Gen Y thriving in exciting and interesting jobs, and finds it vital for them to be able to “contribute something worthwhile” Martin (2005). Their “texting” communication style using applications is reflecting the fast-developing technology of today.

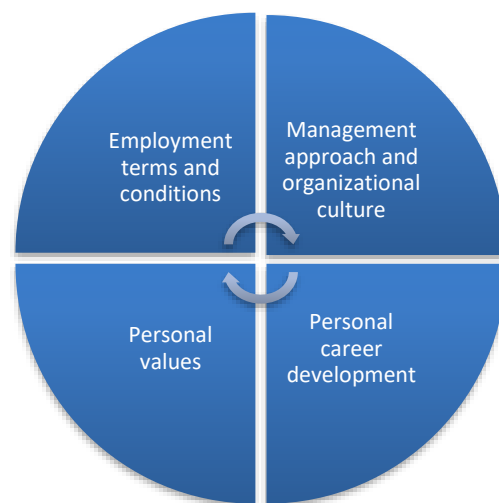
They expect their managers to be mentors/ coaches and give them empowerment to take responsibility early on to accomplish their tasks as a team. Generation Y prefers leaders who are communicative, interactive, participative fair, flexible and friendly.

Career advancement is one of the key motivators for choosing a job. Therefore, members of Gen Y expect to receive constant and timely feedback from their supervisors (Martin, 2005), Solent & Hood (2008). They are confident and aim at fast career development. Therefore, they aim at higher entry level positions than previous generations did and have high expectation of job content. They appreciate training as incentives. Their high expectations of promotion and pay raises (Hill, 2002) indicate that personal learning and development are first choice benefits followed by flexible working hours. According to the PWC global survey, 95% of Millennials found work/life balance important. Work-life balance is crucial – this generation is family-centric and works to live, unlike their parents and Baby Boomers, who live to work (Solent & Hood, 2008). This generation is entrepreneurial, ready and confident to start own businesses (Martin, 2005). Ernest & Young called this generation in their recent study “Generation Go”, to whom “Long-term means for them 12 months”. Martin (2005) and Solent & Hood (2008) argue that they are loyal to their personal development and taking advantage of the career mobility to gain faster career advancement.

In a fun, relaxed, friendly and creative working environment, they do appreciate regular social events with colleagues (Szamosi, 2006, Szamosi & Psychogios, 2014; Solent & Hood, 2008; Maxwell et al. 2010; Barron et al. 2007; Brown et al. 2015; Richardson & Thomas 2012; Weingarten 2009; De Hauw & De Vos 2010; Broadbridge et al. 2007; Treuren & Anderson, 2010; Martin, 2005; Terjesen et al. 2007; Eisner, 2005).

Broadbridge et al. (2007) underline four areas that distinguish Gen Y from the other generations:

FIGURE 7. THE 4 AREAS IN WHICH GEN Y DIFFERS FROM OTHER GENERATIONS, CHART CREATED BY THE AUTHOR BASED ON THE STUDY OF BROADBRIDGE ET AL. (2007)



1. Employment terms and conditions including fair compensation, flexible working hours, a higher level of career entry based on degree, the willingness of sacrificing work-life balance to work at the beginning of the career

2. Management approach and organizational culture: encouraging and supportive managers, constant timely feedback. Employer input factor

3. Personal career development: looking for opportunities for training and development and challenging, interesting jobs. They seek opportunities to make an impact in their workplace with their work.

4. Personal values: fun at work, equal opportunities, fairness and tolerating employee diversity and differences.

“Generation Y value jobs that provide a sense of significance and enthusiasm: however, they lose the value of the job easily” (Brown et al. 2015, p.131).

It is believed that this generation needs quick responds and fast result. Regarding promotion, they expect a faster career track than any previous generation. (Martin, 2005; Weingarten, 2009; Brown et al. 2015).

The demanding career expectations and aspirations of Gen Y possibly inspired changes within the hotel and tourism industry which may lead to more flexibility and choices at the work-place. Maxwell et al. (2010) show that on the job market the demand will exceed the supply; therefore, the organizations have no other choice but to understand and react to the expectations and values of Gen Y (Solent & Hood, 2008). Gen Y is looking for a challenge and opportunities for development and career opportunities (Lub et al. 2014, p. 568). According to Richardson (2010) clear career path and sufficient internal promotion opportunities are critical aspects of their career choices.

2.5 Hospitality and tourism students 'career perceptions

Richardson (2008) and Barron et al. (2007) stated that the career choices of hotel and tourism management students were influenced by motivational factors. These factors are connected to psychological values including *Intrinsic* (students' interests, preferences, motivations, and talents), *Extrinsic* (salary, promotions, and job security expectations), *Social* (the importance placed on working with other people and contributing to society), and *Prestige* related pursuits (importance of having a prestigious and respected occupation). The level of enjoyment taken in one's job, teamwork with colleagues and a pleasant working environment are the key factors considered by students choosing hospitality and tourism as their career. Preferences and expectations of hospitality and tourism management students can be different cross-nationally and cross-culturally. Kim et al. (2016) reported that Taiwanese and Korean students preferred hotel and restaurant management sectors, students from Hong Kong and mainland China are more attracted to tourism management and hotel sectors.

The industry relies on a large pool of young labor to fill their frontline staffing requirements (Magd, 2003). Hospitality and tourism students play an essential role in the workforce of the hospitality and tourism industry. Therefore, it is critical to understand their perceptions and attitudes towards the hospitality and tourism careers (Korstanje, 2010; Wang and Huang, 2014).

They perceive an excellent matching between their personalities and the work environment this industry offers, promotion opportunities, company reputation, chances for international work experiences, foreign experiences, service to society, their personal experiences as customers in a hospitality setting, influence of their parents on their initial decision (Kim et al., 2010; Richardson, 2010; Maxwell et al. 2010; Lee et al. 2008).

Brown et al. (2015) mentioned that graduates have a strong passion for the industry, enjoyed working with people and liked every day being different and exciting, meeting interesting

people, the social environment, meeting and working with great people, being able to serve, and working with people. Lu & Adler (2008 p.72) found that students choose this field of study mainly because of the “opportunities for employment and career development”, “to apply the knowledge learned in hotel and tourism management” and because of “the opportunity to meet and communicate with different people.”

Richardson (2010a; 2010b), Brown et al. (2015), as well as Barron et al. (2007), demonstrated in their studies reasons why this industry is not that attractive to build a career in: low pay paired with insufficient benefits. The compensation packages are in many cases not competitive with other industries (Dhevabanchachai & Muangasame, 2013). Seasonality of the industry might give uncertainty to the employees regarding job security (Blomme, 2010). High flexibility is required from all employees as the daily workload fluctuates, is often times surprising, and can be unpredictable. The constant pressure of delivering high-quality service in the shortest possible time often leads to the conclusion that working in the hospitality and tourism industries is both mentally and physically stressful. Transient employees are frequent, using these industries as a stopover until they find something else (Barron et al. 2007; Roney et al. 2007; Richardson, 2010a, Richardson, et al. 2012). The autocratic leadership style (Barron et al., 2007), unqualified co-workers, unqualified managers treating employees with poor attitudes and poor physical working conditions, stressful jobs, lack of family life due to the nature of work, long working hours, exhausting and seasonal (unstable) jobs, low social status of tourism jobs, unsatisfactory and unfair promotions, low pay and insufficient benefits are still present in these industries (Kusluvan & Kusluvan, 2000; Richardson, 2009; Duncan et al. 2013). Working conditions seems to be the critical point leading to the high turnover in hospitality (Weinz, & Kirk, 2017). Kusluvan & Kusluvan (2000) in their study provided evidence that half of the tourism students in Turkey have chosen tourism studies by chance without having accurate information about career opportunities and working conditions in the industry.

Solent & Hood (2008) conducted a study on the state of thinking of Generation Y, work-related values, attitudes, and behaviors in hospitality and tourism workplaces. Their study reported that employment in hospitality has a mixed image: there is a perception of glamour, contrasted with notions of servitude and inferiority, long antisocial hours, low level of pay, low status, and high turnover. People who interact with customers directly on a regular basis are paid the least. Richardson & Thomas (2012) highlighted that hospitality and tourism management graduates either fail to enter the industry or they are leaving the industry due to low job satisfaction, poor employment conditions and absence of motivating factors, resulting in high staff turnover and waste of trained and experienced personnel. This adds to the challenge the industry is facing in attracting and retaining employees.

Richardson & Thomas (2012) recommended that the industry rethinks its policies and strategies in recruiting, scheduling, compensation and training. Furthermore, it is mentioned that Gen Y

has different expectations of the work environment and industry compared to their predecessors (Richardson, 2010). Nachmias et al. (2017) conducted an Anglo-Cypriot study about students' perception towards hospitality education and careers within this industry. They examined the link between the students' perception towards education and career within the hospitality industry. They mentioned that there still appears to be a problem with the hospitality industry's ability to recruit qualified employees: evidence suggests that hospitality careers are not an attractive option for some hospitality students following graduation.

McGinley et al. (2014 p.136) suggested that the "industry should update their compensation programs tied to advancement to support young managers in particular". Kusluvan & Kusluvan (2000) noted that conditions of employment relating to nature of work, pay/benefits, physical working conditions, and promotion opportunities need to be improved. According to Gustafson (2002, p. 112), hospitality and tourism generally operate with 3-4 percent of annual profit margin and are not well positioned to pay high wages.

Blomme et al. (2008; 2009) mentioned how important is that the hospitality and tourism students have accurate expectations about the industry when leaving school and moving into the working environment. Kusluvan & Kusluvan (2000) mentioned in their study of undergraduate tourism students working in the industry that half of the students did not have adequate information about careers and working conditions in the industry. The first real-life experience had a negative impact on the perception of the student, as their expectations were not met and this influenced the perception of the industry. Barron and Maxwell (1993) found that many students did not join the industry after graduation, as their career expectations were not met in this industry. Researchers found that the "menial nature of work" and poor career prospects affected student's perception and attitude towards seeking a career in the hospitality industry.

Kim (2008) argues that the industry seems to value employees with experience in the field more than those with a hospitality degree. The expectations of the students with a hospitality degree are in contrast with this statement. Hospitality and tourism graduates expect that their degree will give them an advantage in the hiring process and "will afford them greater opportunities for career advancement" within this field. (Kim, 2008, p.10)

2.6 Hospitality and tourism management education

As a result of fast pace technological developments, changes caused by new global economic developments and shifts in the pool of capital and labor, the hospitality industry is changing rapidly (Kim, 2008). "To cope with this change, the department of hospitality and tourism in higher education requires substantial growth to meet industry needs (Ming-Shan Hsu, 2012, p.5).

Effective hospitality programs are needed in order to be able to prepare the workforce for the present and future demands of this fast-changing industry (Goeldner & Richi, 2009; Laureate Hospitality Education, 2009).

Hospitality management “education provides students with skill sets to succeed in this fast-changing contemporary work environment” (Kim, 2008 p.13). Literature highlights that the importance of hospitality management education is recognized all over the world (Kim, 2008). Hospitality students believe that education gives them the necessary skills and knowledge in order to reach senior positions and become the future leaders of the industry (Kim, 2008). Kim (2008) reported that 83.5 percent of GMs in British hotels gained hotel and catering qualification, 46.5 percent of GMs in American hotels had a bachelor’s degree or higher. Steele (2003) found that 39 percent of GMs had a bachelor’s degree or higher; however, half of the GMs had no qualification above high school. Ladkin & Juwaheer (2000) found that university education did not affect the rate of promotion into a hotel GM position. Harper et al. (2005, p. 56) argued that 64 percent of the vocational qualification support a fast-track progression to the GM role.

On the other hand, some researchers (Kim, 2008; Nachmias et al. 2017) argued that there are significant differences between the expectations of the leaders of the industry and those of the academics regarding: “skills, knowledge, competencies, and attitudes required by graduates for successful career in the hospitality industry” (Nachmias et al. 2017 p. 134). Researchers argue that there is a gap between academic preparation and employable skills because the hospitality courses are unable to respond to the fast-growing industry. As a consequence, graduates leave school without gaining appropriate management skills. Researchers indicate that hospitality education fails to prepare graduates to have realistic expectations relevant to the industry's needs and practices. Students are overqualified but under-experienced in order to enter first management level positions after graduation (Nachmias et al. 2017; Brown et al. 2014; Kim, 2008). Kim (2008) concluded that it is difficult to see whether a university education affects the rate of promotion or not. Researchers found a “common trait among successful managers, which was that they had a passion for their job” (Brown et al., 2015 p. 135).

Raybould & Wilkings (2006) argue that hospitality management degree programs must fulfill the needs of the student, industry and academic stakeholder groups. It is critical that students meet the skill-set expectations of industry and that education prepares the students accordingly. Lu & Adler (2008) indicated that hospitality and tourism management students had high expectations of the educational institutions. 32% participants reasoned their decision to leave the industry with either no personal interest towards the industry, unsuitable match to their personality or the salary was too low. They expect to be well prepared through courses in business and management and personal skill advancement. A majority of the undergraduate students expressed a desire for an advanced degree and (68%) were interested in pursuing a career in the tourism industry. The hotel sector was the most preferred sector for a career in the industry, which is also what was shown in the study of Gu et al. (2012).

2.6.1 Swiss higher education in hotel and tourism management

Switzerland is well known for its beautiful natural scenery, high standards of living, chocolates and punctual Swiss watches. Swiss hotel management schools attract students from all over the world (Laureate Hospitality Education, 2009). The world university ranking of 2018 presented 4 Swiss hotel management schools within the top 10 universities for hospitality and leisure management. Most of the Swiss hospitality schools are in private hands and offer three to four years of courses of BA and BSc programmes. The Swiss Hotel School Association controls the standards and quality of hospitality schools. Several private institutions offer a double degree through universities in UK or Australia, as the bachelor or master degree of private institutions are not recognized by Swiss Federal Education Department. The majority of the Swiss hospitality schools start their programs twice a year, once in January and once in August.

Students, mainly from Europe and in an increasing number from Asia and Latin America, are taking advantage of living, studying and gaining working experience in Switzerland (Jung et al. 2014). Hence, classes are comprised of international students from Europe, Asia, Africa, U.S. Latin America, and Australia with different cultural backgrounds working together as a team. Most of the students learn how to live and work with other cultures as they complete their studies. Cross-cultural communication skills are important (Kim et al. 2016), as in the future these students will interact with guests from all over the world, and will manage different generations with multi-cultural backgrounds. Jung et al. (2011), Lee et al. (2008), and Kim et al. (2016) confirmed that Switzerland is a preferred study abroad destination for students from Hong Kong and Taiwan, while students from Korea preferred to study in the United States.

Hospitality courses are held either in the classroom (theoretical and the practical training), or in a real-life setting (internships). After completing three-four years of courses, students (in a full-time status) gain at least a one-year hospitality work experience. Many students realize the importance of work experience in this industry. Therefore, they take advantage of the maximum amount of internship experiences possible.

They do an internship after each theoretical semester of their studies and end up with two to three years of work experience before graduating.

2.6.2 The Importance of Internships

Current hospitality and tourism courses emphasize the importance of practical training and incorporate practical experience and internships into the curriculum. (Hsu, 2012). In order to become successful professionals, students are offered an internship to experience real work-life and gain professional experiences while studying full time. An internship can be defined as work-integrated learning, or “structured and career relevant work experiences obtained by students before graduating from an academic program” (Taylor, 1988, p.939).

Students' goals while completing and internship were defined by (Bubsy & Gibson, 2010) as follows:

- to experience employment and accept responsibility for completing tasks,
- to obtain insight into management and management methods,
- to gain greater maturity and self-confidence,
- to be involved in the diagnosis and solution of problems and supervising others, and
- to develop attitudes and standards appropriate to career and aspirations.

As part of the education process, internships can increase students' competitive advantage as employers appreciate paid and unpaid experiences. Internships are beneficial to the students, to academic institutions, and to the employers of the industry.

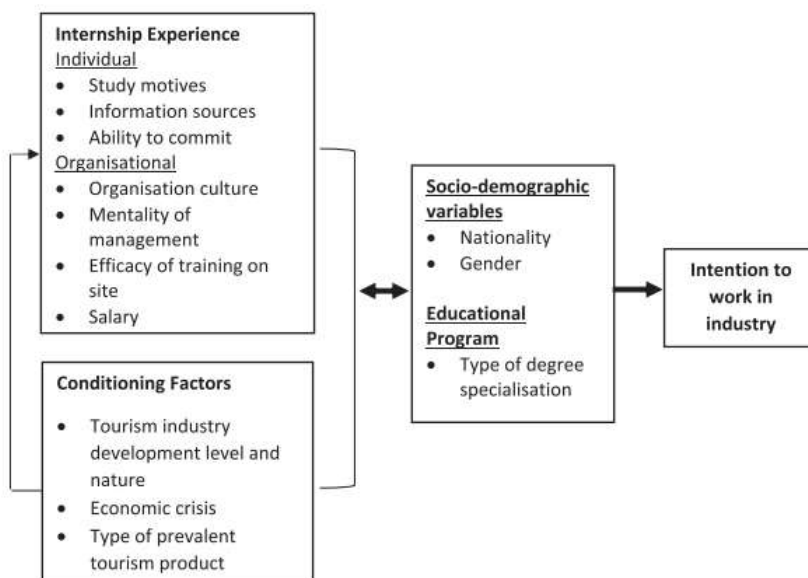
According to Cook (2004), students appreciate the practical experience as they can improve confidence and students' ability to work with others. The real work experience helps students understand how organizations work. They are also able to form realistic career expectations and extend their network with professional contacts. Internships may help improve students' communications skills and their critical thinking abilities, which is perceived as an important skill when recruiting (Hoc Nang Fong et al. 2014). Recent studies focused on improving the effectiveness of internship programs within the hospitality and tourism industry. Some studies aimed to identify and close the gap between the students' expectations of and experiences in internship programs. Other studies hope to close the gap between expectations and perceptions to obtain higher student satisfaction with internship experiences. (Hoc Nang Fong et al., 2014). Internship experience influences the hospitality and tourism students' perceptions about work within the industry.

Students with a negative practicum experience are likely to be less motivated to join the industry after graduation. Richardson (2009) stated that nearly 50% of tourism students contemplated leaving the industry after completing their internship.

Lu and Adler (2009) found that 32% of hospitality graduates expressed willingness to leave hospitality and join another industry. Farmaki (2018) conducted a study about career-related decision-making process of graduates and revealed that an interplay of factors influences the relationship between internships and career intentions. She found that students with negative internship experiences decided not to join the industry upon graduation. Their decision was based on the heavy work schedule that comes with the job as well as the pressure related to the nature of the job, which demands courtesy, a service-oriented approach, and politeness at all times.

Figure 8. summarizes the findings of Farmaki’s study. It displays the relationship between three key factors, which are significantly influencing internship experiences: (1) *individual factors* (study motives, information sources and commitment level) *factors related to the organisation* in which the internship takes place (e.g., organisational culture, management mentality, salary and efficacy of training) and (2) *socio-demographic factors*. Socio-demographic factors (gender and nationality) also influence the career aspirations of hospitality and tourism management students.

FIGURE 8. FACTORS INFLUENCING INTERNSHIP IN THE HOSPITALITY AND TOURISM INDUSTRY FARMAKI, A. (2018)



Dickerson (2009) argues that hospitality and tourism students generally have high expectations of working in the industry. Employers receive academically-trained skilled employees at a low cost. It is easier to recruit the right people based not only on a single job interview but on the students’ performance during their internship. It also helps to set the right expectations of students towards the work in the industry, as this may lead to higher job satisfaction (Hoc Nang Fong et al., 2014).

Academic institutions benefit from the students’ work experience in many ways. For one, students bring up to date practical examples to the theories taught in class. Studies show that students with practical experience are more active in class and seminars than students without this experience. Here we mention that the level of motivation to study does not seem to be influenced by the work experience (Hoc Nang Fong et al., 2014). If the students excel during their internships, it positively influences the willingness of the employers to work with this particular institution in the long run and hiring graduates from the institution as full-time employees. The institution in turn can use the cooperation of well-known brands in the industry as a marketing tool to attract future students and further employers.

Overall, student satisfaction depends on the trade-off between expectations and perceptions of internship experiences. A positive internship experience encourages students not only to join the industry after graduation but also to stay in the industry. According to the expectancy disconfirmation model (Oliver, 1980), satisfaction occurs as a result of an evaluated experience relative to the anticipation before the experience. Should the student's expectation be lower or be the same as their perception of the work experience, they will end up having a positive work experience.

2.6.3 Career Centers

The career center's aim is to guide and support the hospitality and tourism students to build a successful career in this industry. Career success can be measured by objective and subjective indicators. Objective career success refers to professional competencies and hierarchical status such as position, promotions, and earnings (Arthur et al., 2005; Ng et al., 2005). Subjective career success means work-life balance, and health and well-being associated with the individual's career development (Callanan & Greenhaus, 1990; Zhou et al., 2013).

University career centers play an essential role in improving the reputation of the school by building and maintaining the relationship with potential employers of the industry and by finding placement for every student of the school. Moreover, such centers help students identify short and long-term career goals, overcome career indecisiveness, and make career decisions (Schlesinger & Daley, 2016; Hunt et al., 2017). Career centers help students with resume writing, interview preparation and job search strategies in order to be able to identify their next employer. Self-assessment activities, discussions about values, skills, and interests are to guide and create an individual career development plan. (Schlesinger & Daley, 2016; Hunt et al. 2017).

2.7 Conclusion

In this chapter previous we reviewed and discussed previous studies in order to provide an overview of vocational choices, career development choices and the factors influencing them. The current study reviews theories and previous studies on the career perception of hotel and tourism management students. The summary of characteristics, work values, and career choices of Generation Y leads to the next chapter, which describes the methodology of the research and introduces the instrument, location, and techniques used to collect and analyse data.

3 METHODOLOGY

3.1 Introduction

Having completed the literature review, research methodology helped the author create the work plan and choose suitable tools to answer the research questions (Rajasekar et al. 2013; Saunders et al. 2009). The research process started with the identification of the research topic, which was followed by the selection of the research strategy and methods that lead to the data collection and data analysis. Chapter 4 reports and discusses the findings.

Selecting the research topic was supported by the suggestion of the academic dean of the school where the data was collected, and by the personal interest of the author. The author experienced constant challenges while helping students find work placement and completing the required practical part of their studies. Student expectations and demands towards their workplace opened up several conversations with Human Resources Managers to discuss how the career center of this institute could help both parties obtain a better experience and provide better service to students and employers while working together.

Saunders et al. (2009, p. 138) named three types of studies based on the purpose of the research. These are exploratory, descriptive and explanatory studies. On the other hand, Jennings (2001, p. 17) described seven approaches based on the information required: exploratory-, descriptive-, explanatory-, casual-, comparative-, evaluative-, and predictive research. This study aims to understand the career expectations of Gen Y. We wish to understand how they think, to understand the “why” of the Gen Y phenomenon, and to analyze the relationship between the variables using hypotheses. This gives a combination of explanatory and casual studies. (Saunders et al. 2009, p. 140). The difference between the explanatory and casual study is that an explanatory study does not exclusively depend on the hypothesis while the casual research does (Jennings, 2001, p. 17).

Jennings (2001, p. 63) stated two types of data sources in tourism research: primary and secondary sources. To find out the career expectation of international students representing Gen Y at the chosen hotel and tourism management institute in Switzerland, the author collected data on campus for this specific study, and hence exercised primary data collection. (Jennings, 2001 p. 63; Saunders et al. 2009 p. 280).

Secondary data, collected previously by other researchers (Jennings, 2001 p.63) is only mentioned in Chapter 2. such data was used to illustrate the growth of the industry and to provide evidence of studies on career expectations of Gen Y by Richardson (2010) and by Maxwell et al. (2014). Finally, statistics from companies such as Deloitte Global Human Capital Trends (Walsh & Volini, 2017), PriceWaterCoopers, World Travel & Tourism Council.

3.2 Research Design

Regarding the time horizon, this research shows a “snapshot taken at a particular time”. Therefore, this study is a cross-sectional study (Saunders et al. 2009, p.155). The survey was conducted in February 2015.

Given the aim of the study, the survey strategy is the most suitable one for this research (Saunders et al. 2009 p. 141-144). Cross-sectional studies commonly use this strategy. The main reason for choosing to use a survey was that it allowed the author to collect data from all students on campus and reach out to those students who were gaining practical experiences at the time of this study. Furthermore, with this strategy, the relationship between variables can be identified, analyzed and possible reasons can be tested and suggested. (Jennings, 2001 p.130; Saunders et al. 2009 p.144).

Based on the data collection and analysis techniques, Saunders et al. (2009) described two categories of research approaches: mono-and multiple methods. The mono-method includes one technique: either quantitative or qualitative data collection. Multiple methods on the other hand use more than one of those techniques. (Saunders et al. 2009, p. 152). The author uses a single data collection and analysis technique, which describes the mono method. The mono method includes both qualitative or quantitative techniques.

The author was in contact with the students on a daily basis. One-on-one session and several workshops were held on a regular basis concerning class activities. These allowed the author to gain a better understanding of their career plans, personal and professional career developments. This situation provided the opportunity for employing a qualitative research method. The term ‘qualitative technique’ describes data collection and analysis which generates or uses non-numerical data and gains an in-depth appreciation of the problem. It is inductive, it involves text-based analysis and uses methods such as interviews, focus groups, and case studies (Jennings 2001, p. 194; Saunders et al. 2009, p. 152.).

However, this research was conducted in order to understand and see the bigger picture of the collective career expectations of Gen Y these students. Therefore, we chose to employ a quantitative methodology for this particular study. The collected data were transformed into numerical data (Jennings, 2001. p. 130) and hypotheses were developed and tested based on the literature review. The deductive approach involves testing the hypotheses and contrasts the results with theories (Jenning, 2001 p.130, Bryman & Bell, 2011).

3.3 Research questions development

In accordance with the literature review, nine research questions were developed. This study intends to explore the essential factors used by Gen Y when choosing a career in hospitality and tourism. The study aimed to understand the career expectations of students and to compare them with results from previous studies.

RQ1. Does Gen Y find hospitality and tourism attractive enough to build a career in after graduation?

RQ2. Why does Gen Y find hospitality and tourism attractive enough to build their career in?

RQ3. Does Gen Y plan a short-term (less than ten years) career in the hospitality and tourism industry?

RQ4. Does Gen Y expect to start their career after graduation with a higher position than that of a line-employee?

RQ5. How fast does Gen Y expect a promotion after starting a new job?

RQ6. Is Gen Y disloyal, leaving the company should promotion not be earned within the expected period?

RQ7. What is the highest career goal and how fast does Gen Y expect to reach this goal in the hotel and tourism industry?

RQ8. What are the Top fifteen career expectation factors of Gen Y in hospitality and tourism?

RQ9. Does career advancement opportunity positively influence Gen Y's career decision?

3.4 Instrument: Questionnaire

According to Saunders et al. (2009, p. 261), a questionnaire is the most widely used technique to collect data which allows each participant to answer the same questions in a predetermined order. This instrument has the advantage of keeping the relationship between the author and the participating (international) student's objective (Jennings, 2001, p. 130). In this specific study, this was important as the participants had different cultural backgrounds and this instrument gave the freedom to express their opinion, expectations if they wanted to, without having to confront any cultural barriers.

The questionnaire followed the Fifteen Rules for Question Wording and Format by Bernard, R. (2013, pp. 231) and was adjusted to the targeted group to be understood easily by all participants. The design of the questionnaire was inspired by previous studies (Richardson (2010;

2012); Treuren & Anderson (2010); Maxwell et al. (2010); Brown et al. (2014, 2015); Kong et al. (2015); Gursoy et al. (2013); Lub et al. (2012); Kim (2008). The survey was created and personalized with a focus on the specifically targeted group, based on the characteristics of Gen Y illustrated in the literature review. The aim was to receive information about the career perceptions of students on themes like the attractiveness of the industry, job opportunities within the industry, promotional opportunities, working together with people, preferred management approaches, career development, the expected time frame of promotions and achieving the highest long-term career goals.

The questionnaire included 22 questions collecting behavior and attribute variables by using the following type of questions:

- 19 list questions, “which offer the respondent a list of responses” (Saunders, 2009, p. 375);
- Two questions using 6-points Likert-style rating scale for 44 statements to find out how strong the participants feel about the statement (Sanders 2009, p. p. 378) mirroring the attitudes, work values and career expectations of Gen Y;
- One open question soliciting a detailed, in-depth answer. Following the suggestion of Sanders (2009 p. 375) the author kept the number of open questions to a minimum.

The survey is divided into the following three parts: (Appendix 1)

Part I (Question 1-9)

The first five questions are about the career expectations of students after graduation. Previous studies have shown that hospitality and tourism students are not motivated to join the industry after graduation based on their previous work experience, or they use this industry as a first step until they find something better (Richardson, 2008, 2010, Richardson & Thomas, 2012; Maxwell, 2010; Barron et al. 2007). Therefore, the first two questions related to finding out if students were planning a career in this industry, and if so, how many years they expect to stay in the hotel and tourism industry. The next 3 questions allowed participants to identify the industry, the area of work and the level at which they expected to start their first full-time job after graduation.

Questions 6 and 7 addressed the fast career development expectations of Gen Y regarding promotions, and how they would behave were a promotion not received as fast as they expected. These questions were inspired by a regular recruiter of the institute, who was interested to find out how fast Gen Y expect to move to the next level.

Questions 8 and 9 measure the long-term career expectations and the time frame within which students expect to reach the pinnacle of their careers.

Part II (question 10 – 14)

The second part contains 30 Likert-type scale statements about career expectations mirroring the attitudes and work values of Gen Y (Richardson, 2008 & 2010; Maxwell & Broadbridge, 2014). Questions 11-13 explore whether and why a family owned small property, or an international chain company is more attractive to Gen Y. The next question includes 14 Likert-type statement to explore their motivation behind choosing the hospitality and tourism industry for a career.

Part III (question 15-22)

The last part captured the nominal and ordinal questions on demographical information of the participants.

3.5 Pilot Tests

After designing the questionnaire, it was distributed by email to 5 students and five colleagues at the institute. The pilot testing proved to be very useful, as it confirmed the estimated time to answer all questions to be no more than 10 minutes. After the feedback from the pilot group some changes were made to the wording and the sequence of questions. Finally, in question 3 and 4 the number of potential answers was limited to 2.

3.6 Selection of the study site

The survey was conducted on the campus of a hotel and tourism management institute in Switzerland where the author worked for 3 years as a career center manager. The institute is located in the German-speaking part of Switzerland. The private institute offers undergraduate and postgraduate academic degrees in hotel and tourism management. According to Top Universities, this school is among the 15 best in hospitality and leisure management in 2017. The institute offers Undergraduate Programmes, Postgraduate Programmes, Specialisations Programmes and Certified Professional Programmes.

3.7 Sampling – Participants

Bryman & Bell (2011) and Jennings (2001) defined the sample as the population which is chosen for the investigation of the study.

Homogeneous purposive sampling is appropriate for this study as the participants were selected because they share similar characteristics (Bryman & Bell, 2011).

The targeted population for this study was international students representing Gen Y, currently undertaking or recently completed a hospitality and tourism management course at the selected institution. According to Saunders et al. (2009 pp. 241) this technique is frequently used. However, it introduces sampling bias, and hence "subsequent generalizations" are likely to be at best flawed.

According to the class rosters, a total of 130 students were on campus at the time of the survey. The original plan was to send the questionnaire only to the students on campus. Since it was uncertain how many students would take the time and fill out the questionnaire, the author also sent the same questionnaire to those students who were completing the practical part of their studies at the time of the study. This increased the sample size to 305 students in total. The study took place in February 2015, which was the beginning of the spring semester. The survey was distributed during orientation week.

3.8 Data collection

The survey was self-administered on survey.zoho.com. As a large number of students with different nationalities were expected to answer the survey, English was chosen as the language of the questionnaire.

The distribution of the questionnaire was convenient and fast, and could reach all students on the same day as a link to the questionnaire was delivered to all students with personalized messages. Those on campus received this message by internal school email. Those students who were not on campus at that time received the same link to the questionnaire by using a social media portal. The reason for this was practical: in the author's daily experience, students off campus were responding ten times faster to social media messages than to school emails. Seven days after the initial roll-out a kind reminder was sent to all students, as not many students completed the survey immediately.

305 students received the online questionnaires with a personalized message. Out of the 130 students on campus, 88 students were enrolled in Undergraduate Programmes, 28 students were in Postgraduate programmes and 14 in Specialization Programmes. The other 175 students were either doing internships or have recently graduated from the private hotel and tourism management institute. Following the suggestion of Park & Kahn (2006) the survey was designed to take no longer than 10 minutes to complete. It was also personalized to the group of respondents by giving clear statements. By filling out the questionnaire the participants rated their agreement about the hotel and tourism industry using 6-points Likert-scale (Strongly agree, Agree, Fairly agree, Fairly Disagree, Disagree, Strongly disagree) and expressed their rating on how important the stated career factors were using a 6-point Likert-scale (Very important, Important, Fairly important, Fairly unimportant, Unimportant, Very unimportant).

3.9 Quantitative data analysis

The analysis included Descriptive Statistics, Multidimensional Scaling, and Principal Component Analysis by using the Statistical Package for Social Sciences (SPSS, version 24). Two-dimensional Non-metric Multidimensional Scaling was chosen to analyze the answers about the preferred

career factors. This method is used to visualize on a map which depicts how individuals perceive the different career factors and highlights the similar preferences of the respondents. This analysis aimed to predict the behavior and career factor choices of Gen Y.

Stress value generated by the algorithm equal or below 0.1 is considered as fair, equal or below 0.05 indicates a good fit. On the other hand, a stress value around or above 0.2 is suspect, and one approaching 0.3 indicates that the ordination is arbitrary.

To analyze the career factors, Principal Components Analysis was chosen. In the exploratory PCAs, items were removed if their commonalities were below 0.5 if the loading onto components were less than 0.3.

3.10 Reliability

Reliability is mentioned in the data collection techniques. Jennings (2001, pp. 445) defines reliability as the consistency and stability of the measuring instrument. To test internal reliability, Cronbach's alpha method was used in this study.

3.11 Ethical issues

The survey was designed considering the different nationalities and cultural background of the participants. Although the questionnaire was sent out individually by email or through a social media portal, the survey was designed to secure the anonymity of all participants. The data collection was conducted through zoho.survey.com, which only saved the answers of the participants with a numeric code starting with 1. This is the only way, in which the participants are shown. The data was then transferred to Microsoft Excel File and after coding, the data was converted to SPSS data file. All three-access points are still secured by access codes and passwords, which only the author knows.

3.12 Limitations

Purposive sampling

This sampling method might lead to sampling bias, that is, the sample may not truly represent the population (Saunders et al. 2009). This sampling method was chosen as it was simple, the students were on campus or in contact with the school as they were on an internship or recently graduated. Reaching them was easy. The survey was conducted in one private hotel and tourism management institute. In other schools, especially in public institutions, the results of such a survey could very well be different.

Data collection

The self-administrated questionnaire has the advantage that the participants can decide without any consequence whether they want to participate in the survey. The data remains anonymous, and hence the respondents can feel free to express their honest opinions. However, the questionnaire contains fixed-choice questions, ignoring additional input or answers which differ from the given choices (Bernard, 2013).

The survey was carried out at the beginning of the semester, and all the participants knew the author. It is possible that those students who were applying for an internship during the semester might have given answers that would put them in a good light or answers they thought would please the author. Furthermore, the data was collected in 2015, the students who participated in this study are about to graduate or already did graduate.

The questionnaire was created in English for students of different nationalities. Since the English language abilities of the students varied, it is possible that misunderstandings or misinterpretations of questions would occur. The pilot-test helped adjust the survey in order to avoid this bias. Karr and Larson (2005) noted that the conceptual framework provided by theory-driven research increases the chances of asking meaningful questions and reduces the chance of generating unconnected facts.

Students were asked about their intended behavior rather than their actual behavior. According to the theory of planned behavior (Ajzen, 1991) intended behavior is the strongest predictor of actual behavior, yet it does not mean that behavior will occur or already occurred for sure.

3.13 Summary

This research uses primary data. The data was collected using quantitative methodology. The self-administrated online questionnaire was designed by the author based on previous studies (Richardson (2008-2012); Kim (2008), Eisen (2005)). After the instrument was pre-tested, 180 students filled in the questionnaire. All students were born between 1980 and 2000, which means they are all representing Gen Y. At the time of the survey, all these students were enrolled in the institute mentioned above or have recently graduated. The survey was conducted in February 2015. The data was analyzed with the help of SPSS Version 24. The results are presented in the next chapter.

4 RESULTS AND DISCUSSION

4.1 Introduction

Following the methodology, this chapter presents the results of the survey and the analysis of the career factors and career development choices of Gen Y.

4.2 Survey Findings

Out of 305 questionnaires, 180 were completely answered. 125 responses were excluded of this study, as they were only partially completed. The survey thus concluded with a response rate of 59.01%. The answers were received from students on campus, students in internships and from recent graduates.

4.2.1 Profile of respondents

TABLE 1. DEMOGRAPHICS OF THE RESPONDENTS, DESCRIPTIVE STATISTICS (N=180)

			Work experience in hotel and tourism		
Gender					
Female	110	61%	no experience yet	27	15%
Male	70	39%	1-6 months	46	26%
Cultural clusters			7-12 months	55	31%
Anglo	2	1%	13-18 month	18	10%
Germanic Europe	3	2%	19-24 month	22	12%
Latin Europe	2	1%	more than 24 months	12	7%
East Europe	58	32%	Educational Programme		
Latin America	2	1%	Certificate	25	14%
Sub-Saharan Africa	6	3%	Diploma	34	19%
Middle East	2	1%	Higher Diploma	24	13%
Southern Asia	67	38%	Bachelor of Arts	3	2%
Confucian Asia	38	21%	Bachelor, BSc	30	17%
Employment status			Postgraduate Diploma	29	16%
Student	105	58%	Master of Science	5	3%
Internship	58	32%	Master of Business Administration	5	3%
Full-time employment in H&T	8	4%	Master's Dissertation Course	2	1%
Part-time employment in H&T	1	1%	Management Training Programme	6	3%
Self-employed	3	2%	Graduated already, Bachelor, BSc	8	4%
Not employed	4	2%	Graduated already, Bachelor of Arts	2	1%
Home duties	2	1%	Graduated already, MSc	1	1%
			Graduated already, MBA	1	1%
			None	5	3%

Table 4.2.1 shows that female respondents (61%) outnumbered male (39%) respondents. Similar results were found in previous studies such as Broadbridge (2010), Maxwell & Brodbridge (2014), Kong et al. (2015), Richardson & Thomas (2012).

The participants were grouped into cultural clusters based on the classification of Gupta et al. (2002). 32% of the respondents were from Eastern Europe. More than 50% of the students represented Southern Asia (37%) and Confucian Asia (21%). Sub-Saharan Africa had a share of 3% and the other groups such as Latin Europe a Germanic Europe, Middle East, Anglo, and Latin America each accounted for no more than 2%. There are two semesters in one year: spring and summer semesters. During the spring semester students from Southern Asia and Confucian Asia can join the classes, while the summer semester is more favored by students from Europe (Germanic, Eastern, and Latin) and Latin America. As a result, during the study period, students from Europe and Asia are represented the primary markets of the institute.

More than a half (58%) of the participants were students on campus undertaking their theoretical part of their studies. 90% (N=105) of the student body of spring semester 2015 answered the questionnaire. At the time of the study, over a quarter of the respondents (32%) were in internships. Students complete 4-5 months theoretical coursework and 6 months of practical training, gaining real-life work experience within the hotel and tourism industry. Depending on the hotel and tourism management course, a 6-12-months industry related internship needs to be completed to satisfy graduation requirements. The majority of these work experiences are paid. As a result, students take the opportunity to gain more experience than the minimum requirement. As salaries vary country by country, students are eager to explore different international opportunities. It is common that students earn 2-3 years' work experience before they finish their education. 4 % of the respondents were working as full-time employees, while 2 % were on home duties. Also, 2% answered that they have graduated but were not employed yet, 2% were self-employed, and 1% had a part time job.

Work experience is a significant part of the hotel and tourism management education. Some agree that work experience is more valuable than a degree (Kim, 2008). 26% of the respondents gained at least 1 -6 months' experience. The majority of the participants (31%) reported that they worked for 7- 12 months in hospitality and tourism already. Only 12 % of the respondents had no industry related work experience yet. 22% reported more 12 months but less than 24 months of work experience.

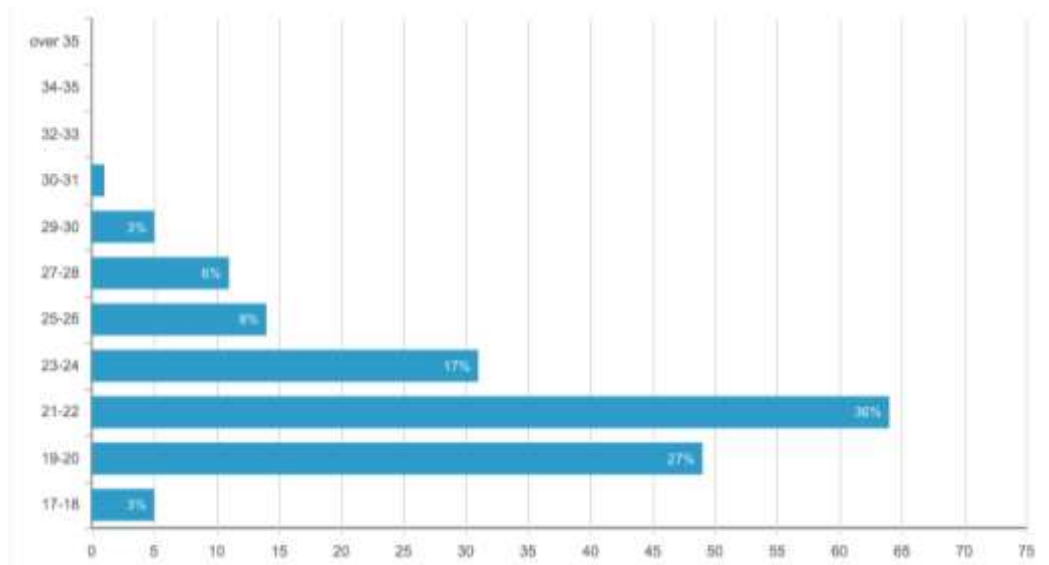
It is also shown that 63% of the students were enrolled in either a Bachelor degree program (17%), Certificate (14%), Diploma (19%) or Higher Diploma (13%) courses, which are the stepping stones towards the Bachelor degree. Postgraduate Diploma programs (16%) include culinary, event management and general hotel and tourism management courses. One semester last 4-5 months, and after the successful completion of one or two six-month internships (depending on the course taken), students receive their diploma.

4.2.2 Generation Y

The existence of generational cohorts, their different characteristics, and attitudes toward employment have been discussed in previous studies. At the time of this study, the workforce of the hospitality and tourism industry comprised three generations (Baby boomers, Generation X, and Generation Y). In 2019 the next generation, Gen Z, will start their studies and their internships in hospitality and tourism. Although researchers do not agree on the exact starting and ending birthdates of each generation, the majority of the literature fits Generation Y as being born between 1980 and 2000. (Richardson, 2008). It is believed that the members of Generation Y are different in their work attitudes compared to previous generations (Baby boomers, Generation X). Researchers do argue that life-stage and career-stage explain the behavior of cohorts more effectively than generational theories, in which attitudes of the cohorts, once set by circumstances early in life, do not vary over time (Treurer & Anderson, 2010). Life-stage theorists argue that generations behave the same at the same age. Treurer & Anderson (2010) conducted a study in Australia to compare the expectations of Generation X, Baby boomers, and Generation Y. They found no distinct differences between Generation Y and previous generations in employment expectations.

Broadbridge et al. (2007); Terjesen et. (2007) and Richardson (2008) summarized the characteristics of Generation Y, their employment preferences, their expectations about future employment conditions and personal career development opportunities. Marketing treats Generation Y as an important segment of the marketplace, with specific customer preferences (Treuren & Adnerson, 2010). According to Erickson (2009) Generation Y dominates the future workforce. If we accept that Generation Y, as an age-based cohort, exists, then the participants of this study belong to this particular generational cohort, as 100% of the participants were born between 1981 and 2000 (Eisner, 2005; Brown et al. 2015). Figure 4.2.1 shows that 36% of the participants were between 21 and 22 years old and 83% of the students were younger than 25 years old.

FIGURE 9. GENERATION BASED AGE COHORT: GEN Y BORN 1981 – 2000



4.2.3 Hospitality and tourism management students' career choices

Career is defined as sequence and combination of work-related roles people occupy across their lifespan (Super, 1995). According to Krumboltz (1994) career decisions are based on (1) genetic endowment (sex, race, physical appearances, talents), (2) environmental conditions and events (individual has no control over social, political and economic events), (3) learning experiences (instrumental/ instrumental and associative) and (4) task approach skills (work habits, mental sets, performance standards). The career decisions of the participants are not only influenced by their gender, race, religion, the social status of their families, but also by the learning experience they gain in Switzerland while working in the classrooms as teams together, living and spending their free time together on the same campus.

Career expectations can be defined as real, reachable career targets, which an individual wish to gain (Kong et al. 2015). Badrura (1986) defined career goals as intentions to engage in a particular activity to produce particular outcomes. The outcome expectation is the image someone holds to receive as the consequence of performing particular behaviors (Bandura, 1986). Career expectation involves anticipated social outcomes, (job positions), material outcomes (salary expectation) and self-evaluative outcome (self-approval). Looking at the career goals, Lent et al. (1994) mentioned two types of career goals: choice -content career goals and performance goals. **Choice-content goals** motivate individuals to follow preferred educational and vocational options in order to pursue a career in a particular area. **Performance goals** help individuals confirm if they are successful or not in their chosen area (Lu & Adler, 2009; Lent et al. 1994). To choose an occupation is an important step in the student's their decision will significantly affect their lifestyle (Bandura & Locke, 2003). Students make assumptions based on their own

theoretical and practical learning experiences and generalizations about themselves and, the work of the world based on their limited experiences (Krumboltz, 1994). Especially the first-year students may experience “confusion” as they confront their assumption about the industry with the reality they find while attending classes and starting their first work experiences/ internships.

RQ1 Does Gen Y find hospitality and tourism attractive to build a career in this industry after graduation?

Barron and Maxwell (1993) found that many students after having their first work experience in hospitality and tourism, they decided not to join the industry after graduation. Kusluvan & Kusluvan (2000;2009) also mentioned a similar experience where the student had different expectations and images about the industry and how it is to work for real in this industry. Richardson (2008) stated that 43,6% of hospitality and tourism students participating in his survey would not start their career in the industry after graduation. Over 90 % of the reason of the latter was due to their working experience gained during studies. Literature show that more than 50% of the hospitality and tourism students were not interested in joining the industry upon graduation (Richardson, 2008, 2009; Kusluvan & Kusluvan, 2000). Here to mention that Kusluvan & Kusluvan (2000) found that the students in Turkey decided not to join the industry upon graduation because they did not have accurate information about the industry at the time of their career decision. After having the first work experience in the hospitality and tourism sectors, students decided not to join the industry once the studies were accomplished (Richardson et al. 2008; Barron et al., 2014). Gen Y students found “totally unattractive” (Maxwell et al. 2010, p. 57) to build a career in hospitality and tourism industry (Jenkins, 2001; Barron et al. 2007; Kusluvan & Kusluvan, 2000). Korn & Ferry Institute for the World Tourism Forum (Griffiths et al. 2015) presented the statistics, which showed that the industry is losing over 70% of skilled talents at the outset of their career”. This serves as additional evidence of the gap between Generation Y` aspirations and how negatively perceive their career development and opportunities within the hospitality industry” Griffiths et al. (2015). Top management of the industry mentioned that this is a bigger challenge than it was 5-10 years ago and 90% of these managers agree that “talent is the key strategic issue” in our industry (Griffiths et al. 2015). Previous studies on characteristics and their career perceptions of hospitality and tourism students representing Generation Y have been investigated mainly in the United States and Australia. Some researches were done in Asia (China, Hong Kong Korea, Thailand) and in Europe (England, Finland, Cyprus, Scotland, The Netherlands (O’Mahony et al. 2001; Richardson, 2008; 2009; 2012; Lu & Adler, 2008; Kim 2008; Maxwell et al. 2010; Jenkins, 2001). Richardson (2010a; 2010b) found that international students were more likely to pursue a hospitality career because more of their career factors would be met.

The participants of this study are also international hotel and tourism management students, and they have an overall positive attitude towards their career in hospitality and tourism industry. Table 2. displays that 75.6% of the participants plan to build their career in the hospitality and tourism industry. 1.7 % concluded to choose another industry for their career, and 22.8% are not sure yet.

TABLE 2. CAREER IN H&T AFTER GRADUATION, DESCRIPTIVE STATISTICS

Answers	Frequency	Percent	Valid Percent
1 Definitely yes	136	75,56	75,6
2 Not sure	41	22,78	22,8
3 Definitely not	3	1,67	1,7
Total	180	100,0	100,0

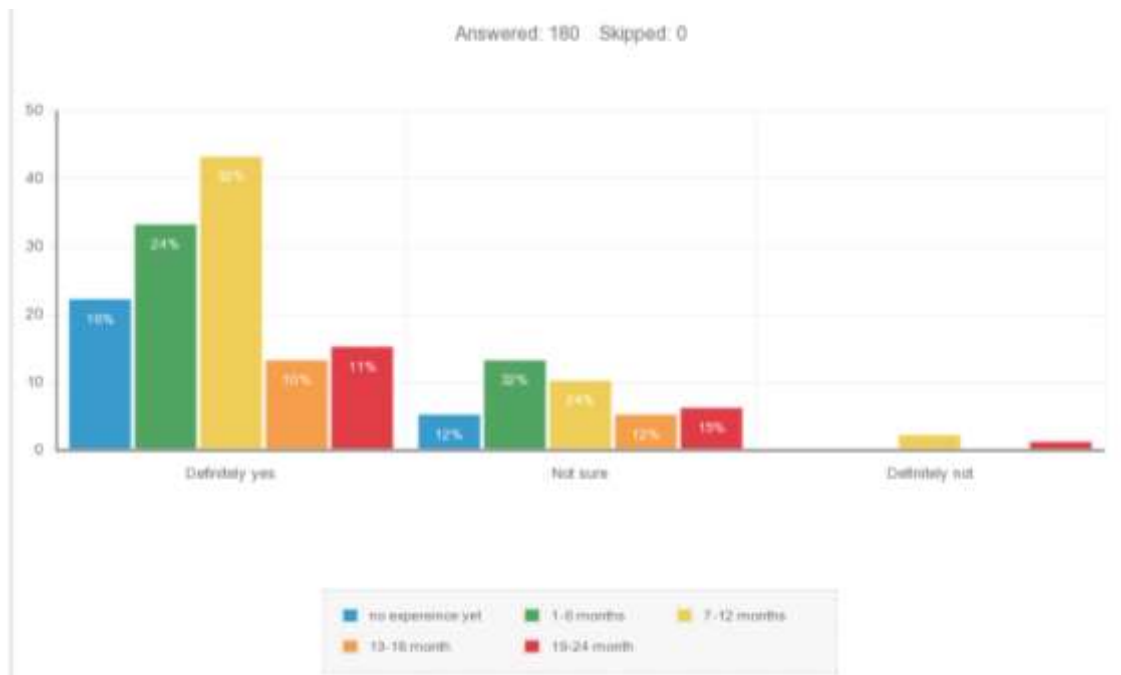
This result is in line with the result of Richardson`s study in Australia (2012). He found that international students tend to be more motivated to build their career in the hospitality and tourism industry than the national students from Australia. Research in China conducted by Lu & Adler (2009) found that 68% of the students decided to start their career in hospitality and tourism industry upon graduation. The results of this study are in contrast with the studies of O`Leary & Deegan (2005) where 46% of the hotel and tourism management graduates decided to build a career in other industries, not to mention the report of McKercher et al. (1995) were 61% of graduates worked in other industries short after their graduation. The rapid advancement of technology could influence the positive outcome of current studies compared to previous studies, which were conducted 10-13 years ago. Nowadays students have access to information on different web sides. Social media makes interaction possible between potential future students and students already enrolled in hotel and tourism management institutions. They are able to exchange information about the courses, internship possibilities, experiences, and daily life on campus to set their expectations. The fast and easy information flow might influence students` decisions. Once they are on campus, and their expectation matches the reality than they become more confident to reconfirm the decision they made before. Here to mention that the majority of studies were conducted in public universities, not in private institutions, as this study. The participants of this study made several pre-career decisions before starting their studies. They concluded to study hotel and tourism management, also made the decision to study abroad, and committed themselves to accomplish their courses in Switzerland. They (and their family) took into account to invest not only time but money and leaving their comfort zone (family, friends, their city, country which they grew up) for building up a promising career in hospitality and tourism industry. The outcome expectation is the image someone holds to receive as the consequence of performing particular behaviors (Bandura, 1986). Lent et al. (1994) stated that personal characteristics, contextual factors, and learning experiences play essential roles in influencing one`s career exploration and career perceptions in service industries and hospitality.

Once interests are crystallized, it may take very compelling experiences (working experiences, such as internships) to provoke a fundamental reappraisal of career self-efficacy and outcome beliefs and a change in basic interest patterns (Lent et al., 1994).

Only 2 percent of the participants decided that hospitality and tourism industry does not meet their career expectations. Schein (1978) stated that early career decisions of students are often based on inaccurate information about career paths. Only after several years of work experiences, they will have a more accurate picture of their abilities, needs, and values (Schein, 1978). Their choice is made in the present based on their current ability and believes how well they will succeed in this industry. Taking into account the work value, including the cost of effort, time and opportunities involved to reach the future success (Expectancy-Value Theory of Achievement Motivation, Wigfield & Eccles, 2000; Kim et al. 2016). According to John Holland, career choices are the expressions of the individual 's personality. As personal change is continuous, therefore career development is a lifelong task. (Super, 1954). Personality variables and social supports for making career decisions influence the career exploration and decision-making process (Lent et al. 2014). Which means that the decision not to join the industry upon graduation, may be caused by one of these reasons: (1) their previous work experiences in the industry (2) mismatch between their personality and the perception of necessary attitudes required by the industry, (3) personal growth resulting change of interest, (4) the gap between the image they had about the industry's working conditions, (5) working environment before their working experience and after that.

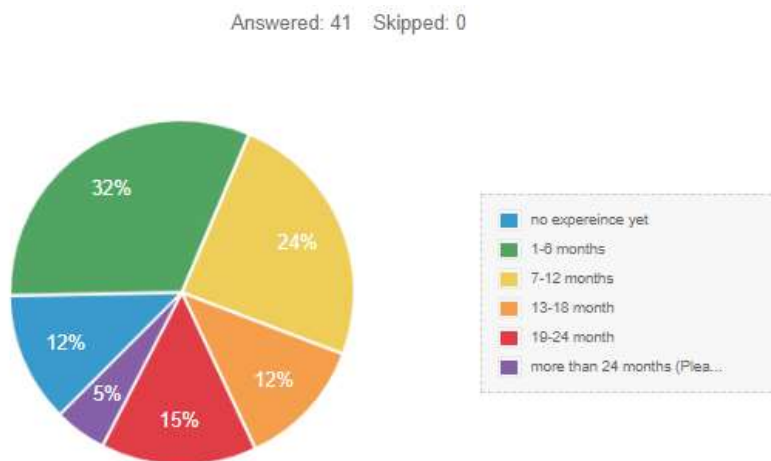
Jenkins (2001) and Richardson (2009) suggest that students, especially towards the end of their studies have unfavourable intention to start a career in this industry. This study confirms the evidence of previous studies. The three students, who decided not to join the industry were at the end of the studies. They started the last semester in the BSc and Master of Administration programs at the time of this study. These students have gained an understanding of hospitality and tourism jobs based on internship experiences (Lu & Adler, 2008). Richardson (2009) and Solent & Hood (2008) found that positive and negative work experience influences the decisions of students to start their career in hospitality and tourism choose another industry. Figure 10. shows that the participants who decided not to pursue their career in hospitality and tourism, have worked in this industry. They gained at least 7 months up to 24 months of work experience in this field already.

FIGURE 10. EXPERIENCE VS. BUILD A CAREER IN HOSPITALITY AND TOURISM INDUSTRY



The participants, who are *not sure* if this is the right industry to build their career, seemed to hesitate after the first work experience. As Figure 10. shows, more than half (56%) of those, who answered *not sure*, worked 1-12 months in hospitality and tourism, which means they have done at least 1 to 2 internships already. 12% of the participants have no work experience at all, and 32% of the students have more than 12 months experience. Career indecision is related to lack of confidence in decisional outcomes (Bandura, 1997; Bandura & Locke, 2003). Career indecision is seen as part of the development process and has the following sources: lack of self-information, lack of internal work information, lack of external work information, lack of decision-making self-confidence, decision making fear and anxiety (Callanan & Greenhaus, 1990, Greenhaus et al., 2003; 2010). Students make assumptions based on their own theoretical and practical learning experiences and generalizations about themselves and, the work of the world based on their limited experiences (Krumboltz, 1994). Hence first-year students may experience “confusion” as they confront their assumption about the industry with the reality they found while attending classes and starting their first work experience/ internship. These beliefs affect the way students behave. If they believe something is real, they act as if it is true (Russell, 1994).

FIGURE 11. EXPERIENCE VS. NOT SURE TO BUILD A CAREER IN HOSPITALITY AND TOURISM INDUSTRY



▪ **RQ2 Why does Gen Y find hospitality and tourism attractive to build their career in this industry?**

According to John Holland, career choices are the expressions of the individual's personality (Holland, 1973). He believes that people with the same personality create an environment that fits their type, which means that most of the people in the same vocational environment have the same dominant personality types, and individuals seek for a work environment which fits their personality. Attitudes are significant predictors of intentions (Ajzen, 1991; Richardson, 2009; Hrankai, 2014). Personality traits may help explain certain career choices. (Hrankai, 2014). Looking at previous studies, the **Big-five theory of personality** is one of the most commonly used theories in the areas of career management, career decision making, career planning, and organizational behavior. According to this theory, there are five personality groups: extraversion, agreeableness, conscientiousness, neuroticism, openness. Career factors are affected by a number of personality traits, which influence the attractiveness of working environments. (Hrankai, 2014). He found significant linkages between Openness and Culture-Teamwork just as some students stated in this study. Similar to his findings, students of this study answered: *"The main reason for choosing the hospitality industry is that I love languages and working with different people in different places under challenging circumstances that can give rise to life changing opportunities."*

The answers of the participant students confirm the same statement, previous researchers stated (Gursoy et al. 2013; Richardson, 2012; Kong et al. 2015), that Generation Y is looking for challenging careers, where they can make a difference. *„Able to get challenges from customers to meet the objectives and be successful."* *"my effort can make the difference in the experience that the customers will revive and there is nothing like receiving a good comment of the customers."*

Participants of the survey selected their answers on a six-point Likert-scale (Strongly agree, Agree, Fairly agree, Fairly disagree, Disagree, Strongly disagree) to 13 statements that started with “I chose hospitality and tourism because.....” The statements included dimensions such as Nature of work, Social Status, Industry-Person Congeniality, and Physical Working Conditions, Promotion Opportunities (Richardson & Thomas, 2012).

This dataset is suitable for Principal Component Analysis as Bartlett’s test shows 0.000, which is lower than the accepted value of 0.05. The KMO score is 0.822, which is higher than the accepted 0.60 as it is displayed in the table below (Field, 2009, pp 641). 5-component solutions explain 68.8% of the total variance. Following Kaiser’s criterion, only loadings greater than or equal to 0.3 are displayed in the rotated component matrix below, and only factors with eigenvalues greater than one were considered (Field, 2009, p. 641).

TABLE 3. PRINCIPAL COMPONENT ANALYSIS FOR CAREER CHOICE STATEMENTS

Reliability Statistics	
Bartlett test significance	0.000
Cronbach's Alpha	0.822
Cronbach's Alpha Based on Standardized Items	0.84
Total variance explained	68.80%
N of Items	13

Rotated Component Matrix	Communality	C1	C2	C3	C4	C5
<i>You can take on early responsibility</i>	0.819	0.762				
<i>Offers a variety of career paths</i>	0.671	0.746				
<i>Provide opportunities for career advancement</i>	0.733	0.684				0.334
It is easy to find a job after graduation	0.6	0.671			0.372	
This field is one of the fastest growing industries	0.665	0.61		0.35	0.332	
It is not a 9:00am to 5:00pm job	0.727		0.817			
This is the industry, which suits the image I have for myself	0.751		0.654	0.409		
You can be creative	0.857		0.559	0.39		
Offer flexible working hours	0.596		0.557		0.516	
<i>You like to see satisfied customers when you serve them</i>	0.65		0.508	0.506		
<i>It is all about working with people</i>	0.762			0.868		
Your family works in this industry	0.505				0.805	
Easy to change location	0.618					0.867

Participants chose hospitality and tourism mainly because it is all about working with people and they like to see satisfied customers when they serve them. 63% of the participant chose hospitality because the industry suits the image, they have for themselves. The Person-Organization Fit theory states that individuals are attracted to organizations with attributes similar to their characteristics (Chatman, 1991; Wong et al. 2017).

According to John Holland, career choices are the expressions of the individual 's personality (Holland, 1973). He stated that people of the same personality create an environment that fits their type. Which means that most of the people in the same vocational environment have the same dominant personality types and individuals are seeking for the work environment, which fits their personality. Attitudes are significant predictors of intentions (Ajzen, 1991; Richardson, 2009; Hrankai, 2014). A respondent mentioned: *"I actually thought I was the wrong industry for me."* Personality traits may help to explain certain career choices. (Hrankai, 2014). Big-five theory of personality is one of the most commonly used theories in areas of career management, career decision making, career planning, and organizational behavior. According to the theory, there are five personality groups: extraversion, agreeableness, conscientiousness, neuroticism, openness. Career factors are affected by a number of personality traits, which influence the attractiveness of working environments. (Hrankai, 2014). For example, he found significant link-ages between students that an open-minded and ready to explore (Openness) and motivation these students to choose hospitality as they are eager to work as team members in a multicultural environment (Culture-Teamwork). Just as some students stated in the current study: *"The main reason for choosing hospitality industry is that I love languages and working with different people in different places under challenging circumstances that can give rise to life-changing opportunities."* Generation Y is looking for challenging jobs opportunities, where they can make a difference (Gursoy et al. 2013; Richardson, 2012; Kong et al. 2015.) Similar statements were given by participants of this study too. *"Want to be a leading person of hospitality industry of my country."* Similar answers were received such as: *"Able to get challenges from customers to meet the objectives and be successful"* or another answer *"my effort can make the difference in the experience that the customers will revive and there is nothing like receiving a good comment of the customers."*

"It's the one of the industries where we can serve people and fulfil their needs and make them satisfied. "It is a personal satisfaction to work and serve people, who in return enjoys the service they are offered." Students with agreeableness are described as being sensitive, caring, cooperative, kind, and eager to help others. These individuals are happy to help, and feeling energized working in service-related positions (Gilbert et al. 2010). Schlee (2005) found that students seeking person-oriented careers are generally more helpful and friendly. Gilbert et al. (2010) stated that hospitality students have preferences for work environments that involve helping and caring for other people. Furthermore, Nauta (2007) found agreeableness was positively related to self-efficacy, indicating students that are helpful and kind to others would be comfortable with doing jobs that demand to work with people on a daily basis.

29% of the participants agreed to join this industry because their family members work already in this industry. Kim et al. (2016) indicated that preference for hospitality and tourism management studies are influenced by the recommendation of others, such as parents, family members, friends, and reference groups.

Roe's Theory of Career Choice and Development states that biology, sociology, and psychology are limiting factors in a person's career choice. Individuals develop psychological needs in their childhood while interacting with their caretakers. These psychological needs have an impact on career choices, as individuals look for careers where they can fulfill these wishes. (Sharf, 2013b). In line with many researchers, Middleton & Loughhead (1993, p. 161) stated the evidence in their study, that parents "are uniquely positioned to influence a young person's career aspirations and development."

Furthermore, Gen Y finds this industry attractive because it offers a variety of career path. Maxwell & Broadbridge (2014), Brown et al. (2014) and Gursoy et al. (2013) showed in their studies, how important these three aspects are for Gen Y. However, 74% of the respondents agree that this industry provides opportunities for career advancement, 61% of the participants believe that it is not easy to find a job after graduation. Richardson and Thomas (2012) mentioned that the students entering the industry have no real understanding of the type of work available in this industry. As one student mentioned, *"It is something that becomes your window into the world of connections that eventually are exactly what was needed. Hotel is a story, fairy tale and you become a part of it"*. Korn & Ferry Institute for the World Tourism Forum in Lucerne, Switzerland 2015, presented a statistic that the industry is "losing over 70% of educated talents at the outset of their career." Therefore, Richardson and Thomas (2012) suggested developing new standards of human resource management within the hospitality and tourism to understand and offer the opportunities this generation is seeking. Another comment of one of the participants: *"It was difficult to answer these questions, especially taken into consideration, that in 10 years I do not really want to work in hospitality any more"* is in line with the result of Bednarska & Olszewski (2013 p. 8), which showed in their study that 60% of hospitality & tourism graduates only plan a short-term career in this industry.

- **RQ 3 Does Gen Y plan a short-term, less than 10 years career in hospitality and tourism industry?**

Figure 12. shows how long the students tend to plan their career in this industry. The result is in line with the previous studies. Only 22 % of the students plan a career in this industry for longer than 20 years. 56% of the respondents expect to stay in this industry less than ten years, and over one fourth (31%) of participants plan to stay in hotel and tourism up to 5 years.

FIGURE 12. NUMBER OF YEARS THE CAREER BUILT IN HOSPITALITY AND TOURISM

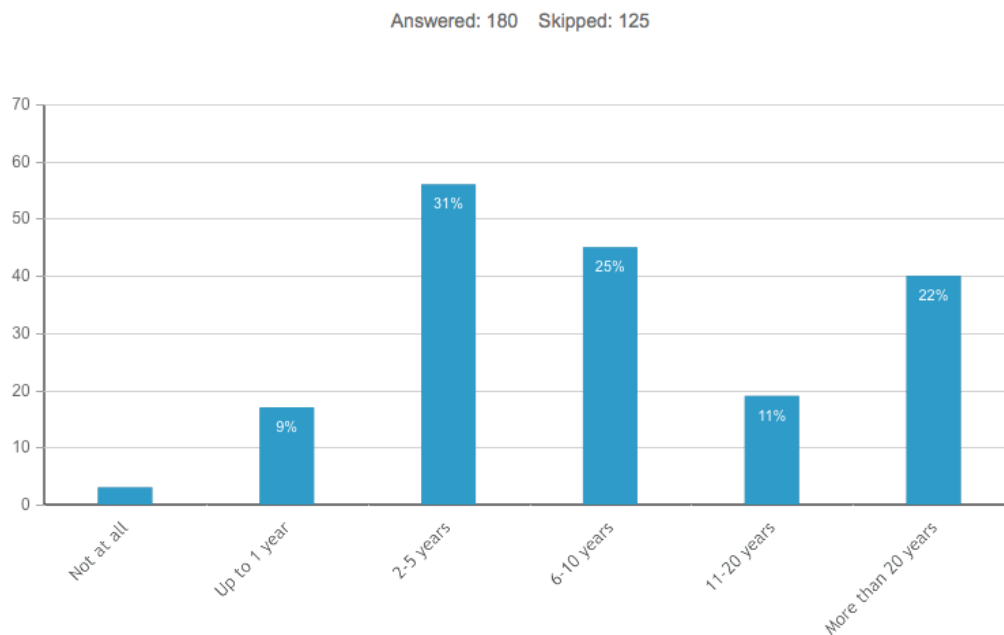


TABLE 4. INFLUENCE OF WORK EXPERIENCE ON LENGTH OF HOSPITALITY AND TOURISM CAREER

Work Experiences	0 month		6-12 months		12-18 months		19 + months	
	%	N	%	N	%	N	%	N
Not at all	0%	0	2%	2	0%	0	3%	1
Up to 1 year	11%	3	10%	11	5%	1	6%	2
2-4 years	30%	8	32%	32	39%	7	26%	9
6-10 years	33%	9	25%	25	22%	4	21%	7
11-20 years	4%	1	12%	12	17%	3	9%	3
20 + years	22%	6	19%	19	17%	3	35%	12
Total	100%	27	100%	101	100%	18	100%	34

It is interesting to see that 74% of the students, without any real-life work experience, plan their career in hospitality and tourism for a maximum of 10 years. 69% of those students with at least one internship experience (6-12 months' work experience) stated the same. 66% reported a work experience between 12 and 18 months. 56% of the participants with the longest work experience (more than 18 months) seem to plan a career up to 10 years. It is relevant to note that the majority of Gen Y (53%) - regardless of whether they have 0 month or more than 18 months' experience - tends to stay in this industry for 2-4 years. Only those with over 18 months' work experience seem to be more loyal to the industry and plan to stay longer than 20 years.

Respondents were also asked about the sector and the particular work area they preferred to work in after graduation. 72% of students see themselves working in hotels followed by the

second most popular field, event companies. With 21%, restaurants landed in third place, followed by Airlines (16%) and Travel agencies (14%). Most of the students gain first work experiences during their studies in 5 or 4-star hotels, which could explain why over 70% of respondents see their career paths in hotels.

This study shows that it is questionable whether students are well informed about all sectors and all possible career path in the hospitality and tourism industry. Most of the studies mention examples of hotels and hotel management as the main thoughts in the schools. Therefore, it is unclear if the students are familiar enough to choose a career path in other sectors besides the hotel and most popular events sectors. It is noteworthy that the students gain experience in school while organizing over 20 on-campus events each semester. These events are managed and organized by the students. This fact possibly influences the popularity of the event career. Richardson and Thomas (2012) also found that the most of the students in Australia chose to study hotel management and event management.

Gen Y prefers challenging, exciting, fun jobs. It is essential for them that they can make an impact and receive recognition for their work. Table 5. shows that the most popular areas, where the respondents see themselves working are Sales & Marketing (39%), Meeting & Event Planning (36%) Front Office (26%), Human Resources (23%), and Tourism Destination & Attraction (23%).

TABLE 5. INDUSTRIES & WORK AREAS THAT GEN Y FIND ATTRACTIVE TO BUILD CAREER AFTER GRADUATION

Sectors	Valid N	%	Work areas	Valid N	%
Airlines	29	16%	Accounting & Finance	7	4%
Cruise lines	17	9%	Kitchen	18	10%
Event companies	78	43%	Service	31	17%
Restaurants	38	21%	Front Office	47	26%
Hotels	130	72%	Housekeeping	3	2%
Tourism offices	22	12%	Human Resources	42	23%
Travel agencies	25	14%	Meeting and event planning	64	36%
Banks	7	4%	Sales & Marketing	70	39%
Consulting	17	9%	Leisure, recreation and sports management	33	18%
Retail schools	4	2%	Spa & wellness management	19	11%
If none above please specify	15	8%	Tourism destination and attraction	42	23%
Total	180	100%	Total	180	100%

These numbers accurately reflect the author's experience gained during the recruitment process. The industry is seeking hotel and tourism management graduates mainly to fill their open positions in the Food and Beverage departments and possibly in Room Division departments,

depending on the student's language skills. Several discussions took place with the recruiters because they have to fill ten times more positions in the areas mentioned above when compared to the department of Sales and Marketing or Meeting & Event Planning. One of the recruiters summarized her experience as follows: "We started in Food and Beverage or Rooms Division after graduation and with years of experiences moved to Sales and Marketing, but this generation does not apply to positions like Housekeeping or Food and Beverage Associate, they are afraid to be stuck there forever." The table above contains the traditional areas and sectors of hospitality and tourism as of today. In our fast-changing world with the help of technology possible new positions may be created. As Salem, M. & Simonel R. mentioned during their presentation at the Modul University titled *How to stand out in a job application*, "There are jobs and possible areas, which are not here today but with the rapid change in technology, will exist in the future. It is also possible that areas and jobs which will be more and more challenging to fill, could be reorganized and perhaps replaced with technology, Housekeeping robots for assistance." (Simone, R. CEO Vienna House, Latest International Trends in Management, Vienna, Modul University Vienna, 2016.)

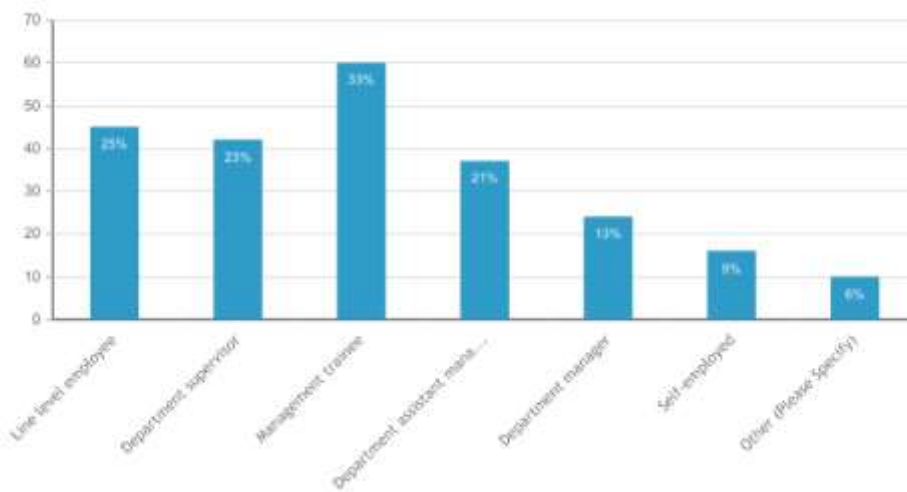
Gen Y is eager to achieve fast career development. After graduation, they are hungry to take quick steps on the career ladder. Gen Y expects to start their career on a higher than entry-level. Furthermore, they do not want to waste their time; they prefer to move forward fast, and step higher on the career ladder. Gen Y expects to reach their career goals faster than previous generations did. Therefore, Fast Track Career Training Schemes like the Elevator by Hilton or The Voyager Global Leadership Development Program by Marriott International, are trendy among Gen Y students.

- **RQ4 Does Gen Y expect to start their career after graduation with a higher position than line-employee?**

Figure 13. shows below that only 25% of the respondents expect to start their career as a Line-level employee. The other 75% of the answers included Department supervisor (23%), Department Assistant Manager and Department Manager (34%). 9% of the respondents expect to start their own business right after graduation. Management trainee position is the most popular (33%).

FIGURE 13. GEN Y EXPECTS HIGHER ENTRY-LEVEL POSITION AS FIRST FULL-TIME JOB

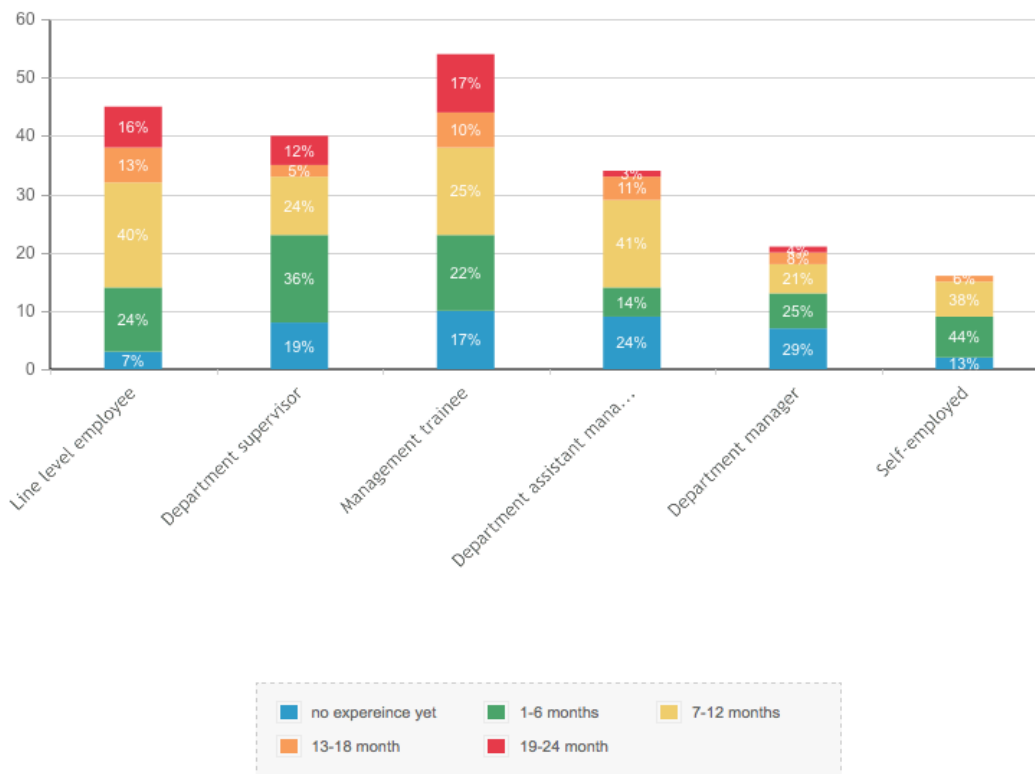
Answered: 180 Skipped: 0



Hospitality and tourism students play an important role in the workforce of the hospitality and tourism industry. The industry relies on a large pool of young labor to fill their frontline staffing requirements (Magd, 2003). There is a gap between the student's expectations and the positions the industry offers to hotel and tourism management graduates. Majority of the students expect to enter the hospitality and tourism industry as Management Trainee (low-level management). Participants expect to start in the back of the house departments. Sales and Marketing and Meeting and Event are the most popular department where the students see themselves to work after graduation. However, the management trainee positions are very limited especially, at the chosen two departments. The industry is in need to fill their first line-level positions at the front of the house department such Rooms Division (Front-Office, Housekeeping). Gen Y aims for Management Trainee position or supervisor up to management positions. On the other hand, the industry seeks skilled individuals to fill their entry-level jobs. This causes a supply & demand discrepancy. Figure 14. shows the gained experience vs. expected entry-level. Those who have no experience in this industry have the highest expectation on their first full-time job. They expect to start as Department Managers, Department Assistant Managers or at least as Supervisor. The students come to study hotel and tourism management in Switzerland to become managers. Therefore, their image is to start working after graduation as manager, at least as low-level manager (management trainee). The expectations are confronted with the reality, once they start to look for their first internship placement. Where suddenly language skills (German, French, Italian) are required in order to work at the Front Desk in Switzerland. They realize that the industry offers them front of the house positions in the kitchen, service, and housekeeping not back of house (Sales & Marketing, Human Resources, Accounting) opportunities as they imagined. Not only the students but their parents, sponsoring their education, are confronted with the reality. Suddenly their children are working in positions, which they would not accept in their own countries due to their high social status.

Additionally, comes the culture shock at the workplace. Working unsociable, long hours with different cultures as a team together without speaking a common language (English) and adapt to work and communications styles, which might be entirely different from what they experience in their own countries. Being far away from friends and family makes this first work experience even more challenging, especially for those, who have no previous work experience.

FIGURE 14. ENTRY-LEVEL EXPECTATIONS VS. WORK EXPERIENCES IN H&T



4.2.4 Gen Y career development in hotel and tourism industry

It is argued by several researchers (Brown et al. 2014; Barron et al. 2007) that Gen Y is less loyal to the sector than previous generations were. If their needs and expectations are not met, they tend to leave faster than previous generations. It is shown that “good promotion prospects are very important for this generation” (Brown et al. 2014; Richardson, 2010a). Career patterns in the hospitality and tourism industry are increasingly diverse, boundaryless (Arthur, 1994; 1996), non-linear and fragmented, and global, successful career development requires individuals to develop abilities to adapt and navigate self-development (Zacher, 2013; Jiang, 2016). Moving away from the traditional career path, which meant attachment to one single organization, boundaryless careers are characterized by “sequences of job opportunities that go beyond the boundaries of single employment settings” (DeFilippi & Arthur, 1994, p.307).

- **RQ5 How fast does Gen Y expect a promotion after starting a new job?**

As mentioned in the literature review, personal development and career advancement are very important for undergraduate students representing Generation Y. Students in a global, multicultural employment market (Savickas, 1995; Blustein, 2006; 2008; 2011) are using career mobility to advance their career. Physical mobility includes career transitions across jobs, organizations, geographical locations, industries, employment patterns (full-time employment, self-employment), etc. The individual needs to have a boundaryless mindset in order to work with people outside of the current organization, and mobility preference to move across different employers (Collin & Young, 2000; Briscoe and Hall (2006). As Broadbridge et al. (2007) highlighted, this generation expects fast-tracking career advancement. Promotion - a change of a job to a higher level within the company - is positive evidence of career development. Table 6. displays the answers to questions 6 & 7, which were created after an inspiring conversation with a general manager of a global chain hotel, who was recruiting students on the campus of the institute where the survey was conducted. This part of the study aimed to find out how fast Gen Y expects a promotion and what they tend to do if they receive no promotion within the expected time frame. The result of the descriptive analysis shows that 65% of the participants expect a promotion within 12 months after starting a new job. 2.2% of the respondents do not aim for promotion at all. The majority of the students assumes to receive the first promotion opportunity after starting a job within 7-12 months (36.1%) or 1-2 years (31.1%).

TABLE 6. PROMOTION EXPECTED AND REACTION TO NO PROMOTION

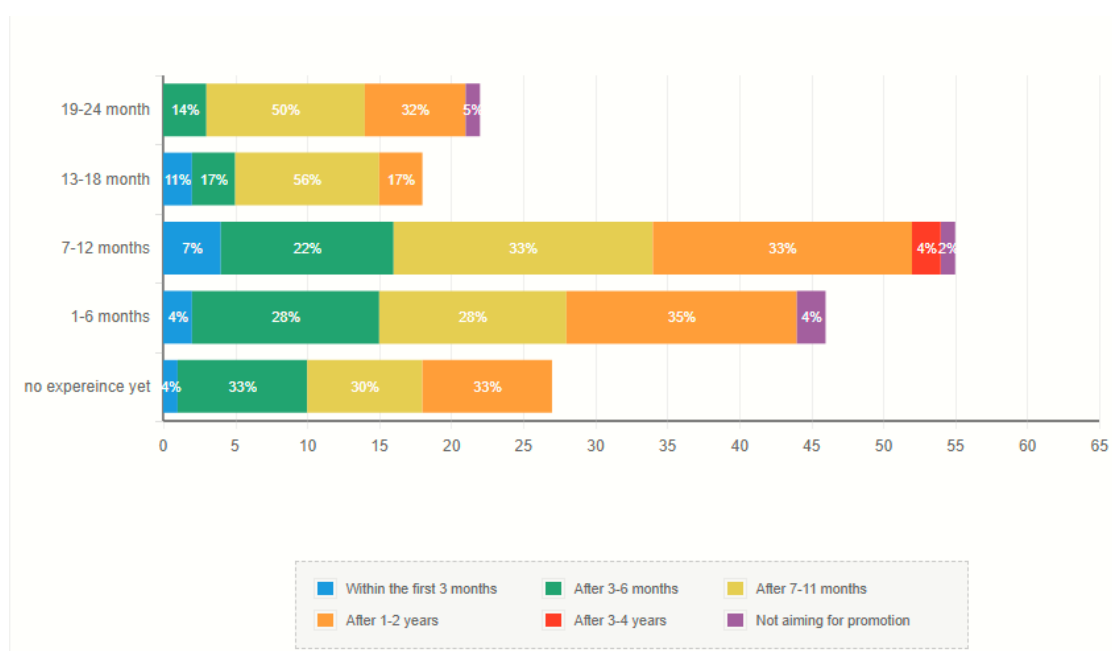
Gen Y expects promotion:	Frequency	%
Within the first 3 months	10	5.6%
3-6 months	42	23.3%
7-11 months	65	36.1%
1-2 years	56	31.1%
3-4 years	3	1.7%
Not aiming for promotion	4	2.2%
Total	180	100%

If no promotion is received, than	Frequency	%
Work harder in my current position to achieve a promotion	108	60.0%
Ask for transfer within the organisation	25	13.9%
Move to another company	28	15.6%
Become self-employed	7	3.9%
Do nothing, wait for the next promotion opportunity	7	3.9%
Not aiming for promotion	5	2.8%

Table 6. displays both how fast Gen Y expects a promotion and what they tend to do should the promotion not be earned within the expected period of time.

The results of the primary research are in line with the study of Barron et al. (2007). They found that Generation Y has the impression that they need to demonstrate their value to the organization. They also need to be committed to the position and/or the organization in order to receive a promotion. Furthermore, they need to work more efficiently and spend more time without associated reward. Table 6. displays what students tend to do, should they receive no promotion within the expected time. The majority of the students (60%) would stay at the same organization and work harder. Only 16% would move to another company, and 14% would ask for transfer within the company. Figure 15. displays the influence of work experience on the expectation of promotion. It seems that students without experience have the same opinion as students with up to 12 months work experience.

FIGURE 15. EXPERIENCE IN HOTEL AND TOURISM VS HOW FAST PROMOTION EXPECTED



- **RQ6 Is Gen Y disloyal and would leave the company should a promotion not be possible within the expected period of time?**

Career adaptability is an essential skill, which can support future career development and help students adapt to employment requirements (Chan et al., 2016). According to Savickas (1997, p. 25). Career adaptability refers to “the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustment promoted by changes in work and working conditions”. Tolentino et al., (2013; 2014) argued that individuals could use their career adaptability to navigate career role transitions and to match themselves to jobs that fit them.

The literature suggests that career adaptability of individuals may influence their attraction to an organization and their intention to leave the organization (Chan et al., 2015; 2016). Career adaptability resources include the following points (Savickas & Porfeli, 2012): concern (planning for future career), control (taking responsibility for career actions), curiosity (exploration of career opportunities) and confidence (positive attitude and faith to make the career decision). Career adaptability has an essential impact on job performance, work engagement, turnover, job- and career satisfaction and other well-being indicators (Zacher, 2015; Chan et al., 2016; Guan et al., 2015; Jiang, 2016, Cai, et l. 2015). Ito & Brotheridge (2005) suggested that career adaptability might encourage job-hopping. Chan & Mai (2016) argued that employees having a high score of career adaptability have less intention to leave.

60% of the participants would stay in the company and work harder in order to receive the aimed promotion. 15% would move to another company, and 14% would ask for a transfer within the same organization. These results do not match with previous studies, which found that Generation Y to be less committed to the organization than previous generations and more likely to leave if their expectations are not fulfilled (Lub et al. 2014, p. 568). Brown et al. (2015) conducted a study about turnover questions by hospitality graduates that left the industry. Their number one reason for leaving the industry was long-work hours, followed by work-family-balance. The third most common reason was compensation, and the lack of pay increases. Generation Y accepts the low salary to start a career, but then expects higher earnings over their career path." Promotion was ranked as the fourth reason, why graduates left the industry. Boella & Gross-Turner (2013) also mentioned this negative image of the industry. Brown et al. (2015) communicates that the turnover rates of Generation Y are higher than that of other generations, as they value their personal life, and are willing to leave their current job if the move would bring more benefits. According to Lub et al. (2014) Gen Y shows lower commitment and higher turnover intention than previous generations.

4.2.5 Gen Y - Career long-term goals in hospitality and tourism industry

- **RQ7 What is the highest career goal and how fast does Gen Y expect to reach this goal in hotel and tourism industry?**

The results of Table 7. are in line with previous studies. 33% of the respondents plan to have their own businesses and state this as the top their career goal. The second and the third most popular career goals are director of a department (18.9%) and general manager (16.7%) respectively. To become a CEO is attractive to 15% of the participants.

TABLE 7. TOP OF CAREER IN HT

Top of career in H&T	Total N	Total %
Department manager	16	8.90%
General manager	30	16.70%
Director of a department	34	18.90%
CEO	27	15.00%
Self-employment	60	33.30%
Other (Please Specify)	13	7.20%
Total	180	100.00%

The majority of the participants aim for Self-employment. This may be explained by the current Start-up concepts and opportunities displayed on social media, which may influence participants' decisions. Recall that Gen Y is eager to make a difference, likes flexible working hours to maintain work-life balance, likes to take on responsibilities early, and values to be part of the major decision-making processes, all reasons why self-employment may appeal to so many Gen Yers. Moreover, Gen Y prefers fast career advancement. When self-employed, one doesn't have to wait and climb higher on the traditional career ladder to become department head, general manager, CEO. To reach the GM position in a hotel, managerial experience as department head or assistant manager in the hotel industry is required. To reach the GM position climbing the traditional career ladder one has to first reach a supervisor position/ low management position, then a mid-management position and then move to the senior management position. Several researchers, such as Harper et al. (2005) and (Steele, 2003) identified that F&B and Rooms Division departments were the mainstream managerial experience as the most common route to becoming GM. Only a few of the GMs had experience in sales and marketing, accounting and finance roles (Ladkin, 2005). On average it takes 9.5-16.1 years to become GM after entering the industry. A general manager needs multi-technical skills, excellent communication skills, leadership skills, and financial skills if wishing to operate effectively in the hospitality industry. (Kim, 2008 p.21)

In order to improve the preparedness of the students for the fast-growing industry, higher education institutions of hospitality need to be flexible enough to adjust their course offerings according to the fast-changing needs and expectations of the industry. Career centers of the institutions could help employers understand the expectations of the graduates better and improve graduate recruitment practices. (Nachmias et al. 2017). Kim (2008) found that a hospitality management degree was not recognized as important for a new employee.

As Figure 16. displays below, the majority (79%) of students representing Gen Y expect to reach the highest point of their career in hospitality and tourism in less than 10 years. 34% believe that they will arrive at the top of their career within 5 to a maximum of 7 years. 26% feels that this will take at least 8 to 10 years.

FIGURE 16. HIGHEST CAREER GOAL REACHED IN NUMBER OF YEARS

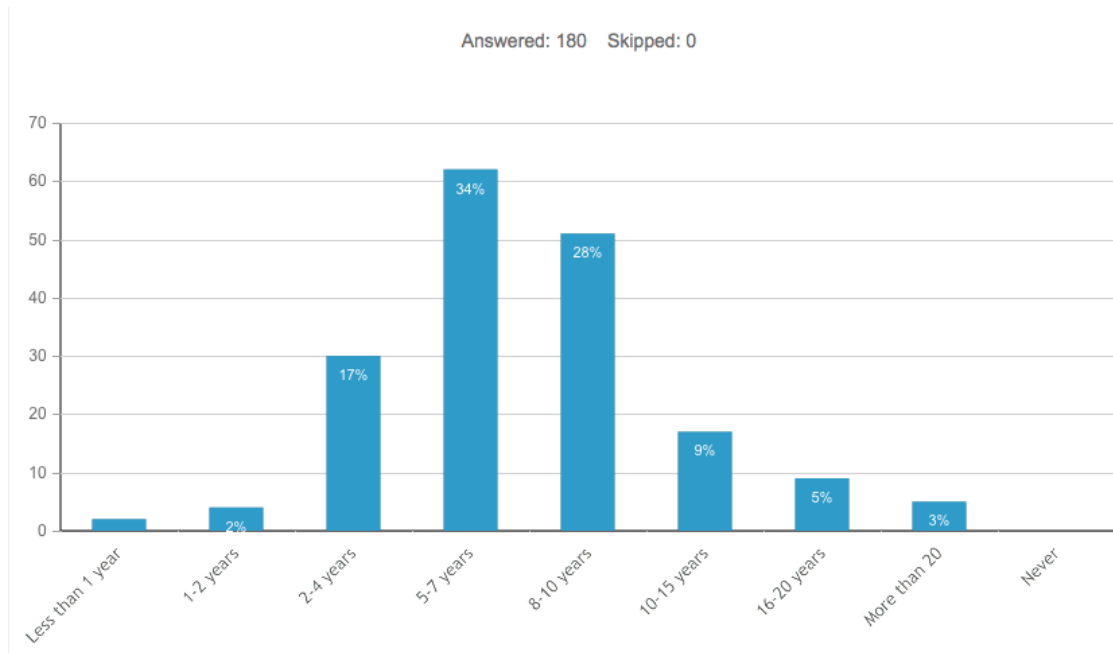


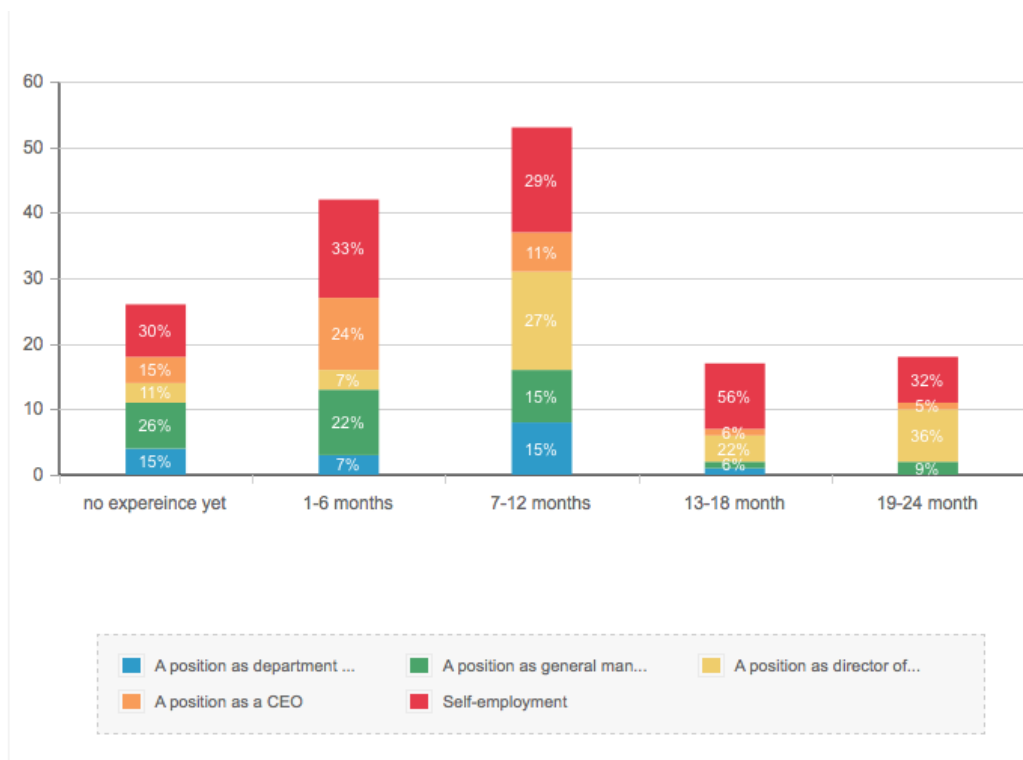
Table 8. demonstrates in detail that the majority of the participants, regardless of their highest career goals, expect to reach these goals within 5-7 years or 8-10 years. Kim (2008) confirmed that the average age of the GMs (general managers) is about 40 years old, Department Heads about 36 years old, and Department Supervisors about 35 years old. Furthermore, Kim (2008) stated that it takes on average between 8.9 and 14.1 years to reach the GM position. These results are based on the samples of the United States, the United Kingdom, Mauritius, Australia, and New Zeland. The participants of this study expect to reach their highest career goals way faster the literature suggested. Students prefer to become independent and build their own businesses, which could be accomplished at any time in their career, and hence within 5-7 years as well. Yet, to expect to become a general manager within 5-7 years seems unrealistic. Future research could confirm whether Gen Y could reach the GM position faster than previous generations, or whether they needed the same amount of experience and time to become the general managers of a hotel.

TABLE 8. HIGHEST CAREER GOALS VS EXPECTED NUMBER OF YEARS TO REACH THEM

	Less than 1 year	1-2 years	2-4 years	5-7 years	8-10 years	10-15 years	16-20 years	More than 20 years	Total	N	%
Department manager	6%	0%	31%	44%	19%	0%	0%	0%	100%	16	9%
General manager	0%	0%	13%	40%	30%	10%	3%	3%	100%	30	17%
Director of a department	0%	0%	12%	44%	38%	3%	3%	0%	100%	34	19%
CEO	0%	0%	19%	4%	44%	22%	11%	0%	100%	27	15%
Self-employment	2%	5%	15%	41%	20%	8%	7%	3%	100%	61	34%
Other (please specify)	0%	8%	25%	25%	17%	8%	0%	17%	100%	12	6%
Total										180	100%

Self-employment is clearly the most attractive among the highest career goals, regardless of the earlier work experience students might have gained. Figure 17. shows that students with no industry work experience chose a bit of all possibilities. As most of the female participants have 7-12 months' experience, their highest career goal, to become a director of a department is significantly represented in the third bar. 56% of the students with work experience between 13-18 months and 32% with 19-24 months' work experience tend to lean towards Self-employment. One could say that with the length of experience the career goal becomes more realistic, therefore the Director of department position is the second most popular position among students who have between 13 months and 24 months of work experience.

FIGURE 17. EXPERIENCE VS. HIGHEST CAREER GOALS (N=180)



4.2.6 Gen Y Career expectation factors

In their Self-Determination Theory, Deci & Ryan (1985) defined multiple factors which influence the motivation to choose hospitality and tourism as an area of study. These factors are extrinsic rewards, environment, maintaining a good relationship with others, individual tendencies, individual competency, the institutionalized education system involved, competition, influence of others, and life goals (Kim et al. 2016). They also defined two types of motivations: intrinsic and extrinsic.

Career choices are influenced by intrinsic motivators such as exciting, enjoyable work, achievement, growth, recognition, responsibility, advancement or extrinsic motivators, such as relationship with supervisors, peers, work conditions, salary, status, security, personal life (Lent & Brown, 2013; Ryan & Deci, 2000; Miner, 2005).

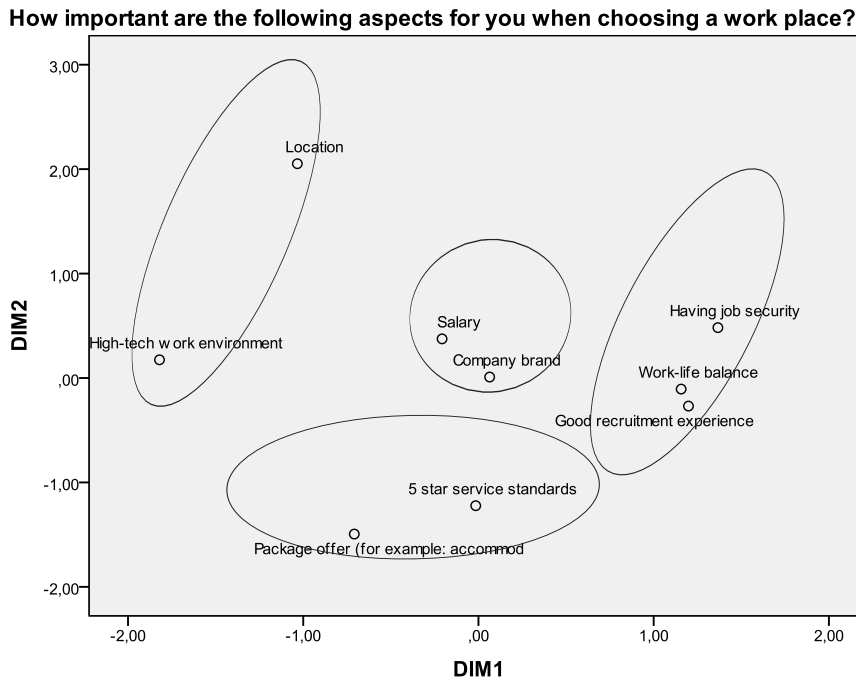
This part of the study focused on career factors. These were selected from previous researches such as Richardson et al. (2008, 2009, 2010a, 2010b); Gursoy et al. (2013); Brown et al. (2014); Kim et al. (2010) and were tailored to the audience of the current study. The 26 career factor statements were grouped into four categories: *Employment terms and conditions*, *Management approach and organizational culture*, *Personal career development*, and *Personal values*, which separate Gen Y from other generations at the work-place (Broadbridge et al., 2007). The international students rated these career factors on a six-point Likert-scale (Very important, Important, Fairly important, Fairly unimportant, Unimportant, Very unimportant).

The first part highlights all results using Multidimensional scale analysis. It shows how international students feel about each career factor. The second part of this analysis focused only on those career factors which were very important and/or important to the respondents. The career factors are organized into a 1-26 points scale starting with the most important to least important.

Part I -Multidimensional Scaling

This method allows the author to see how the participants representing Gen Y classify the various career factors. First, the sets were identified by grouping the career factors that are close to each other. The aim of this analysis is to find those career factors which are significant for international students representing Gen Y and study hotel and tourism management in Switzerland. The analysis shows where each career factor is in relation with the others. The perception maps display the 4 parts of the question on four separate maps.

FIGURE 18. PERCEPTUAL MAP -10A



The results of this study are in line with the research of Kim (2008), who stated that Gen Y least value career factors as location, training, and high-tech work environment. We note that the respondents are international students, which means that they already moved away from home to study in Switzerland, so they are also flexible regarding where to build their career. In the author’s experience students beginning their studies are more sensitive to location and they prefer to stay closer to friends and closer to known cities. Those who gain experience in remote ski-resorts in Switzerland without friends and a high-tech environment were more concerned about the location of their next workplace. To build a career in a 5-star property seems not to be important for everyone, just as the work places offering packages such accommodation, visa, etc. are less attractive.

Although the literature review highlighted that Gen Y prefers non-monetary benefits, our survey shows that packages are not that important. This might be the case because in cases when no accommodation was available, the career center helped each student find accommodations. As such, the absence of a package did not present students with a challenge. Furthermore, the study was conducted at a private school with students of financial means who did not have to worry about living costs, as opposed to students in public universities, who might be more price sensitive.

Figure 18. highlights that working for a branded property as well as a monetary reward (salary) is more important than working for a 5-star property or having a package offered with accommodation, meals, etc. These packages are in a category of “nice to have” and most of the companies especially in Middle-East and Switzerland offer them. 75% of the participants aim to work for a global chain company because of the career opportunities and career development that these properties offer. Kong et al. (2015) highlighted in their study that “employees tend to engage themselves further in their work and enhance their organizational commitment when they perceive that their organization is supporting their career. “ (p. 162). Furthermore, it is believed that with experience in a global chain hotel one has a better chance to receive improved job opportunities. Being hired in a “good” position also results in higher salary. Therefore, brand and salary are perceived similarly.

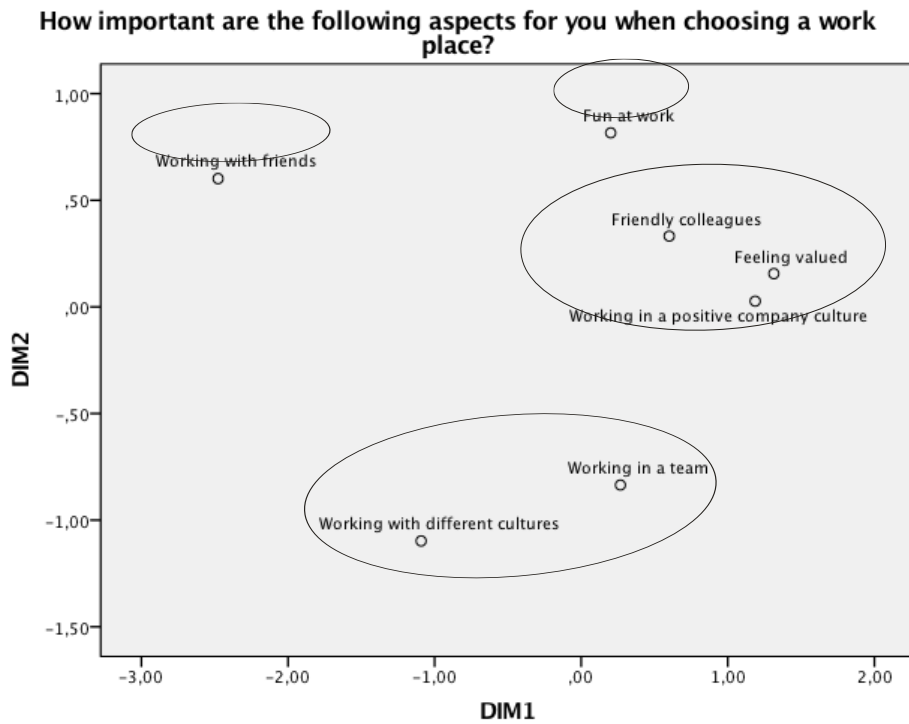
It is essential to see that having job security (Kim, 2009; Maxwell et al. 2010), which also supports work-life balance, is very important for Gen Y. (Richardson, 2009,2012; Kim, 2008; Brown, 2014) In the study of Maxwell & Broadbridge (2010) these factors were rated similar to their ratings in our study. Burkhart (2014) on the other hand argues that instead of Work-life-balance this generation is aiming for career advancement.

A good recruitment experience is also rated as very important by most of the participants. Many companies adjusted their recruitment process in order to attract Gen Y. Some of the companies in hospitality and tourism adjusted their recruitment strategies in order to assure a positive, personalized, “fun” recruitment experience for Gen Y. Most of the companies provide videos on various social media portals, where companies display how much “fun” is to work at their company and explain specifically to Gen Y that all the benefits they are looking for can be found at these companies. The author was invited to a recruiting event in March 2017 where a global chain hotel adjusted their recruitment experience to fit the expectations of Gen Y. The opening property organized a recruitment day in a nightclub and instead the classical one of one on one interview sessions, participants created teams and met all kinds of challenges, such as creating a non-alcoholic team cocktail, and creating a logo for the brand and so on. Job seekers had an overall great time and recruitment experience.

Interestingly, fun at work and working with friends - as shown on the Perceptual Map 10B - are not valued as much according to our results. However, working in a positive company culture with friendly colleagues is as important as feeling valued.

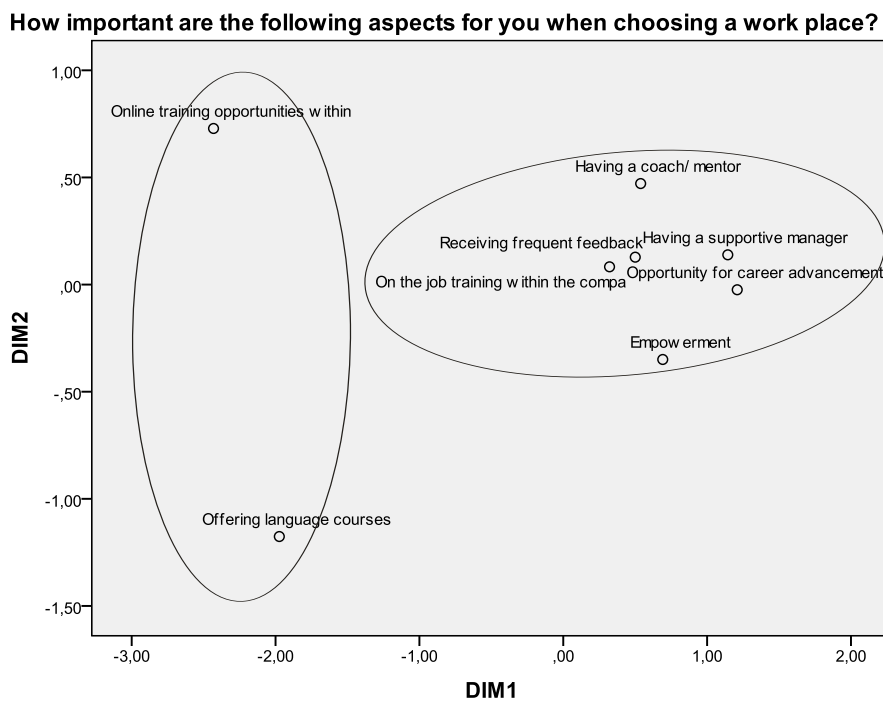
In hospitality, working in a team means working together with different cultures. The participants might consider these two factors similar as they are in an environment at the school where 38 different nationalities are living and studying together. Most of their class activities are in groups and organizing several events on campus prepares them for the teamwork in hospitality.

FIGURE 19. PERCEPTUAL MAP -10B



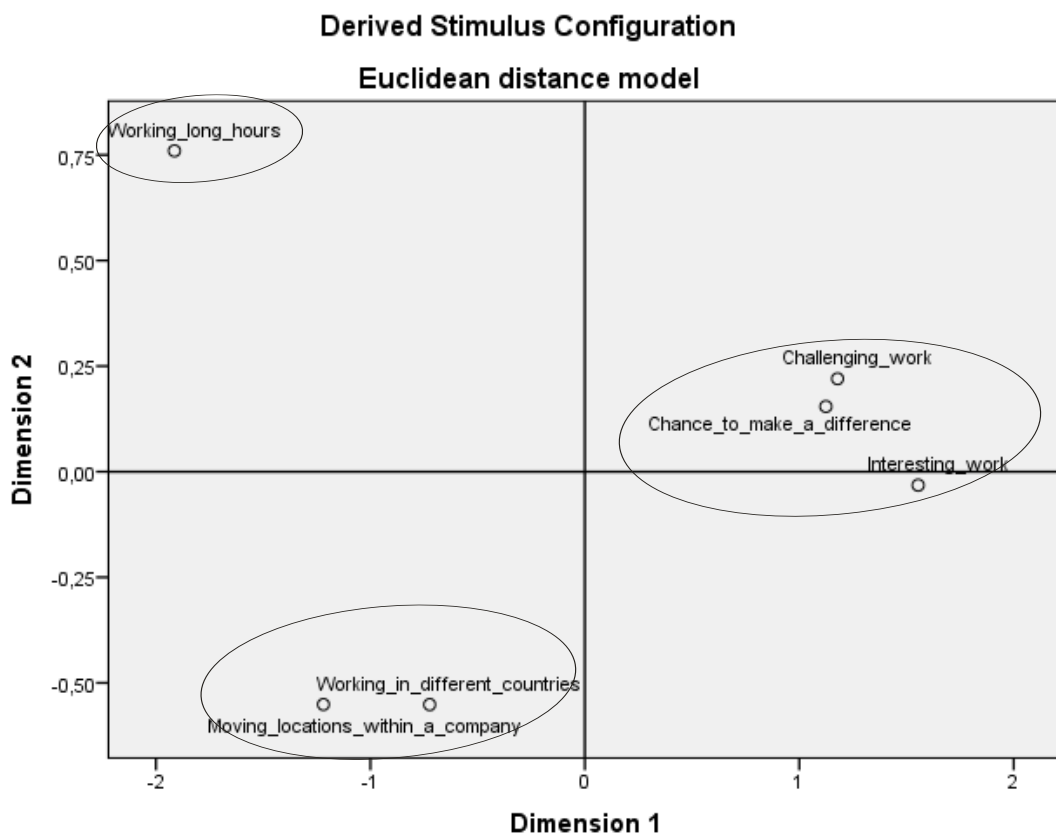
In the next set on the Perceptual Map – 10C the most important factors were clearly highlighted: *Opportunity for career advancement, receiving frequent feedback, On the job training within the company and Having a supportive manager* are very important for Gen Y.

FIGURE 20. PERCEPTUAL MAP -10C



Survey participants did not agree on the importance of language courses offered by the company or online training opportunities. However, those with over 6 months' work experience in Switzerland understood more the benefits of a language course, as they experienced how important is to be able to communicate in German, French or Italian besides English. Online training opportunity might not be as important for this generation as most of them are still in school or shortly after graduation. This opportunity might be more appreciated by those who left school years ago and would like to update their knowledge or gain the skills needed to reach the next career level.

FIGURE 21. PERCEPTUAL MAP -10D



Interesting and Challenging work is rated as equally very important as *Chance to make a difference*. Maxwell et al. (2010) and Walsh & Taylor (2007) Gursoy et al. (2013) confirm the same results. On the other hand, *working in different countries and Working long hours, Moving location with a company* builds a separate set.

Part II summarizes the results of this study and shows the most important Career expectation factors of Gen Y.

Part II

RQ8 What are the Top fifteen career expectation factors of Gen Y in hospitality and tourism?

Table 9. shows the career factors students representing Gen Y felt very important or important. The ranking 1-25 is based on the total % displayed below.

TABLE 9. CAREE FACTORS INFLUENCING THE CHOICE IN SELECTING THE EMPLOYER

Very important & Important	Very imp. %	Imp. %	Total %	Frequency	%	Mean	SD	Variance
1 Feeling valued	63.9%	32.2%	96.1%	115	64%	1.4	0.57	32%
2 Interesting work	57.8%	36.7%	94.5%	104	58%	1.48	0.6	36%
3 Opportunity for career advancement	65.0%	28.9%	93.9%	117	65%	1.41	0.61	37%
4 Working in a positive company culture	58.3%	33.3%	91.7%	105	58%	1.52	0.74	54%
5 Having a supportive manager	58.9%	31.7%	90.6%	106	59%	1.51	0.68	46%
6 Challenging work	47.8%	40.6%	88.3%	86	48%	1.64	0.68	47%
7 Good recruitment experience	45.6%	40.6%	86.1%	82	46%	1.69	0.72	52%
8 Receiving frequent feedback	45.0%	40.0%	85.0%	81	45%	1.71	0.74	55%
9 Friendly colleagues	41.7%	42.8%	84.5%	77	43%	1.77	0.78	60%
10 Empowerment	31.1%	53.3%	84.4%	96	53%	1.85	0.68	46%
11 Work-life balance	42.2%	41.7%	83.9%	76	42%	1.76	0.77	60%
12 Having job security	43.3%	39.4%	82.8%	78	43%	1.76	0.79	63%
13 On the job training within the company	38.9%	43.9%	82.8%	79	44%	1.81	0.78	60%
14 Having a coach/ mentor	39.4%	40.6%	80.0%	73	41%	1.85	0.85	72%
15 Working in a team	45.0%	31.1%	76.1%	81	45%	1.86	0.95	90%
16 Fun at work	36.7%	37.8%	74.5%	68	38%	1.94	0.9	80%
17 Company brand	32.8%	41.1%	73.9%	74	41%	1.94	0.79	62%
18 5 star service standards	40.0%	31.1%	71.1%	72	40%	1.98	1	100%
19 Location	22.8%	46.7%	69.5%	84	47%	2.18	0.95	90%
20 Package offer (meals, accommodation)	28.9%	39.4%	68.3%	71	39%	2.12	0.95	90%
21 Working in different countries	25.0%	36.7%	61.7%	66	37%	2.32	1.09	118%
22 Working with different cultures	23.9%	35.0%	58.9%	63	35%	2.36	1.08	117%
23 High-tech work environment	18.3%	37.2%	55.6%	67	37%	2.38	0.94	89%
24 Moving locations within a company	18.9%	33.3%	52.2%	60	33%	2.53	1.12	124%
25 Online training opportunities within the company	19.4%	32.8%	52.2%	59	33%	2.5	1.11	122%

In the studies of Richardson and Thomas (2012) and Brown et al. (2014) “job that I find enjoyable and pleasant work environment, good promotion prospects, gives me responsibility and colleagues I can get along with high earning over the lengths of the career and intellectual challenge, respected and I can gain transferable skills” were the top career factors. Our study shows similar results. Opportunity for career development was chosen by 65% of the respondents as very important. Being valued, and interesting, challenging work is the most attractive career factors according to this study. Of the top 10 career factors of our study, positive working environment, frequently receiving feedback, empowerment, having a supportive boss and friendly colleagues are points mentioned in the literature review as characteristics of Gen Y and the results of previous studies such Richardson (2008, 2009;2012) and Kim (2009). Researches argued

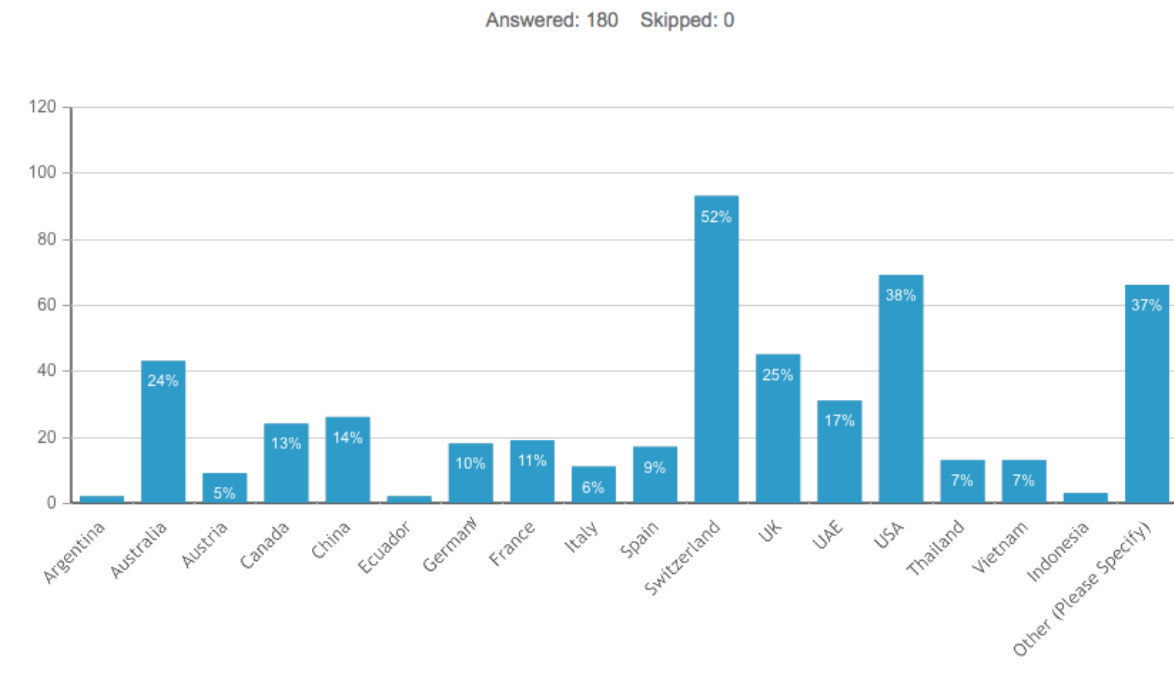
that all generations want the same; only their priorities, and career anchors (Schein, 1990) are different.

After exploring the career preferences of Gen Y, it is interesting to see where they plan to build their career and which countries are the most attractive for this generation.

As Figure 22. Shows, Switzerland and the USA are the top countries where students representing Generation Y would like to build their career. 52% of the participants chose Switzerland, which might be influenced by the fact that the study took place in Switzerland and the international students see this country as a very attractive place to live and build a career as they have become familiar with it. Another influencing factor could be that 90% of the students gain their first work experience in Switzerland during their studies there. Besides the image of Switzerland as providing high-quality service, living standards, and excellent hospitality and tourism standards, salaries (when compared to other countries) in hospitality and tourism is also very attractive, as is job security (due to the economic stability). One must mention however building a career in Switzerland might be rather challenging due to the language requirements and the strict residence and work permit regulations.

Figure 14. shows that 33% of students expect to start a Management Trainee program after graduation. The USA is one of the countries which offers these programs in global chain hotels, country clubs and other hospitality and tourism related companies. This could be another reason why the second most popular destination to build a hospitality and tourism career is the USA. The UK and Australia are also popular as the primary language in these countries is English. The United Arab Emirates offers plenty of opportunities to students and graduates. Dubai is one of the most popular cities where students start their career, and career advancement is usually faster than it is in Europe due to the number of opening hotels and vacant positions. Qatar, Oman, and Saudi Arabia are offering more and more positions as well. However, students at this particular institute prefer Europe first, than the USA and see the Middle East as a third or fourth option. 37% of the respondents answered with "other". This contains mostly Asia: Japan, Singapore, Hong Kong and Malaysia. Further answers mentioned Russia, Hungary, Romania or "I do not know".

FIGURE 22. PREFERRED COUNTRY TO BUILD CAREER IN H&T



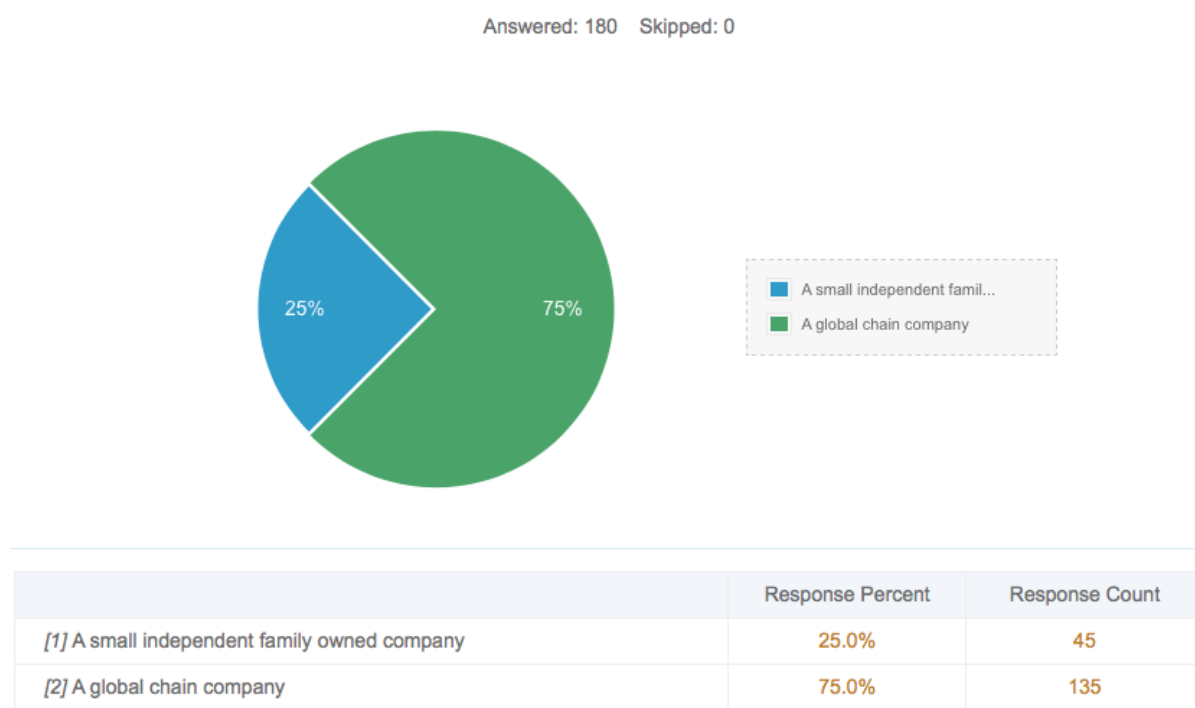
- **RQ9: Career advancement opportunity significantly influences Gen Y's career decision.**

52% of the participants plan to build their career in Switzerland, and 33% saw self-employment as their highest career goal in hospitality and tourism. In Switzerland there are many family-owned properties, which offer excellent opportunities for students to gain experience. These properties are small and medium-sized enterprises (SME). 90% of these entrepreneurs got a Swiss hotel and tourism management education. SMEs are strongly represented in the European hospitality and tourism industry in general. The author was interested to see whether students representing Gen Y prefer to build a career in global chain companies or small family owned companies.

Figure 23. shows that 75% of the students chose the global chain company instead of the family-owned company. Out of the 135 respondents, 86.6% answered the open-ended question to express the reasons for their answer. Students believe that a global chain company provides more opportunities in general and the conditions for a fast-track career development are given. This statement is in line with previous studies, which confirmed that Gen Y is ambitious and expect fast career development in hospitality and tourism (Richardson (2012); Brown et al. (2014). Students perceive global chain companies to have higher standards and better career opportunities when compared to family-owned companies. The global chain company seems to offer more challenges. 59% of those students who aim to become self-employed preferred to build their career in a global chain company instead of a small entrepreneur family owned business, where

they could best learn how to start a business and manage the property while being self-employed. The literature mentions that hospitality educators seem to be in favor of the large hotel chains (Nachmias et al. 2014; Raybould & Wilkins, 2005). Learning experiences influence the students' career decisions, so in their minds the global chain hotel is considered as the right answer. If the hospitality schools would demonstrate the advantages of the small and medium-sized family-owned enterprises, and students would be educated about the career possibilities given by such companies, participants would be more open to opting for these opportunities.

FIGURE 23. GLOBAL CHAIN COMPANY VS. FAMILY OWNED COMPANY



The 2014-2019 report *Tourism, Travel & Hospitality Workforce Development Strategy* mentions that small and large businesses continue to experience a critical shortage of qualified and skilled labor. Nolan & Garavan (2016) found that SMEs do not actively recruit graduates and do not generally have an understanding of the benefits of recruiting graduates to the operation and to the performance of their firms. Hospitality SMEs are more likely to under-utilise graduates' skills as they are less equipped to recruit graduates (Pittaway & Thedham, 2005). However, employability of graduates in non-traditional occupations ('non-traditional occupations' refers to jobs with a less structured approach to graduate recruitment and development across multiple firms) including SMEs is becoming an increasingly important dimension in curriculum design (Fearon, Nachmias, McLaughlin & Jackson, 2016).

To add to the discussion of this topic, the authors' experience showed that students have declined five-star job offers in global chain hotels, because the property was in a remote area, such

as ski resorts in Switzerland. Any opportunity in the city was more valued than an a 5-star opportunity in a remote area. Since work-life-balance is important for this generation, the last research question aimed to find out what is more important for Gen Y: working for a branded company or city life. Figure 24. shows that over 60% care more about a branded company than they do about location. This shows the same result as the Perceptual Map- 10A showed, i.e., that location is less important than brand when choosing workplaces. The question remains whether this reflects the truth or whether this was the “correct” answer to choose.

FIGURE 24. GLOBAL CHAIN COMPANY VS. FAMILY OWNED COMPANY

	Response Percent	Response Count
Company A, a well know international chain, offering supervisory level in a remote area	66.29%	118
Company B, an unknown brand, independent, small quality company, offering the same position in a big city	33.71%	60

4.2.7 Gender influence

This part of the study aims to answer the question, how Gen Y’s view on career choices vary by gender. Based on the literature of vocational choice theories, motivational theories, career development theories, gender has an influence on career decisions. As Table 10. shows, female (61%) outline male (39%) respondents, similar results were found in previous studies such as Broadbridge (2010), Maxwell & Brodbridge (2014), Kong et al. (2015), Richardson & Thomas (2012).

Figure10. also shows that 83% of the male participants definitely intend to join the industry upon graduation, while 71% of the female respondents agree with this statement. Male participants seem to be more determined with their initial choice of building a career in hospitality and tourism industry. 3% of the female participants will definitely not join the industry upon their graduation, while 17% of male students and 26% of the female participants are still hesitating to make a decision about joining the industry after their studies. Another evidence of gender difference underlining career attitude in this study is that majority of the male participants (33%) plan to work in this industry for more than 20 years, majority of the female participants (37%) see themselves in this industry for 2-5 years. 27% of the female participants plan to work in the industry more than 10 years while 42% of the male participants plan to do the same.

TABLE 10. GENDER VS. BUILD A CAREER IN HOSPITALITY AND TOURISM

Career in HT industry	Gender	Female	Male	Total
Gender		Female	Male	Total
	Frequency	110	70	180
	% within gender	61	39	1
	% Total	1	1	1
Definitely yes	Frequency	78	58	136
	% within gender	57,4%	42,6%	100,0%
	% Total	70,9%	82,9%	75,6%
Not sure	Frequency	29	12	41
	% within gender	70,7%	29,3%	100,0%
	% Total	26,4%	17,1%	22,8%
Definitely not	Frequency	3	0	3
	% within gender	100,0%	0,0%	100,0%
	% Total	2,7%	0,0%	1,7%
Up to 1 year	Frequency	10	7	15
	% gender	66,0%	46,0%	100,0%
	% Total	9,1%	10,0%	8,3%
2-5 years	Frequency	41	15	56
	% gender	73,2%	26,8%	100,0%
	% Total	37,3%	21,4%	31,1%
6-10 years	Frequency	26	19	45
	% gender	57,8%	42,2%	100,0%
	% Total	23,6%	27,1%	25,0%
1-10 years	% Toal	70,0%	58,5%	64,4%
11-20 years	Frequency	13	6	19
	% gender	68,4%	31,6%	100,0%
	% Total	11,8%	8,6%	10,6%
More than 20 years	Frequency	17	23	40
	% gender	42,5%	57,5%	100,0%
	% Total	15,5%	32,9%	22,2%
More than 10 years	% Total	27,3%	41,5%	32,8%

There is no significant difference was found, both female and male participants named the following top four reasons for choosing this industry: (1) they like to see satisfied customer while serving them, (2) they believe that this industry offers a variety of career paths, (3) it is all about working people, and (4) career advancement opportunities are given in this industry.

Regarding the area of work and department students aim to work after graduation, no significant difference was found between male and female answers (Sullivan & Mainiero, 2007). Both genders prefer hotels as first choice and event companies as the second choice. While female students see themselves working in the industry (hotels, event companies, airlines and restaurants, tourism office), male participants prefer to work in travel agencies and seem to be more open working in other industries such as banks, consulting retail schools.

There are departments which seem to be more attractive to male than female. For instance, the kitchen, leisure, recreation, and sports management are ranked higher by male participants than female. On the other hand, departments like Housekeeping, Front Office, Human Resources and Spa & Wellness Management are more appealing to female than male. Nevertheless, both genders ranked as top industry hotels and as most attractive department Sales and Marketing.

Higher career entry level is important for undergraduate Generation Y. (Broadbridge et al. 2007; Ng et al. 2010). Men are more successful in achieving graduate level jobs as they tend to be more proactive in changing job than women (Maxwell & Broadbridge, 2014). Gen Ys view on career entry is not homogenous and it varies by gender (Ng et al. 2010).

The finding of this study shows that the majority of the students expect to start with a low-level management position as Management Trainee. Table 11. highlight that 34% of the male and 22% of the female participants expect to start as Management trainee (low-level management). Although majority of the ladies expect to start as Line level employee (29%) or as Department supervisor (29%). This study also supports the findings that male participants tend to aim higher from the beginning of their career than female participants.

TABLE 11. CROSTAB GENDER VS CAREER ENTRY LEVEL

Gender	Female N	% Total	% gender	Male N	% Total	% gender	Total N	% Total
Line level employee	31	28,4%	68,9%	14	20,0%	31,10%	45	25%
Department supervisor	31	28,4%	75,6%	10	14,2%	14,30%	41	23%
Management trainee	24	22,0%	50,0%	24	34,3%	50,00%	48	27%
Department assistant manager	13	11,9%	56,5%	10	14,3%	43,50%	23	13%
Department manager	3	2,8%	30,0%	7	10,0%	70,00%	10	6%
Self-employed	5	4,6%	62,5%	3	4,3%	37,50%	8	4%
Other (Please Specify)	2	1,8%	50,0%	2	2,9%	50,00%	4	2%
Total	109	99,9%	60,9%	70	100,0%	39,10%	179	99%

As previous research showed, career advancement is very important for Gen Y. This generation is known for their expectation of fast-tracking career advancement (Maxwell & Broadbridge, 2014). 74,3% of the male students expect to receive a promotion within 7-11 months after starting a job, while majority of the female students expect the same between 1-2 years. Job mobility is one of the indicators of gender difference. This study shows similar results. More than half (57%) of the female students agree to work harder till the next promotion possibility and 64% of the male participants agree with this statement. The second highest score by female participants was given to “ask for a transfer within the organization,” while male students chose as second option “move to another company.”

TABLE 12. GENDER VS PROMOTION EXPECTATIONS

Promotion vs gender	Female N	% Total	% gender	Male	% Total	% gender	Total	Total %
---------------------	----------	---------	----------	------	---------	----------	-------	---------

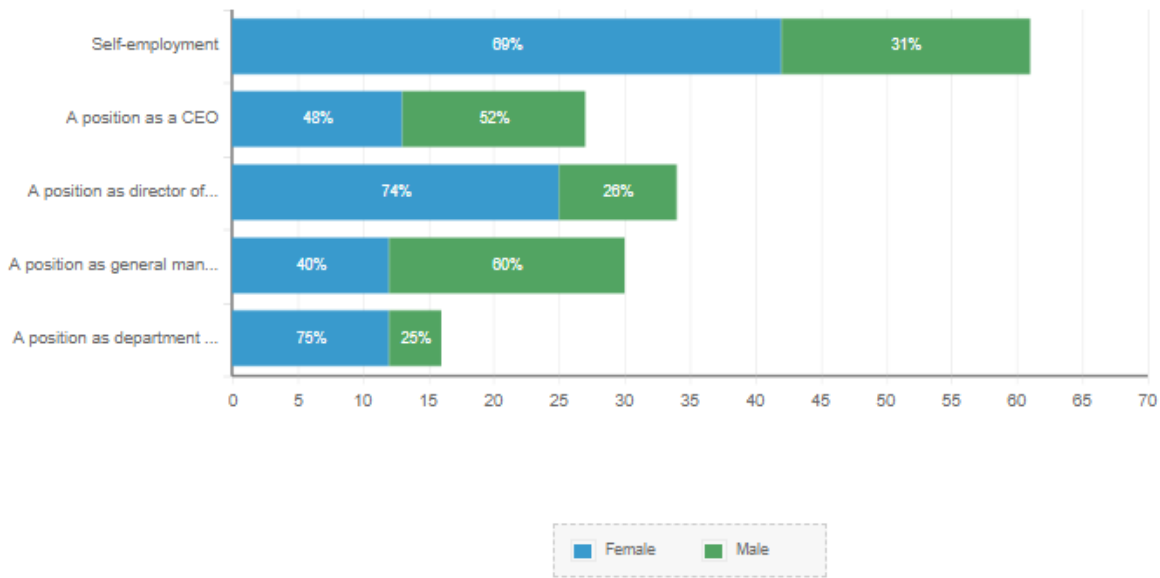
Within the first 3 months	4	3,60%	40.0%	6	8,60%	60.0%	10	5,60%
3-6 months	24	21,80%	57.1%	18	25,70%	42.9%	42	23,30%
7-11 months	37	33,60%	56.9%	28	40,00%	43.1%	65	36,10%
1-2 years	41	37,30%	73.2%	15	21,40%	26.8%	56	31,10%
3-4 years	1	0,90%	33.3%	2	2,90%	66.7%	3	1,70%
Not aiming for promotion	3	2,70%	75.0%	1	1,40%	25.0%	4	2,20%
Total	110	100,00%	100%	70	100,00%	100%	180	100%

TABLE 13. GENDER VS PREDICTED NO PROMOTION RECEIVED

Promotion vs gender	Female N	% Total	% gender	Male N	% Total	% gender	Total	%Total
Work harder	63	57,30%	58.3%	45	41.7%	64,3%	108	60%
Ask for transfer within the organisation	19	17,30%	76.0%	6	24.0%	8,6%	25	13,9%
Move to another industry	0	0%	0%	0	0%	0,0%	0	0%
Move to another company	16	14,50%	57.1%	12	42.9%	17,1%	28	15,6%
Become self-employed	3	2,70%	42.9%	4	57.1%	5,7%	7	3,9%
Do nothing, wait	6	5,50%	85.7%	1	14.3%	1,4%	7	3,9%
Not aiming for promotion	3	2,70%	60.0%	2	40.0%	2,9%	5	2,8%
Total	110	100,00%	100%	68	100%	100,0%	180	100%

Majority of participants plan to have their own businesses. Self-employment received the highest score among male (26.76%) and female participants (38.89%). However female respondents aim for Director of a department position (23.15%) while male participants mentioned General Manager position (25.35%) as the second most attractive career goal. Figure 25. demonstrates below that the majority of those participants who aim for a CEO (60%) position or General manager position (52%) are male. Students, who answered with *other*, plan either to continue their studies or would like to become a leader in another field or a teacher. This study is in line with the previous research of Maxwell et al. (2014), men seem to have higher career expectations. A future study could compare the results of this study with the future results in 10 years time to confirm or reject the second statement of Maxwell et al. (2014) that men have higher career success than women.

FIGURE 25. ENTRY-LEVEL EXPECTATIONS VS. GENDER



63% of men and 62% of women believe that they will reach the top of their career within 10 years. Looking at the Table 14, it shows that male (30%) and female (37%) both believe that the top career position can be reached between 5-7 years. As male participants aim higher than female students, 33% of men count with 8-10 years. Here is no significant difference between the answer of male and female participants.

TABLE 14. GENDER VS. TOP OF CAREER REACHED IN YEARS

	Less than 1 year	1-2 years	2-4 years	5-7 years	8-10 years	10-15 years	16-20 years	More than 20 years	N
Female	1.8%	2.7%	15.5%	37.3%	25.5%	9.1%	5.5%	2.7%	110
Male	0	1.4%	18.6%	30.0%	32.9%	10.0%	4.4%	2.9%	70
Total %	1.1%	2.2%	16.7%	34.4%	28.3%	9.4%	5.0%	2.8%	180

According to the theory of expectancy of motivation, students' choice of employer is a function of the selection criteria of employers weighted by the perceived importance" (Hoc Nang Fong et al. 2014). Brand of the organization is one factor which could influence the career choice of the students (Hoc Nang Fong et al. 2014). Majority of the student of this study are brand seekers as 70% of male, and 78% of female respondents chose global chain hotel versus a small independent family-owned company, furthermore 65% of male and 67% of female students would work in a well-known international brand in a remote area rather than in a no brand small quality company in a big city. In this relation, there is no gender-related difference found.

Both male and female participants find very important to important the following factors. (1) Being valued and (2) work in a positive company culture with (3) friendly colleagues. Also, male and female agree that (4) challenging and (5) interesting job is what they expect. Companies which offer (6) opportunity for career advancement, where the managers are not only supportive (7) but constant feedback is received on a regular basis, where (8) empowerment is given to accomplish the daily tasks are the most attractive workplaces. Gen Y is expecting (9) chance to make a difference, regardless of gender.

4.2.8 Influences of cultural background/nationality

This part of the study aims to identify whether participants' career choices are influenced by their cultural backgrounds. As highlighted in the literature review, motivational factors may be different according to nationality and cultural background. (Kim et al. 2016; Lent & Brown, 2013). Using the cultural clusters based on the classification of Gupta et al. (2002), all representatives of Anglo, Germanic Europe, Latin Europe, Sub-Sahara-Africa, Middle East, Latin America are motivated to start their career in hospitality and tourism after graduation. (100% answered with definitely yes).

The students with highest career indecision belong to the Confucian Asia Cluster (63% definitely yes, 37% not sure) and Eastern Europe Cluster (71% definitely yes, 29% not sure yet) followed by Southern Asia (85% definitely yes, 10% not sure, 4% definitely not). Figure 4.2.5 shows all nationalities that answered with 'not sure'. It is interesting to mention that Hungarian females (67%), Taiwanese females (60%), and Russian (60%) students reached the highest percentage when comparing genders and nationalities among those who answered with 'not sure'. This is essential information for the career center of the hotel and tourism management institute, where the study was conducted. These students will need more career support and perhaps guidance, or more information about the industry, about themselves, and their abilities. The career center could find out why these students hesitate to make career decisions and support them accordingly. These students chose hospitality and tourism because they like to see satisfied customers and because they believe this industry offers variety of career paths.

Regardless of their cultural background, the majority of the students expect to feel valued at their future workplace, and expect to work in a positive company culture where they have the chance to make a difference. Besides a good recruitment experience and a challenging and interesting job, they expect to have supportive managers and opportunities for career advancement. These findings are in line with previous research about Gen Y, and show that Gen Y to be homogeneous as the respondents all found these career factors very important or important, although these career factors are important not only for Gen Y, but to all generations.

The Germanic cultural cluster finds it important to work in different countries and to move location within a company. The South Asia and Middle East clusters find Job security and Work-life balance more important than other clusters. The Sub-Sahara-Africa, Confucius Asia and Eastern Europe clusters find Job security and Work-life balance important. The Eastern Europe cluster mentioned Salary as a very important factor, as did the Anglo cluster and the Sub-Sahara-Africa cluster. The Middle-East cluster is the only one that finds it easy to get a job after graduation. All European clusters (Anglo, Eastern, Germanic, Latin), the Asian clusters (South and Confucius) and the Sub-Sahara-African cluster fairly disagree with this statement.

17% of the Eastern European cluster agree that their family is working in this industry, which might have an affect on choosing hospitality and tourism a major and career. This is the only cluster with the highest score on this question.

Majority of the students plan to work in hospitality and tourism for 2-5 years: Sub-Sahara-Africa (100%), Germanic Europe (50%) Latin Europe (50%), Confucius Asia cluster (42%), Eastern Europe (38%). The Middle East cluster seems to be the most confident, and plans the their hospiltly and tourism career for at least 6-10 (33%) while 28% of the students belonging to the South Asia cluster plan with 6-10 years.

Cultural background does not seem to make a difference in the choice of industry. As all cultural clusters choose hotel as their highest preference, except for Germanic Europe, which chose event companies as fist choice and travel agencies as the second option. Since this cluster has only 3 members, more sample of this culture would be needed in order to make any conclusion. All other cultural clusters chose to build their career in hotels. South Asia equally ranked restaurants and event companies.

TABLE 15. CHOSEN INDUSTRIES VS CULTURAL CLUSTER GROUPS

	Anglo	Eastern	Latin	Germanic	Confucian	South	Sub-Sahara	Middle	Latin
		Europe	Europe	Europe	Asia	Asia	Africa	East	America
Airlines	50%	12%	12%	33%	29%	10%	17%	0%	0%
Cruise lines	0%	9%	9%	0%	8%	13%	0%	0%	0%
Event companies	50%	52%	52%	67%	50%	31%	50%	50%	50%
Restaurants	0%	17%	17%	0%	16%	31%	0%	0%	50%
Hotels	50%	64%	64%	33%	69%	80%	83%	100%	100%
Tourism offices	0%	12%	12%	33%	13%	12%	17%	0%	0%
Travel agencies	0%	12%	12%	67%	16%	10%	33%	50%	0%
Banks	0%	7%	7%	0%	3%	3%	0%	0%	0%
Consulting	0%	14%	14%	33%	8%	6%	0%	50%	0%
other	0%	10%	10%	33%	13%	15%	0%	50%	0%

Similar results were found in the area of work. The majority of the students chose Sales % Marketing and Meeting and event planning as the most attractive area of work after graduation, regardless of their cultural back-ground. There is one exception, members of Germanic Europe Cultural Cluster chose tourism destination and attractions as their first preference. Both Asian culture clusters, just as the Anglo and Sub-Sahara-Africa clusters, rated Front Office higher than other culture clusters. Looking at Table 4.2.8 it seems that Germanic Europe and Latin America did not find Human Resources as attractive as other options, on the other hand, Latin Europe, Anglo cluster and Easter Europe find it realistic to start their career in this department. As most of the students chose to start their career either in Switzerland, many of the Eastern European students have a high level of German or French knowledge, which could make it easier to reach this fist career goal, on the other hand the students with English mother tongue, plan to work in the United States and Australia or England. As Human Resources department is back of the house, the students may see more rewarding to start to work there and it would mean a better return on investment of their studies than working in a line level position at the front of the house.

TABLE 16. CHOSEN AREA OF WORK VS CULTURAL CLUSTER GROUPS

	Anglo	Easter Europe	Germanic Europe	Latin Europe	Confucius Asia	South Asia	Sub-Sahara Africa	Latin America
Accounting & Finance	0%	2%	0%	0%	5%	6%	0%	0%
Kitchen	0%	5%	33%	0%	16%	10%	0%	50%
Service	50%	10%	0%	0%	18%	22%	17%	0%
Front Office	50%	16%	0%	50%	29%	33%	33%	0%
Housekeeping	50%	0%	0%	0%	5%	1%	0%	0%
Human Resources	50%	31%	0%	50%	26%	15%	33%	0%
Meeting and event planning	0%	45%	33%	0%	34%	30%	33%	50%
Sales & Marketing	50%	45%	33%	50%	32%	36%	50%	50%
Leisure, recreation and sports management	0%	21%	33%	0%	16%	19%	17%	0%
Spa & wellness management	0%	7%	0%	0%	21%	9%	17%	0%
Tourism destination and attraction	0%	26%	67%	0%	21%	24%	17%	0%
If none of the above please specify	0%	7%	0%	0%	0%	6%	0%	0%

The majority of the participants (all cultural clusters) expect a promotion within the 7- 11 months after starting a new job. If promotion is not received within the expected time frame, the Germanic cluster would move to another company (67%) while all other clusters, South Asia (73%), Confucius Asia (61%), Sub-Sahara-Africa (50%) Latin America (50%) Middle East (50%), Eastern Europe (48%), Latin Europe (50%), Anglo (50%) would choose to work harder in order to get promoted.

Other than the Anglo and Latin Europe clusters, all cultural clusters chose self-employment as the highest career goal to reach. The participants with this highest career goal were identified as 69% female and 31% male.

TABLE. 17. TOP CAREER GOAL BY CULTURAL CLUSTERS

	Anglo	Eastern Europe	Germanic Europe	Latin Europe	Confucius Asia	South Asia	Sub-Sah Africa	Middle East	Latin America
Department manager	50%	3%	33%	0%	13%	9%	17%	0%	0%
General manager	0%	21%	0%	0%	10%	21%	0%	0%	0%
Director of a department	0%	26%	0%	50%	24%	13%	0%	0%	0%
CEO	50%	10%	0%	50%	11%	18%	33%	50%	0%
Self-employment	0%	33%	67%	0%	34%	33%	50%	50%	50%
Other (Please Specify)	0%	7%	0%	0%	8%	6%	0%	0%	50%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 17. below shows that regardless of the cultural cluster, most of the students prefer to work for a well known international chain company rather than a no brand, individual company. Yet most of the students aim for Self-employment building up their own business. This shows that hotel and management education in Switzerland is focused on global chain hotels. Students therefore do not know or see the benefit of working in the individual companies, where they are able to learn how to manage a company and what challenges a small company faces in the real world.

TABLE. 18. BRANDED GLOBAL CHAIN COMPANY VS INDEPENDENT FAMILY OWNED COMPANIES

	Anglo	Eastern Europe	Germanic Europe	Latin Europe	Confucius Asia	South Asia	Sub-Sah Africa	Middle East	Latin America
Global chain hotel	100%	72%	67%	50%	79%	75%	83%	50%	100%
Small family company	0%	28%	33%	50%	21%	25%	17%	50%	0%

Supervisor position in Company A (International chain company) vs. Company B (no brand individual company)

	Anglo	Eastern Europe	Germanic Europe	Latin Europe	Confucius Asia	South Asia	Sub-Sah Africa	Middle East	Latin America
Company A	100%	67%	0%	50%	54%	66%	83%	50%	100%
Company B	0%	33%	100%	50%	46%	34%	17%	50%	0%

Most of the students aim to start their career in Switzerland, yet they are not interested to work in family-owned companies (except the German cluster). Switzerland has more family owned businesses than global chain hotels. Furthermore, without speaking the languages of the country (German, Italian, and French) students are not able to start in Management trainee positions in global chain hotels in Switzerland.

4.2.9 Career maturity

The following section gives examples of the most notable findings regarding *career maturity*. Super (1954) defined *career maturity* as the degree to which individuals are ready to make good career decisions. The decision is based on self-knowledge, knowledge of decision-making, exploration of occupations and general positive attitude to make the career decisions. Based on Supers' 5 career-life stages, Table 19. shows that the majority of the participants (83%) were in their Exploration stage (age 15-24). This stage is when individuals tentatively identify their careers and explore opportunities and possibilities of a long-term career in hospitality and tourism (Kong et al. 2015). Participants over 25 years old (17%) are in their Establishment stage (age 25-44), where the individuals are building their entry-level skills and stabilize their position through work experiences.

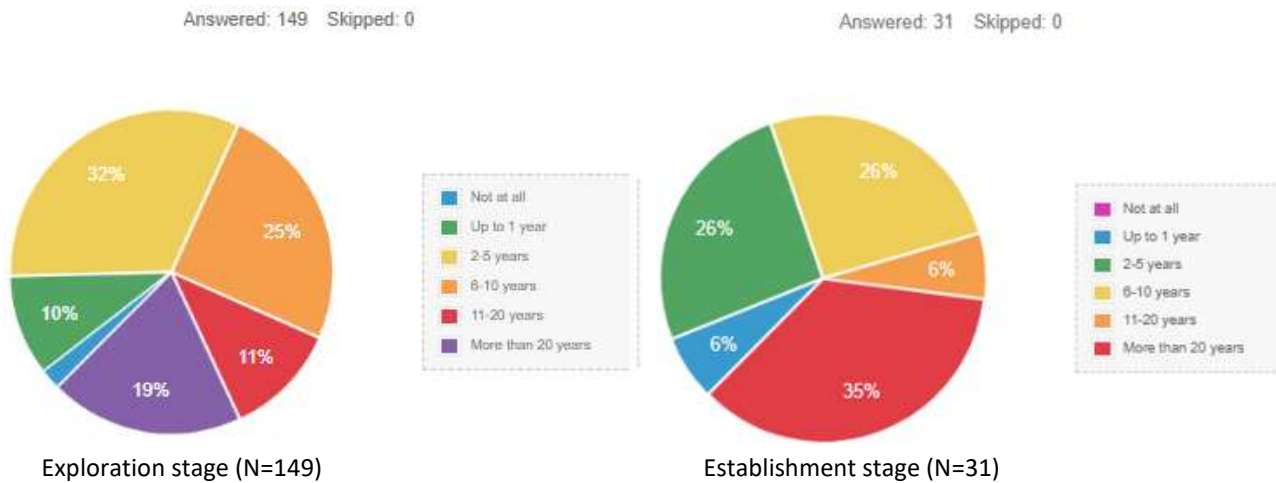
74% of the students in the exploration stage (under 25 years old) are eager to join the industry, while 23% are not sure and 2% will definitely not join the industry upon graduation. Students in their Establishment stage (at the age of 25 and 25+) are confident to join the industry upon graduation (81%) only 19% hesitate to make a decision (not sure). 85% of those who answered with "not sure yet", are under 25 years old. According to decision theory, students are not able to make a career decision, because they are either insufficiently informed about the alternatives, they have valuation problems, or they are uncertain about the outcomes (Germeijs & De Boeck, 2003).

TABLE 19. CAREER INDECISION TO JOIN THE HOSPITALITY AND TOURISM INDUSTRY UPON GRADUATION

	Age										Total
	17-18	19-20	21-22	23-24	17-25	25-26	27-28	29-30	30-31	25-31	
N	1	10	18	6	35	2	3	1	0	6	41
%	2,40%	24,40%	43,90%	14,60%	85,30%	4,90%	7,30%	2,40%	0,00%	14,60%	100,00%
% within age	20,00%	20,40%	28,10%	19,40%		14,30%	27,30%	20,00%	0,00%		22,80%
Adjusted Residual	-0,2	-0,5	1,3	-0,5		-0,8	0,4	-0,2	-0,5		

Figure 26. shows that 69% of the students under 25 plan their career in the industry for up to 10 years (while 1% not at all, 10% for 1 years, 32% for 2-5 years, 25% for 6-10 years) while 58% of the students (age 25 and 25+) said the same (6% for 1 year, 26% for 2-5 years, 26% for 6-10 years). It seems that students in their Establishment stage are more confident to make career decisions, and more confident to plan for long-term (35% for more than 20 years when compared to students in their Exploration stage (19% plans for more than 20 years).

FIGURE 26. LENGTH OF CAREER PLANNED IN HOSPITALITY AND TOURISM



Most of the students expect to start on a level higher than the first-line employee. Participants under 25 expect Management Trainee positions (33%) Department supervisor positions (28%) Line level employee positions (23%) and Department assistant manager positions (22%). On the other hand, 35% of the 25+ students expect to start as Management Trainee, and 32% expect to start as Line level employee. As Management Trainee positions are limited (Kim, 2008) students in their Establishment stage see the opportunities more realistic than student under 25. The industry is looking for graduating students to fill their line level jobs in the front of the house, yet students with their higher hotel and tourism management education expect to reach higher entry levels than a line employee.

No significant difference was found between the Exploration stage and Establishment stage, regarding the industry and department chosen to start the student's hospitality career. Most of the students (72% in their Exploration stage) and (71% in their Establishment stage) chose hotels as the number one industry to build their career in, and event companies (43% in their Exploration stage and 45% in their Establishment stage) as the second most attractive industry. Students in both stages chose Sales & Marketing (38% of students under 25 years old and 45% of students 25 or 25+) as number one department, and the Event department as second (35% of students under 25 and years old and 39% 25+). There is only a slight difference between the rankings of highest career goals. The majority of the students plan to become self-employed. It seems that student 25 or older planned more carefully and chose a position as director of a department instead of the GM position which was ranked as number 2 by the students under 25 years old.

TABLE 20. CAREER INDECISION TO JOIN THE HOSPITALITY AND TOURISM INDUSTRY UPON GRADUATION

Rank	Career Top / Exploration Stage	%	N	Caree Top / Establishment stage	%	N
1	Self-employment	32.21%	48	Self-employment	41.94%	13

2	A position as general manager	18.12%	27	A position as director of a department	25.81%	8
3	A position as director of a department	17.45%	26	A position as a CEO	9.68%	3
4	A position as a CEO	16.11%	24	A position as general manager	9.68%	3

83% of the students under 25 and 85% of students 25+ believe that their highest career goal will be reached within 10 years. Career advancement is very important for students building their career. Table 21. below demonstrates that the students in their establishment stage are a little bit more realistic: 42% expect to be promoted within 1-2 years, while 28 % of the students under 25 expect the same. 36% of students in both stages expect the promotion within 7-11 months. This result might be influenced by the fact that students usually go for 6-month internships between the theoretical parts of their education. Hence, they might expect to move to the next higher level or another department after the 6 months completed in one position. Nevertheless, the expectation to be promoted after 7 -11 months might be only realistic if the student gained previous experience in the same position or if at a particular employer the turnover is so high that employees with 7 months experience count as senior employees. (Call centers, cruise lines etc.)

TABLE 21. PROMOTION EXPECTED VS. AGE

Unter 25			25+		
Promotion expected	%	N	Promotion expected	%	N
Within the first 3 months	4.7%	7	Within the first 3 months	9.7%	3
After 3-6 months	26.2%	39	After 3-6 months	9.7%	3
After 7-11 months	36.2%	54	After 7-11 months	35.5%	11
After 1-2 years	28.9%	43	After 1-2 years	41.9%	13
After 3-4 years	1.3%	2	After 3-4 years	3.2%	1
Not aiming for promotion	2.7%	4	Not aiming for promotion	0.0%	0
Total	100%	149	Total	100%	31

Interestingly, students in both stages (60% under 25 and 58% 25 or over 25) would stay and work harder in case promotion would not be offered within the expected time frame. Only 13% (under 25) and 16% (25+) would leave the company and move to another one.

The majority of the students chose the branded global chain hotel over a SMs. However, students over 25 years old tend to appreciate the small independent no brand quality companies more possibly because they are located in big cities and the participants had enough living and

working in remote areas. Another option could be that they realized that in SMs companies' students can take faster responsibilities and they offer interesting and diverse jobs. Since their staff is smaller than it would be in a large chain company, one person could cover more department tasks at the same time.

TABLE 21. PROMOTION EXPECTED VS. AGE

Age	under 25		25+		Age	under 25		25+	
	%	N	%	N		%	N	%	N
A small independent family owned company	22%	33	39%	12	[1] Company A	65%	45	55%	17
A global chain company	78%	116	61%	19	[2] Company B	35%	24	45%	14
Total	100%	149	100%	31	Total	100%	70	100%	31

5 CONCLUSION AND RECOMMENDATION

This dissertation concentrated on the career goals and expectations of international hotel and tourism management students in Switzerland. Undergraduate students in hotel and tourism management are a highly desirable labor source, as there is an ongoing shortage in a well-educated workforce for the tourism industry (Lu & Adler, 2008). Graduates are expected to fill professional positions and become the future managers/ leaders of the industry. This study evaluated how the international hospitality and tourism students perceive the career factors regarding career choices and career advancement. The aim was to explore the career attitudes and perceptions of these students. This research also evaluated whether the results of this study are in line with previous studies, which were conducted in different cultural and educational settings.

Our research examined how age, gender, culture, and generational characteristics influence career choices and career decisions. Moreover, students' expectations were critically analyzed to see whether these expectations are realistic in the real-life work setting. The quantitative research method was used to collect data from students at a private, international hotel and tourism management institute in the German part of Switzerland. Descriptive analysis, Frequency analysis, Principal Component Analysis (PCA) and Multidimensional Scaling were used in this research. The study was based on students' perceptions about their future career activities and their present expectations about their future career development based on their current knowledge. According to Ajzen's *Theory of Planned Behavior* (1991) attitudes are the principal predictor of intention and human behavior. Attitude captures the motivational aspect that influences behavior, and it shows how much time and effort an individual is willing to invest in performing a behavior (Tegova, 2010). Students' career choices and performance can be explained by their belief about how successful they will be in managing their career in the industry and how valuable it is for them to be engaged in the career activities. Their choices are made in the present based on their current ability, with an indicated expectancy of future success (*Expectancy-Value Theory of Achievement Motivation* by Wigfield & Eccles 2000 p.68). Having a clear picture about hotel and tourism management may help close possible gaps between realistic and unrealistic career expectations. In addition, it may help educators and career centers prepare the individuals for a more realistic career start and career advancement. On the other hand, this study could help educators adjust their courses not just to the changing needs of the industry but to consider the expectations of their students as well. Foremost, this study hopes to inspire educators to work together with industry leaders in order to create a more attractive career plan for the next generations graduating with a degree in international hotel and tourism management.

5.1 Summary of the research answers

All participants in this study represented the generational cohort of Generation Y (both experienced and inexperienced with respect to work). All students were born between 1980 and 2000. According to *Socialization Theory*, individuals of each generation are influenced by the political, economic or cultural context in which they grow up and the historical events that form their values. Their value sets are shaped in a formative phase of their lives (between the age of 16 and 25).

Participants of this study were between 17 and 31 years old. 149 students (82%) were under 25 years old. Super (1954) defined *Career Maturity* as the degree to which one is prepared to make a good career educational or vocational decision. Based on his theory, the majority of the students (82%) were in their Exploration career stage (age under 25) and only 17% in their Establishment career stage (age 25+). Exploration stage covers crystallization of career preferences (developing and planning tentative vocational goals) then converting generalized preferences into specific choice and firm vocational goals, followed by completing appropriate training and securing a position in a chosen occupation. The Establishment stage covers securing one's place in the organization, adapting to the organizational requirements, building a positive work attitude and co-worker relationship, and advancing to a new level on the career ladder.

Although this study identified slight influences by gender, cultural background, and career maturity, the answers of international hotel and tourism management students were homogeneous. Therefore, this study supports the results of previous research on generational cohorts in the workplace in hospitality and tourism. Several researchers reported the existence of work value and generational differences, which may impact recruitment, training, career development, retention and all other areas of management (Lub et al. 2012; Walsh & Taylos, 2007). Generational differences can be viewed as opportunities to improve the workplace (Gursoy et al. 2013). Generation Y grew up with the internet: online social networking and instant messaging has an impact on their communication style and how they approach problem-solving. (Gursoy et al. 2013). It is believed that Gen Y has a different attitude towards work regarding organizational commitment when compared to previous generations (Eisner, 2005; Treuren & Anderson, 2010; Barron et al., 2007; Richardson 2008; 2010). This study cannot address whether its participants have different work values than previous generations, as all participants belong to one generation. This dissertation does however find the same results as previous research (see Eisner (2005), Richardson (2009, 2012), Kusluvan & Kusluvan (2000)) in that members of Gen Y are seeking challenging, interesting jobs, which provide them opportunities for career advancement, empowerment and they want to be an active part of the decision-making process.

Dhevabachachai & Muangsame (2013) highlighted that Generation Y is productive and effective in a positive work environment and suggested that the companies should build a friendly, helpful and communicative culture with group reward strategy and strong benefit packages. The author argues with this statement, noting that every generational cohort would like to work in a positive work environment and would work more effectively in a work environment with strong benefit packages. Regardless of their generation, the majority of the students are young professionals still seeking to have fun at the workplace, and to work for organizations which support their personal and professional growth, and where they feel can make a difference.

5.1.1 Career expectations of hotel and tourism management students after graduation

136 undergraduate students (75,6%) regardless of gender (57.35% female and 42.65% male or cultural back ground (34 different nationalities) stated that they would definitely pursue their career after graduation in the hospitality and tourism industry, which is one of the world's most important industries, and is a significant source of employment according to Lu & Adler (2009). This result shows a more positive trend than Richardson in (2008; 2009) and Kusluvan & Kusluvan (2000). They found that more than 50% of the hospitality and tourism students were not interested in joining the industry upon graduation. These studies were conducted in public universities, and almost two decades ago. Kusluvan & Kusluvan (2000) stated that if the students in turkey had accurate information about the working conditions of the industry, the participants would not have started their hotel and tourism management studies at all. In contrast to the study in Turkey, Lu & Adler (2009) reported that 68% of their participants in China were looking forward to joining the industry upon graduation. The private institution, where this study was conducted, works with agencies to attract new students globally. Some of these agencies are managed by formal students, which helps give an accurate picture to the new students of both the theoretical and the practical sides of their education. Today, potential new students have easy access to information online and have the opportunity to chat with students on campus by using various social media platforms.

Multiple factors influence the motivation to choose hospitality and tourism as an area of study. In their *Self-Determination Theory*, Deci & Ryan (1985) defined two types of motivations (intrinsic and extrinsic). Career choices are influenced by intrinsic motivators such as exciting, enjoyable work, achievement, growth, recognition, responsibility, and advancement, or extrinsic motivators such as relationship with supervisors, peers, work conditions, salary, status, security, and personal life (Lent & Brown, 2013; Ryan & Deci, 2000; Miner, 2005).

62.78% of the participants in our study chose hospitality because the industry suits the image, they have for themselves. The Person-Organization Fit theory states that individuals are attracted to organizations with attributes similar to their characteristics (Chatman, 1991; Wong et al. 2017). According to John Holland, career choices are the expressions of the individual 's personality (Holland, 1973; 1980).

The results show that students are somewhat skeptical about finding their first placement upon graduation. Although the majority of the participants agree that the hospitality and tourism industry is one of the fastest growing industries which provides a variety of career paths and presents career opportunities for career advancement, only 38.89% agree with the statement that it is easy to find a job in this industry upon graduation, compared to 37.22% who only fairly agree with this statement. This result gives further evidence for an existing gap between the student's high expectations of their entry level jobs and the actual positions the industry is ready to offer for graduates. The majority of the hotel and tourism management undergraduates (69.44%) expect a **higher position than that of a line-employee**. Actual answers included Department Supervisor (N=42), Department Assistant Manager (N=37) and Department Manager (N=24). 8.89% of the respondents expect to start their own business right after graduation. Consistent with the study of Kim (2008), most of the students (N=60) expect to start with a low-level management position, as a Management Trainee. Even ten years after Kim's work, Management Trainee positions are still limited and hotels are looking for graduating students to fill their first line level positions in the Food & Beverage and Rooms division departments.

Career expectation involves anticipated social outcomes, (job positions), material outcomes (salary expectation) and self-evaluative outcomes (self-approval). Looking at career goals, Lent et al. (1994) identified two types: choice-content career goals and performance goals. **Choice-content goals** motivate individuals to follow preferred vocational options in order to pursue a career in a particular area. **Performance goals** help individuals confirm whether or not they are successful in their chosen area (Lu & Adler, 2009; Lent et al. 1994).

The majority of the students not only expect to start their first job after graduation as Management Trainees, but expect to start their career in the departments such as Sales & Marketing (38.89% N=70), Event & Meeting Planning (35.56%, N=64), Front Office (26.11%, N=47) and Human Resources (23.33%, N=42). It is not surprising that 72.22% of the participants plan to start their career in hotels as the hotel and tourism management major mainly prepares student to become supervisors and managers in this field. Event companies (43.33%) were ranked as the second most popular area of work. This choice may also demonstrate the influence of learning experiences, which was stated in the Social Cognitive Theory of Career Interest (Lent et al. 1994), as students plan and organize several events on campus as part of their coursework. Restaurants (21.11%) seem to be more attractive for students from Vietnam, Taiwan, Indonesia, India, and Hungary than they are for other nationalities. Those who chose Restaurant as the area of work expect to start as first-line employees. Previous studies and the practical experiences in hotels

identified the Food and Beverage department (Kitchen & Service) as one of the most important departments to obtain a general manager position in. In contrast, the results of this study show that Self-employment is more attractive for the students and only 22% of those who chose the F&B department to start their career plan to ever become General Managers.

The results show that 52.78% of the students plan to build their career in Switzerland, where Management Trainee positions are very rare and mostly taken by local candidates, as they have the required language knowledge (German, Italian, and French). Despite the compulsory German classes twice a week during the theoretical part of the education, the language abilities of the graduates do not reach the required level to be hired for positions in the Sales & Marketing, and the Event & Meeting departments. Therefore, the expectation of students to start a career in Switzerland with a Management Trainee positions in Sales and Marketing or Event & Meeting Planning department is unrealistic. Robinson et al. (2016) found a similar unrealistic vision of what students' career path would be upon graduation.

Management Traineeships are offered by several chain hotels in the USA. Therefore 39.44% of students are ready to move there to have their career expectations met.

The UK (N=45) and Australia (N=44) were ranked as third and fourth most popular destinations to start a hotel and tourism management career. These countries are popular, as there are no language barriers to reaching higher positions (students complete their coursework in English). According to Australian educators, it is almost impossible to receive a work visa in order to gain experience in hospitality in Australia.

5.1.2 Expectations of long-term careers

When identifying their highest career goals, Self-employment was ranked as first (34%). 8.89% of the respondents expected to start their own business right after graduation. This result is in line with previous research about Generation Y and demonstrates one more time the entrepreneurial and independent characteristics of this generation. Self-employment received the highest score among male (26.76%) and female participants (38.89%) 23.15% of female respondents aim for a Director of a department position, while 25.35% of male participants plan to become General Managers. The majority of the participants representing **Gen Y expect to reach the highest point of their career in hospitality and tourism in less than 10 years**. 34% believe that they arrive at the top of their career within 5 to 7 years. 26% feels that it takes longer, between 8-10 years.

In line with the existing literature, **participants of this study plan their career in the hospitality and tourism industry for less than 10 years**. 56% of the respondents expect to work in hospitality and tourism for less than 10 years. Over one fourth (31%) of participants only plan to work in this industry up to 5 years. 69.85% of those students who decided to build their career

in H&T plan to work in the industry for more than 5 years, and only 28.68% are confident to state more than 20 years.

5.1.3 Expectations of Career advancement

Career advancement is very important not only to Gen Y but for all graduating students. This generation is known for expecting a fast-tracking career advancement (Broadbridge et al. 2007; Maxwell & Broadbridge, 2014). Following the key points emerging from previous research, students expect to be promoted within 7-12 months (36.1%) and 1-2 years (31.1%) after starting a new job. 59.9% of the female participants expect a promotion before 12 months, while 74.28% of male respondents expect the same. Those students who will definitely start their career in the industry mainly expect a promotion within 7-12 months (36.03%) or 1-2 years (31.62%). 26.47% are confident that being promoted within the first 3-6 months would be possible. Based on practical industry experience, to receive a promotion within 3-6 months could be realistic only if students worked in the same field for more than 1-2 years already, or if the organization has such a high turnover rate, that employees working there for 3-6 months count as senior employees. Curiously, the 42 students who expect to be promoted within the first 6 months after starting a new job have either no experience at all (21%), have only 3-6 months experience (31%) or have 7-12 months experience (29%).

According to Richardson, (2008; 2009) and Brown et al. (2014) should the career expectation of Generation Y not be met, they tend to leave the organization or they may not even enter the hospitality and tourism industry upon graduation. The results of this study show the opposite. 60% of the participants would stay in the company and work harder in order to receive the desired promotion. 15% would move to another company, and 14% would ask for a transfer within the same organization. Future research could explore what the students actually do, should a promotion not be possible.

Deci & Ryan (1985) defined two types of motivations (intrinsic and extrinsic). Herzberg stated that extrinsic motivators are the primary cause of job dissatisfaction while intrinsic motivators are the primary reason for job satisfaction (Miner, 2005; Lundberg et al., 2009). Career choices are influenced by intrinsic motivators such as exciting, enjoyable work, achievement, growth, recognition, responsibility, and advancement or extrinsic motivators, such as relationship with supervisors, peers, work conditions, salary, status, security, personal life (Lent & Brown, 2013; Ryan & Deci, 2000; Miner, 2005).

Consistent with previous studies about Generation Y (Maxwell et al. 2010; Brown et al. 2014; Richardson; 2012) we find that students belonging to this generation are looking for exciting, challenging jobs where they have the chance to advance their career and can work as a team. Previous research emphasized how vital the work-life balance is for Generation Y. It seems that for the students in this study this factor is less important. This could be explained by them having

received practical and theoretical training, which helps them adjust to the reality of the work environment of hospitality (unsocial working hours, long working hours).

The participants of this study found the following career factors as most important:

- 1 Feeling valued
- 2 Interesting work
- 3 Opportunity for career advancement
- 4 Working in a positive company culture
- 5 Having a supportive manager
- 6 Challenging work
- 7 Good recruitment experience
- 8 Receiving frequent feedback
- 9 Friendly colleagues
- 10 Empowerment
- 11 Work-life balance
- 12 Having job security
- 13 On the job training within the company
- 14 Having a coach/ mentor
- 15 Working in a team

Gen Y sees global chain hotels more attractive than SME's (Small to medium sized businesses) as they believe that the global chain hotels offer better career opportunities and challenging jobs, and better career advancement options and opportunities. Global chain hotels are perceived as professional work environments due to the set standards, training opportunities, brand awareness and because of personal reasons such as "Would be prouder of myself", "Because only global chain hotels give the opportunity to work in different countries, and it is better to build your career in hospitality and tourism", or "More chance to be promoted and better benefits". Our research provides further evidence in support of the study of Hoc Nang Fong et al. (2014), which found that the top-rated criterion of "brand seekers" is the brand of the organization, which drives them to well-known brands such as Marriott, Four Seasons, etc. Firms also need to find a strategy to attract employees belonging to different generations. A firm can use recruitment advertisement and its brand in order to be considered an employer of choice, and with that attract the best employees (Kong et al. 2015). 66% of the participants would choose a supervisor position in a well branded global chain company in a remote area over a not branded independent company in a big city. The author finds this result un-credible. According her experience in the field, students give up opportunities in remote areas such as mountain resources in Switzerland, in order to be together with friends in a city. Most of the students grew up in big cities such as Hong Kong, Kuala Lumpur, etc., and as the school is in a remote area already, most of the students prefer to "escape" to bigger cities as it offers more fun for young people that remote areas.

5.1.4 Influencing factors on career choices

According to Krumboltz (1994) career decisions are based on (1) genetic endowment (gender, race, physical appearances, talents), (2) environmental conditions and events (individual has no control over social, political and economic events), (3) learning experiences (instrumental/instrumental and associative) and (4) task approach skills (work habits, mental sets, performance standards) and experiences (Krumboltz, 1994). According to the Career Construction Theory, career is a moving perspective based on the students' past memories, present experiences, and future work aspirations.

This study also underlines the fact that female students outnumber male students in the hotel and tourism management courses (Richardson, 2008; 2009; 2012, Kusluvan & Kusluvan, 2000; Kusluvan et al. 2010). It is noticeable that male participants are more determined and confident about their initial career decisions. 27% of the female participants plan to work in the industry for more than 10 years while 42% of the male participants plan to do the same. 3% of the female participants will not join the industry upon their graduation, while 17% of male students and 26% of the female participants are still hesitating to decide on joining the industry after their studies. Men are more successful in landing graduate-level jobs as they tend to be more proactive in changing jobs than women (Maxwell & Broadbridge, 2014). 34% of the male and 22% of the female participants expect to start as Management trainees (low-level management). The majority of the ladies expect to start as Line level employees (29%) or as Department supervisors (29%). Similar to the statement of Maxwell et al. (2014) this study supports the findings that male participants tend to aim higher from the beginning of their career and are more mobile across jobs in order to reach their career goals than do female participants. The result of the study confirms that females have lower career expectations. Both genders estimate to reaching their highest career goal within the same time frame. Besides Self-employment, male participants plan to reach General Manager or CEO positions, while female students aim for Department head positions only.

Analyzing how Gen Y's views may vary by cultural backgrounds in career choices, this study finds that Asian students rated Front Office and Restaurants as starting areas and departments of their career development higher. Further research with a bigger sample size would be needed from each cultural cluster in order to conclude any significant influence of cultural background.

According to the Social Cognitive Career Theory, personal characteristics, contextual factors, and learning experiences play an essential role in influencing one's career exploration and career development process (Lent et al. 1994). Students in this study live on the same campus, and after their theoretical classes they have several projects to accomplish as a team. The first semesters they have practical classes in the kitchen and service to serve lunch and dinner for senior students and staff members. On the weekends they organize events such as weddings,

cultural dinners, and parties. The finding of this study demonstrates that these learning experiences and the internship students need to finish in order to be able to graduate have the highest influence on students' career choices. Internships have a key impact on the hospitality students career decisions (Maxwell et al. 2010) Richardson (2008). Negative internship experience has a significant influence on the career decisions, as Richardson (2008) and Barron et al. (2007) stated in their studies. Barron et al. (2007) critically mentioned that the choice of becoming Self-employed may be due to the student's experience of poor managerial communication and autocratic management styles during their internship. Consequently, they might prefer to build their own business instead of working for an organization. Consistent with the literature review this study found that the first internship influences the student's career decision. Right after these practical experiences students start to hesitate to make any career decisions and future career plans in this industry.

According to decision theory, three factors of indecision are (i) insufficiently informed about the alternatives, (ii) valuation problems, and (iii) uncertainty about the outcome. (Germeijs & De Boeck, 2003). 41 students (70.73% female and 29.27% male) were hesitant to make a career decision. 85.36% of these participants were under 25 years old, in their career exploration stage. 39.02% of these students only fairly agree, 12.20% fairly disagree, and 19.51 % disagree that is easy to find a job in the industry after graduation. 31.71% of those were in the second semester, with 6 months' work experience, while 24.37% were about to finish their studies with a Bachelor's degree (BSc honors) in International Hospitality and Tourism Management and had 7-12 months practical experience in the industry. This is in line with the literature. In case these students decide to join the industry upon graduation, 78.04% see themselves working in hospitality and tourism for one to five years. They would expect to start as a line level employee in an event company (first choice) or as sales & marketing management trainee in a hotel (second choice). A promotion is expected after 7-12 months, yet they would not leave the company should this promotion not be given. Rather, they would work harder (to be considered for the next promotion). 51.22% plan to open their own business and become self-employed. 53.66% expect to reach this highest career goal between 5 and 10 years, which is in contrast with their expectation of working in the industry for 2-5 years. 41 undecided students ranked salary and work-life balance higher than those students who definitely will join the industry upon graduation.

5.2 Contribution to knowledge

In order to be able to attract young talents and graduates who will become future leaders, it is essential to understand their expectations and demands toward the industry. This study was conducted to support this effort and provide further information about international students representing Gen Y, studying hotel and tourism management in Switzerland.

The study contributes to the knowledge of international student's career goals and career expectations in the area of hospitality and tourism in Switzerland. The theoretical contribution concerns the concept of generation and generation Y. Generational theory states that it is possible to clearly identify generational cohorts based on birthdate (Eisner, 2005). Consistent with the literature review this study finds that the career factors and work values ranked as very important to important are in line with previous studies about generation Y. However further research would be necessary to identify differences between work values of different generational cohorts.

This study questioned whether students who belong to the same generation have the same career aspirations and expectations, and whether they have the same work values regardless of gender, cultural background and work experience. Following the suggestion of Soulez & Guillot-Soulez (2011) this study divided the generational cohort into sub-segments instead of considering it globally. The findings show that gender, age, and cultural background have less impact on the student's career decision. The most powerful impact on their career choices was the learning and practical experience.

5.3 Implications for relevant stakeholders

The recommendations focus on the key areas of student's expectations and perceptions of their career in the hospitality and tourism industry. Most of the previous studies were conducted in public universities and mainly in the USA, Australia, Turkey, and Asia. Therefore, this study adds to the research done about international hotel and tourism management students, by representing Gen Y students enrolled in private Swiss higher educational institution. The current research aimed to support the work of the career center of the institute where the study took place. Results of the study provide several implications for employers of the industry and educators in this field, as well as students with a major in hospitality and tourism management.

5.3.1 Hospitality and Tourism Industry

According to Hiltrop, J.M. (1999) attracting and retaining is one of the key issues of human resources managers across the globe. Attracting and retaining talented employees can provide sustainable competitive advantages to companies in the global competition. (D'Netto, 2011).

The hospitality and tourism industry seem to be attractive for Gen Y, because of the variety of career opportunities and career advancement possibilities. It is all about working with people, and members of Gen Y like to see satisfied customers while they serve them. It is believed that recognizing and achieving expectations upon graduation could be beneficial to increasing satisfaction. However, there is a gap between students' expectations and the positions the industry offers to hotel and tourism management graduates (Scott & Revis, 2008). The majority of the students expect to enter the hospitality and tourism industry as a Management Trainee (low-level management). Participants expect to start in the back of the house departments. Sales and Marketing and Meeting and Events are the most popular department where the students see themselves working after graduation. However, the management trainee positions are very limited, especially at the chosen two departments. The industry needs to fill their first line-level positions at the front of the house departments such as Food & Beverage and Rooms Division (Front-Office, Housekeeping). The students are still in their exploration stage, where the more departments they can try out the clearer picture they receive about their skills and about which career paths to pursue. The industry could develop a program which would first hire the students for the front line positions and within an agreed time frame the students would be rotated to the next available department. In case students are ready, they could also become supervisor trainees or start a management trainee program within the organization. Hotel and tourism management students expect to work in a positive working environment, where they receive constant feedback and they can feel valued and turn to supportive managers for coaching and training. That Gen Y is expecting fast-tracking career advancement was stated in previous studies. This study was the first to answer the question of how fast students expect to step to the next level in the hotel and tourism industry. If Gen Y is expecting to be promoted within 7-12 months after starting their new job, then the industry and the hotel and management education need to adjust their strategies. The majority of the students plan to build their career in global chain hotels, yet most of the students aim to become self-employed. SME's have the potential to train the students to become self-employed. They have the flexibility to give empowerment and create management trainee positions including all department of the property.

5.3.2 Education – Hotel & Tourism Management Institute

At the time of the study, the hotel and tourism management education still focused on teaching and training students for traditional careers in hotels. Hence, students mainly had their internships in hotels. They worked either in Food and Beverage departments (Kitchen, Room Service, Banquet operations) or in Rooms Division departments (Housekeeping and Front Office). The industry is mainly looking for graduates to fill the vacant jobs within the departments mentioned above. Previous generations (Baby boomers, Gen X) started as Line level employees after graduation and years later would climb up on the career ladder until reaching the Director of department, General manager or CEO positions. However, Gen Y expects to join the industry on a

higher level than a line-level employee and they do not want to wait years to be promoted and to reach their career goals. This study also shows that the majority of the students aim to become self-employed, so they would need to be educated and trained on how to build and maintain a successful (international) business in hospitality and tourism. Participants of this survey invest time and money in their education and they expect as the return of their investment higher level of entry jobs and to become managers and leaders of their own businesses the fastest way possible. There is a misalignment between the expectations of students, the focus of the hotel and tourism management education and the needs of industry. The industry needs line-level employees to fill the vacant positions in the front of the house while students aim to start in manager positions in the back of the house. It seems that hospitality and tourism management institutions are not able to prepare the students for management positions, even though what the students learn in school is all about management. Yet students get frustrated because they would like to use these management skills learned at school immediately. After graduation they still need to start from the line-level entry jobs just as others without hospitality education and they also need to follow the traditional career path if they want to become managers and leaders of the industry. Students are not prepared to become self-employed although this is what most of the participants of this study are aiming for.

The hotel and management institutions could help create a Management Training plan for individual small to medium-sized business properties. The business owners would appreciate such a plan, so they know what the students and the school expect from them. On the other hand, the students could have a project to create a plan based on what they learned in the school with suggestions on how the property could improve their business. Many of these businesses are managed by families belonging to previous generations (Baby-boomers and Gen X). Gen Y grew up with technology, and could help optimize online marketing, web sites, etc. If the students feel valued and involved and can give feedback and suggestions, they would be even more motivated to work for the small and medium sized businesses. As the majority of the students plan to become self-employed, the institute could offer courses for entrepreneurs to teach students how to manage their own businesses.

As female students outnumber male students and previous studies stated that male graduates are more confident and successful in this field, the institute could offer work-shops on female leadership and communication skills to help female students become more confident and more successful in the industry.

Richardson (2012) mentioned that students starting their career in hospitality are not well informed about the career possibilities offered by the industry. Casado (1992, pp.80) reported, that "Hospitality schools are guilty of overselling themselves as they create false expectations that contribute to job turnover and damage the industry's image as an employer" It is very important that students are well prepared and receive adequate information about the industry, so they can create realistic career expectations before entering the industry. Career centers

could help students formulate realistic expectations and positive attitudes towards working in the tourism industry.

5.3.3 Career Center

The author hopes to support the Career center of the institute where the study took place, with relevant information about the hotel and tourism management student's career expectations and aspirations. The career center could take the students during the orientation week to a hotel and to an individual family-owned business, where the new students could receive the first realistic views about job opportunities and about working in the industry. Instead of the compulsory internship reports, which is the summary of the work experience, the students could create a Career Self-Development Report, which would summarise all the internships during the entire education. This report could reflect on the personal and professional development of the student, as well as on their contribution to the business where the internships took place. It would be helpful of the beginning of the semester the students would do a personality test (Holland's Vocational Personality Test), which could help the career center form a more complete picture about the new students who need placement.

It is important to understand why students decide not to pursue a career in hotel and tourism management, and even more importantly, to understand why students hesitate to make a decision. This claim is in line with the previous studies, which found that internship experience influences the career decision-making process. As students make their decision based on their limited experience (Lent et al. 1994), a negative work experience may have a strong influence on students' decision, and they may decide not to enter the industry after graduation at all. Therefore, it is crucial to address any doubt students may have, so their hesitation could be turned into a positive career learning outcome.

5.4 Future research

In conclusion, the study provided the foundation for future research on hotel and tourism management. On the one hand, the results could be used to compare Gen Y and the next generation Gen Z to find out if there is significant evidence of the generational differences based on the generational theories or students in general, regardless of which generation they belong to. Furthermore, the institute opened more campus in Asia, which provides an opportunity to compare the student's expectations on both campuses and further research could be conducted to examine the cultural influence on student's career choices.

The original idea behind this research was to compare the career expectations of the students with the expectations of the industry towards the hotel and tourism management students. It is suggested to explore and compare what the industry thinks about the career expectations of

the students in hospitality and tourism and analyze whether there is gap between the industry and student expectations. A qualitative study could support the improvement of the Career Centre by understanding needs of the industry and the students at the same time.

Since the study took place in 2015, the participants either graduated already or are about to graduate. It would be interesting to find out whether the career expectations of the students were met, whether they reached their initial career goals within 8-10 years and how fast they were promoted or what they did if no promotion was offered.

6 BIBLIOGRAPHY

- Ajzen, I. (1991) 'The Theory of Planned Behavior.' *Organizational Behavior and Human Decision Processes* 50(2) pp. 179–211. Available: <http://www.sciencedirect.com/science/article/pii/074959789190020T/>- retrieved on 2 Aug 2018.
- Ajzen, I. (1989) 'Attitude Structure and Behavior.' Pratkanis, A., Breckler A.J., Greenwald A.G. 'Attitude Structure and Function The Third Ohio State University Volume on Attitudes and Persuasion' Eds. Lawrence Erlbaum Associates, Publishers, Hillsdale, New Jersey Hove and London. Chapter 10. pp. 241–274. Available: https://www.researchgate.net/publication/264666774_Attitude_structure_and_behavior -retrieved on 02 Feb 2019.
- Akudoviciute, A., Forgacs, C., Hacking, P., Grakauskas, Z., Pennington, M., and Valickas, A. (2014) 'Managing Your Career.' Published by Ltd. Era 2008. Tbilisi. Georgia. Developing Student Career Services in Georgia. CASEDE TEMPUS Project pp. 324.
- Ambler, T. and Barrow, S. (1996) 'The employer brand.' *The Journal of Brand Management* 4(3) pp. 185–206. Available: <https://doi.org/10.1057/bm.1996.42> - retrieved on 3 Jun. 2018.
- Armitage, C. J., and Conner, M. (2001) 'Social cognitive determinants of blood donation.' *Journal of Applied Social Psychology*, 31 pp. 1431–1457. Available: <https://doi.org/10.1348/014466601164939>-retrived on Nov 1 2018.
- Arthur, M. B. (1994) 'The boundaryless career: A new perspective for organizational inquiry.' *Journal of Organizational Behavior* 15 (4) pp. 295–306. Available: <https://onlinelibrary.wiley.com/doi/abs/10.1002/job.4030150402>- retrieved on: 10 May 2018.
- Arthur, M.B. & Rousseau, D.M. (1996) 'The Boundaryless Career. A new Employment Principle for a New Organizational Era '. New York: Oxford University Press Inc.
- Arthur, M.B., Kapova, S.N., & Wilderom, C.P.M. (2005) 'Career success in a boundaryless career world.' *Journal of Organizational Behavior* pp. 177–202. Available: <https://onlinelibrary.wiley.com/doi/abs/10.1002/job.290>- retrieved on: 15 May 2017.
- Aycan, Z., and Fikert-Pasa, S. (2003) 'Career choices, job selection criteria, and leadership preferences in a transitional nation: The case of Turkey.' *Journal of Career Development* 30(2) pp. 129–144. Available: <https://doi.org/10.1177/089484530303000203>/retrieved on 30 Oct 2018.
- Bandura, A. (1986) 'Social foundations of thought and action: A social cognitive theory.' (I. Prentice-Hall, Ed.) Englewood Cliffs, NJ, US: National Inst of Mental Health.

- Bandura, A. (1993) 'Perceived self-efficacy in cognitive development and functioning.' *Educational Psychologist* 27 pp. 117–148. Available: https://www.tandfonline.com/doi/abs/10.1207/s15326985ep2802_3 - retrieved on: 01 Feb. 2018.
- Bandura, A. (1994) 'Social cognitive theory of mass communication.' In Bryant & Dolf Zillmann (Eds.), *Media Effects: 'Advances in Theory and Research.'* Hillsdale, N.J: Lawrence Erlbaum.
- Bandura, A. (1997) 'Self-Efficacy in Changing Societies.' *Cambridge University Press* pp. 243.
- Bandura, A., and Locke, E. A. (2003) 'Negative self-efficacy and goal effects revisited.' *Journal of Applied Psychology* 88 (1) pp. 87–99. Available: <http://dx.doi.org/10.1037/0021-9010.88.1.87>- retrieved on: 08 Apr. 2018.
- Barron, P. and Maxwell, G. (1993) 'Students' perceptions of hospitality industry-reality or chimeras?' Processing of the Second Annual CHME Research Conference. Manchester: Manchester Metropolitan University.
- Barron, P., Maxwell, G., Broadbridge, A., and Ogden, S. (2007) 'Career in hospitality management: Generation Y's experiences and perceptions.' *Journal of Hospitality and Tourism Management* 14 (2) pp. 119–128. Available: doi:10.1375/jhtm.14.2.119 - retrieved on 08 Apr. 2018.
- Barron, P., Leask, A., and Fyall, A. (2014) 'Engaging the multi-generational workforce in tourism and hospitality.' *Tourism Review* 69 (4) pp. 245-263. Available: <http://dx.doi.org/10.1108/TR-04-2014-0017>- retrieved on: 07 Apr. 2017.
- Bednarska, M.A. and Olszewski, M. (2013) 'Students' Attitudes Towards Career in the Tourism Industry- Implications for Tacit Knowledge Management.' (JEMI), Ed.) *Journal of Entrepreneurship Management and Innovation* 9 (1) pp. 119–134. Available: <https://doi.org/10.7341/2013917> - retrieved on: 08 Apr. 2018.
- Bernard, H. (2013) 'Social Research Methods, Qualitative and Quantitative Approaches.' (2nd Edition ed.). (U. o. Florida, Ed.) (pp. 228) Los Angeles: SAGE Publications, Inc.
- Berthon, P., Ewing M.J. and Hah L.L. (2005). 'Captivating Company: Dimensions of Attractiveness in Employer Branding' *International Journal of Advertising* 24(2) pp.151–172.
- Behling, O., Labovitz, G., and Gainer, M. (1968) 'Recruiting: A Theoretical Base.' *Personnel Journal* 47(1) pp. 13–19.

- Blomme R.J., Trompe, D., and van Rheede, A. (2008) 'Predictors of turnover intentions of the high educated employees in the hospitality industry.' In J. S. Chen, *Advances in Hospitality and Leisure* 4 pp. 3–28. Available: doi/abs/10.1016/S1745 - retrieved on 08 Apr. 2018.
- Blomme, R., van Rheede, A., and Tromp, D. (2009) 'The hospitality industry: an attractive employer? An exploration of students' and industry workers' perceptions of hospitality as a career field.' *Journal of Hospitality & Tourism Education* 21(2) pp. 6–14. Available: doi.org/10.1080/10963758.2009.10696939 - retrieved on: 08 Apr. 2018.
- Blomme, R. D. (2010) 'The use of the psychological contract to explain turnover intentions in the hospitality industry: A research study on the impact of gender on the turnover intentions of highly educated employees.' *International Journal of Human Resources Management*, 21(1) pp. 144–162. Available: DOI: 10.1080/09585190903466954 – retrieved on 5. Jun. 2017.
- Blustein D.L. Ellis M.V. and Devenis L.E. (1989) 'The development and validation of a two-dimensional model of the commitment to career choices process.' *Journal of Vocational Behavior* 35 (3) pp. 342–378. Available: doi.org/10.1016/0001-8791(89)90034-1 - retrieved on 08 Mar. 2018.
- Blustein, D. L. (2006) 'The Psychology of Working: A New Perspective for Career Development Counseling and Public Policy.' New York: NZ: Routledge.
- Blustein, D. (2008) 'The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective.' *American Psychologist* 63 pp. 228–240. Available: doi:10.1037/0003-066X.63.4.228 - retrieved on: 11 Apr. 2017.
- Blustein D.L. (2011) 'A Match Made in Heaven? Career Development Theories and the School-to-Work Transition.' *The Career Development Quarterly* 47(4) pp. 348–352. Available: https://doi.org/10.1002/j.2161-0045.1999.tb00743.x - retrieved on: 08 Apr. 2018.
- Boella, M. J. and Goss-Turner, S. (2013) 'Human resource management in the hospitality industry: an introductory guide.' London: Routledge Publications 9th Edition Available: https://doi.org/10.4324/9780203095584 -retrieved on 28 Jun. 2018.
- Briscoe, J.P., and Hall, D.T. (2006) 'Protean and boundaryless careers: An empirical exploration.' *Journal of Vocational Behavior* 69 (1) pp. 30–47. Available: doi:10.1016/j.jvb.2005.09.003 – retrieved on 01 Dec. 2017.

- Broadbridge, A., Maxwell, G., and Ogden, S. (2007) 'Experiences, perceptions and expectations of retail employment for Generation Y.' *Career Development International* 12 (6) pp.523–544. Available: <https://doi.org/10.1108/13620430710822001>- retrieved on 11 May. 2018.
- Brown, D. (2002) 'Career choice and development.' 4th Edition. Jossey-Bass. A Wiley Company, San Francisco
- Brown S.D., and Lent, R.W. (2012) 'Career Development and Counseling: Putting Theory and Research to Work.' 2nd Edition. John Wiley & Sons, Inc.
- Brown, E.A., Arendt, S.W., and Bosselman, R.H. (2014) 'Hospitality management graduates 'perceptions of career factor importance and career factor experience.' *International Journal of Hospitality Management* 37 pp.58–67. Available: doi: 10.1016/j.ijhm.2013.10.003- retrieved on: 28 Apr. 2018.
- Brown, E.A., Thomas, J.N. and Bosselman, R.H. (2015) 'Are they leaving or staying: A qualitative analysis of turnover over issues for Generation Y hospitality employees with a hospitality education.' *International Journal of Hospitality Management* 46 pp. 130–137. Available: doi: 10.1016/j.ijhm.2015.01.011. - retrieved on: 02 Mar 2018
- Bryman A., and Bell, E. (2011) 'Business research Methods' (3rd Edition ed.). 3rd Edition. Oxford University Press 2011: Oxford University Press.
- Bubsy, G. D. and Gibson, P. (2010) 'Tourism and hospitality internship experiences overseas a British perspective.' *Journal of Hospitality, Leisure, Sport and Tourism Education* 9 (1) pp. 4–12. Available: doi: 10.1016/j.jhlste.2012.02.003- retrieved on 28 Sep. 2018.
- Cai, Z., Guan, Y., Li, H., Shi, W., Guo, K., Liu, Y., Liu, Q., Han, X., Jiang, P., Fang, Z. and Hua, H. (2015) 'Self-esteem and proactive personality as predictors of work self and career adaptability: An examination of mediating and moderating process. ' *Journal of Vocational Behavior* 86 pp. 86–94. Available: doi:10.1016/j.jvb.2014.10.004- retrieved on: 28 Apr. 2018.
- Callanan, G. A. and Greenhaus, J. H. (1990) 'The career indecision of managers and professionals: Development of a scale and test of a model.' *Journal of Vocational Behavior* 37 pp. 79–103. Available: doi:10.1016/0001-8791(90)90008-P- retrieved on: 28 Mai. 2018.
- Chan, S.H. and Kouk, O.M. (2011) 'A study of Human Resources, Recruitment, Selection and retention Issues in the Hospitality and Tourism Industry in Macau.' *Journal of Human Resources in Hospitality & Tourism* 11(4) pp. 421-44. Available: <https://doi.org/10.1080/15332845.2011.588579>- retrieved on 20. Mai 2018.

- Chan, S.H.J., and Mai, X. (2015) 'The relation of career adaptability to satisfaction and turnover intentions.' *Journal of Vocational Behavior* 89 pp. 130–139. Available: <https://doi.org/10.1016/j.jvb.2015.05.005> - retrieved on 08 Apr. 2018.
- Chan, S.H. J., Mai, X., Kuok, O. M. K., and Kong, S. H. (2016) 'The influence of satisfaction and promotability on the relation between career adaptability and turnover intentions.' *Journal of Vocational Behavior* 92 pp. 167–175. Available: doi:10.1016/j.jvb.2015.12.003 - retrieved on: 28 May 2018.
- Chatman, J.A. (1991) 'Matching people and organizations: Selection and socialization in public accounting firms.' *Administrative Science Quarterly* 36 (3) pp.459–484.
- Chapman, D.S., Uggerslev, K.L., Carroll, S.A., Piasentin, K.A., and Jones, D. A. (2005) 'Applicant attraction to organizations and job choice: A meta-analytical review of the correlates of recruiting outcomes.' *Journal of Applied Psychology* 90 (5) pp. 928–944.
- Collin, A., and Young, R. (Eds.). (2000) 'The future of career.' (pp. 53–68). Cambridge, England: Cambridge University Press
- Cook, S. J., Parker, R.S., and Pettjohn, C.E. (2004) 'The perceptions of interns. A longitudinal case study.' *Journal of Education for Business* 79(3) pp. 179–185.
- De Hauw, S., and De Vos, A. (2010) 'Millennials' career perspectives and psychological contract expectations: Does the recession lead to lowered expectations?' *Journal of Business and Psychology* 25(2) pp. 293–302 Available: doi:org/10.1007/s10869-010-9162-9- retrieved on: 08 Apr. 2018.
- Deci, E.L., and Ryan, R.M. (1985) 'Intrinsic Motivation and Self-determination in Human Behavior.' Plenum, New York. New York.: Plenum Press. Available: DOI 10.2307 / 2070638- retrieved on 20 Aug. 2018.
- DeFilippi, R.J., and Arthur, M.B. (1994) 'The boundaryless career: A competency-based perspective.' *Journal of Organizational Behavior* 15 (4) pp. 307–324. Available doi:10.1002/job.4030150403- retrieved on: 08 Apr. 2018.
- Dhevabanchachai, N. and Muangasame, K. (2013) 'The Preferred Work Paradigma for generation Y in the Hotel industry: A Case Study of the International Tourism and Hospitality International Programme, Thailand.' *International Education Studies* 6 (2) pp. 27–38. Available: doi.org/10.1080/15313220802410112 - retrieved on: 08 Apr. 2018.

- Dickerson, J. P. (2009) 'The realistic preview may not yield career satisfaction.' *International Journal of Hospitality Management* 28(2) pp.297–299.
- D'Netto, B. and Ahmed, E. (2012) 'Generation Y: Human Resource Management Implications'. *Journal of Business and Policy Research* 1(1) pp. 1–9.
- Duncan, T., Scott, D.G., and Baum, S.T. (2013) 'Mobilities of Hospitality Work: An Exploration of Issues and Debates.' *Annals of Tourism Research* 41 pp. 1–19. Available: doi.org/10.1016/j.annals.2012.10.004- retrieved on: 10 Apr. 2018.
- Eisner, S.P. (2005) 'Managing Generation Y. S.A.M.' *Advanced Management Journal* 70 (4) pp.4–15 . Available: <http://connection.ebscohost.com/c/articles/20195508/managing-generation-y> - retrieved on: 15 Mar. 2018.
- Erickson, T.J. (2009) 'Gen Y in the Workforce (Commentary for HBR Case Study.)' *Harvard Business Review* pp. 1–5. Available: <https://hbr.org/product/gen-y-in-the-workforce-commentary-for-hbr-case-study/R0902Z-PDF-ENG-> retrieved on: 08 Apr. 2018
- Eurostat Statistics Explained. (2015) Available: https://ec.europa.eu/eurostat/statistics-explained/index.php/Tourism_industries_-_employment#The_tourism_industries_employ_12_million_people_in_the_EU - retrieved on: 10 Oct. 2018.
- Farmaki, A. (2018) 'Tourism and hospitality internships: A prologue to career intentions?' *Journal of Hospitality, Leisure, Sport & Tourism Education* 23 pp. 50–58. Available: <https://doi.org/10.1016/j.jhlste.2018.06.002> - retrieved on: 25 Apr. 2018.
- Field, A. (2009) 'Discovering Statistics Using SPSS.' 3rd ed. London: SAGE Publication Ltd
- Fishbein, M., and Ajzen, I. (2010) 'Predicting and changing behavior: The reasoned action approach.' New York: Psychology Press (Taylor & Francis). Available: <https://www.routledge.com/Predicting-and-Changing-Behavior-The-Reasoned-Action-Approach-1st-Edition/Fishbein-Ajzen/p/book/9780805859249>-retrieved on: 02 Feb. 2019
- Furnham, A., and Walker, J. (2001) 'The influence of personality traits, previous experience of art, and demographic variables on artistic preference.' *Personality and Individual Differences* 31 (6) pp. 997–1017.
- Germeijs, V. and De Boeck, P. (2003) 'Career indecision: Three factors from decision theory' *Journal of Vocational Behavior* 62 (1) pp. 11–25. Available: doi.org/10.1016/S0001-8791(02)00055-6-retrieven on: 15 Aug. 2018.

- Gilbert, G.R., Burnett, M. and Leartsurawat, W. (2010) 'The Psychological Work Preferences of Business Students.' *Journal of Career Assessment* 18(2) pp. 189–206. Available: <http://jcs.sagepub.com/content/18/2/189/retrieved> on: 15 Aug. 2018.
- Goeldner, C. R., and Richie, J. (2009) 'Tourism: Principales, practices, philosophies' (11th ed.) Hoboken NJ: John Wiley
- Greenhaus, J.H., Colling, K.M., and Shaw, J.D. (2003) 'The relation between work-family balance and quality of life.' *Journal of Vocational Behavior* 63 (3) pp. 510–531. Available: [https://doi.org/10.1016/S0001-8791\(02\)00042-8](https://doi.org/10.1016/S0001-8791(02)00042-8) - retrieved on: 08 Apr. 2018.
- Greenhaus, J.H., Callanan, G.A., and Godshalk, V.M. (2010). 'Career Management.' University of South Carolina, Beaufort, SAGE Publications Inc.
- Gu, H., Ryan, C., and Yu, L. (2012) 'The changing structure of the Chinese hotel industry: 1980–2012.' *Tourism Management Perspectives* 4 pp. 56–63.
- Gupta, V., Hanges, P.J., and Dorfman, P. (2002) 'Cultural Clusters: Methodology and Findings.' *Journal of World Business* 37 (1) pp. 11–15. Available: [https://doi.org/10.1016/S1090-9516\(01\)00070-0](https://doi.org/10.1016/S1090-9516(01)00070-0)- retrieved on: 05 Mai. 2017.
- Gursoy, D., Chi, C.G. and Karadag, E. (2013) 'Generational differences in work values and attitudes among front line and service contact employees.' *International Journal of Hospitality Management* 32 (3) pp. 40–48. Available: doi.org/10.1016/j.ijhm.2012.04.002 - retrieved on: 05 Feb. 2018.
- Gustafson, C.M. (2002)' Employee turnover: A study of private clubs in the USA.' *International Journal of Contemporary Hospitality Management* 14(3) pp. 106–113. Available: [doi:10.1108/09596110210424385](https://doi.org/10.1108/09596110210424385) – retrieved on: 02 Jun. 2018.
- Griffiths, N., Reti, C., Barth, M., Khowala, and Wilding, E. (2015) 'Attracting and Retaining Millennials in the Competitive Hospitality Sector.' Korn Ferry Institute - World Tourism Forum Lucerne, Switzerland: bridge.over.
- Hansen J.C. and Leuty M.E. (2012) 'Work Values Across Generations.' *Journal of Career Assessment* 20 (1) pp. 34–52. Available: DOI: 10.1177/106907271141716 - retrieved on: 16 Jan. 2019.
- Harkison, T., Poulston, J., and Kim, J.H.G. (2011) 'Hospitality graduates and managers: the big divide.' *International Journal of Contemporary Hospitality Management* 23 (3) pp. 377–392. Available: <https://doi.org/10.1108/09596111111122541>-retrieved on: 23 Aug. 2018.

- Harper, S. Brown, C. and Irvine, W. (2005) 'Qualifications: a fast-track to hotel general manager?' *International Journal of Contemporary Hospitality Management* 17(1) pp.51–64. Available: DOI: 10.1108/09596110510577671 – retrieved on: 12 Mai 2018.
- Harrington, R. J., Ottenbacher, M.O., Staggs, A., and Power, F.A. (2011) 'Generation Y Customers, Key Restaurant Attributes Affecting Positive and Negative Experiences.' *Journal of Hospitality and Tourism Research* 36 (4) pp. 431–449. Available: <https://doi.org/10.1177/1096348011400744> - retrieved on: 28 Nov. 2014.
- Hart, J., Sweetman, J., and Allen, J. (2013) 'Tourism, Travel & Hospitality Workforce Development Strategy 2014-2019.' Service Skills Australia Available: <http://hdl.voc-ed.edu.au/10707/372918>-retrieved on: 13 Oct. 2018.
- Hartung, P.J., and Cadaret, M.C. (2017) 'Career Adaptability: Changing Self and Situation for Satisfaction and Success.' SpringerLink. Available: DOI 10.1007/978-3-319-66954-0_2- retrieved on: 08 Apr. 2018.
- Hrankai, R. (2014) 'Are Students 'Career Attitudes Influence by Personal Traits? A Study Among Hospitality and Tourism Students in Switzerland.' Unpublished dissertation. Sörenberg, HTMI, Hotel and Tourism Management Institute, Switzerland.
- Hill, R.P. (2002) 'Managing across generations in the 21st century important lesson from the ivory trenches.' *Journal of Management Inquiry* 11 (1) pp. 60–66. Available: doi:10.1177/1056492602111020- retrieved on: 08 Apr. 2018.
- Hiltrop J.M. (1999) 'The Quest for Best: Human Resources Practices to Attract and Retain Talent.' *Journal of European Management Journal* 17 (4) pp. 422-430. Available: <https://www.sciencedirect.com/science/article/pii/S0263237399000225> retrieved on : 07 Sep. 2018.
- Holland, J.L., Sorensen A.B., Clarck, J.P., Nafziger, D.H., and Blum, Z.D. (1973) 'Applying an occupational classification to a representative sample of work histories. *Journal of Applied Psychology* 58 (1) pp. 34–41. Available: doi:org/10.1037/h0035405- retrieved on: 08 Apr. 2018.
- Holland, J.L., and Gottfredson, D.C. (1980) 'Some diagnostic scale for research in decision-making and personality: Identity, information and barriers. ' *Journal of Personality and Social Psychology* 39 (6) pp. 1191–1200. Available:doi:org/10.1037/h0077731- retrieved on: 08 Apr. 2018.

- Holland, J.L., Gottfredson, G.D., and Jones, E.M. (1993) 'Personality and vocational interests: The relation of Holland's six interest dimensions to five robust dimensions of personality. *Journal of Counseling Psychology* 40 (4) pp. 518–524. Available: doi:org/10.1037/0022-0167.40.4.518- retrieved on: 08 Apr. 2018.
- Holland, J. L. (1997) 'Making vocational choices: A theory of vocational personalities and work environments '(3rd ed.). Odessa, FL, US: Psychological Assessment Resources.
- Hoc Nang Fong, L, Lee, H., Luk, C. and Law, R. (2014) 'How do hotel and tourism students select internship employers? A segmentation approach. *Journal of Hospitality, Leisure, Sport & Tourism Education* 15 pp. 68-79. Available: dx.doi.org/10.1016/j.jhlste.2014.06.003/retrieved on: 01 Oct. 2018.
- Hotel Businesses (2018) 'Marriott sets sights on global growth. ' Hotel Businesses. 12 April 2018. Available: <https://www.hotelbusiness.com/marriott-sets-sights-on-global-growth/>-retrieved on: 23 Aug. 2018.
- Hsu, Ming-Shan. (2012) 'A study of internship attitude, subjective norm, perceived behavioral control, and career planning of hospitality vocational college students. *Journal of Hospitality, Leisure, Sport & Tourism Education*. 11 (2012) pp. 5–11. Available: doi: 10.1016/j.jhlste.2012.02.003-retrieved on: 28 Sep. 2018.
- Hou Y.U. (2018) 'Avoiding the Gap of College Students' Internship Expectations and Perceptions—A Case Study in Taiwan' *Scientific Research An Academic Publisher* 8 (8) pp. 531–551. Available: DOI: 10.4236/ojn.2018.88040 – retrieved on: 02 Feb. 2019.
- Hunt, J.M., Langowitz, N., Rollag, K., and Hebert-Maccaro, K. (2017) 'Helping students make progress in their careers: An attribute analysis of effective vs ineffective student development plans.' *The International Journal of Management Education* 15 pp. 397–408. Available: <https://www.sciencedirect.com/science/article/abs/pii/S1472811717301118>-retrieved on: 16 Sep. 2018.
- Hurst L. J. & Good L.K. (2009) 'Generation Y and career choice: The impact of retail career perceptions, expectations and entitlement perceptions. ' 14 (6) pp. 570–593. Available: doi:10.1108/13620430910997303- retrieved on: 5 Dec. 2016.
- Inkos, K., Dries, N., and Arnold, J. (2015) 'Understanding careers: The metaphors of working lives.' London: Sage.
- Ito, J.K., and Brotheridge, C.M. (2005) 'Does supporting employee's career adaptability lead to commitment, turnover, or both?' *Human Resources Management* 44 (1) pp. 5–19. Available: DOI: 10.1002/hrm.20037 - retrieved on: 5 Mar. 2018.

- Jennings, G. (2001) 'Tourism Research. Central Queensland University.' Wiley 2001 pp. 0-464.
- Jenkins, A.K., (2001) 'Making a Career of It? Hospitality Students' Future Perspectives: An Anglo-Dutch Study.' *International Journal of Contemporary Hospitality Management* 13 (1) pp. 13–20. Available from: <http://www.emeraldinsight.com/journals.htm?issn=0959-6119&volume=13&issue=1&articleid=867363&show=html> - retrieved on: 5 May 2018.
- Jung, J., Kim, S., and Schuckert, M., (2014) 'Why Do Asian Students Go to Swiss Hotel Schools? Their Motivations, Perceptions of Service Quality, and Preferences.' *Journal of Teaching in Travel & Tourism* 14 (1) pp. 22–52. Available: [doi/abs/10.1080/15313220.2014.872897K](https://doi.org/10.1080/15313220.2014.872897K) – retrieved on 11 May 2016
- Jiang, Z. (2016) 'The relationship between career adaptability and job content plateau: The mediating roles of fit perceptions.' *Journal of Vocational Behavior* 95–96, 1–10. Available: [doi:doi.org/10.1016/j.jvb.2016.06.001](https://doi.org/10.1016/j.jvb.2016.06.001)- retrieved on: 5 May 2018.
- Karr, C.A., and Larson, L.M. (2005) 'Use of Theory-Driven Research in Counseling. Investigating Three Counseling Psychology Journals From 1990-1999.' *The Counseling Psychologist* 33 (3) pp. 299–326. Available: [doi:10.1177/0011000004272257](https://doi.org/10.1177/0011000004272257)- retrieved on: 5 May 2018.
- Keller, K.L. (1993) 'Conceptualizing, Measuring, and Managing Customer-Based Brand Equity' *Journal of Marketing* 57 (1) pp. 1–22 Available: DOI: 10.2307/1252054 - retrieved on 10 Dec. 2018.
- Kerslake, P.(2005) 'Words from the Ys.' *N.Z. Management*.52(4) pp. 44-46.
- Kim, J. H. (2008) 'Career expectations and requirements of undergraduate hospitality students and hospitality industry: An analysis of differences.' Auckland: AUT University of Technology. pp. 5–96.Available: <https://aut.researchgateway.ac.nz/bitstream/handle/10292/477/KimJH.pdf?sequence=4&isAllowed=y>- retrieved on: 20 Aug. 2018.
- Kim, B.P., McCleary, K.W., and Kaufman, T. (2010) 'The New Generation in the Industry: Hospitality/Tourism Students' Career Preferences, Sources of Influence and Career Choice Factors.' *Journal of Hospitality & Tourism Education*. 22 (3) pp. 5–11. Available: <https://www.tandfonline.com/doi/abs/10.1080/10963758.2010.10696979>- retrieved on: 5 May 2018.
- Kim, S. Jung, J., and Wang, K.C. (2016) 'Hospitality and tourism management students' career preferences: Comparison if three Asian regional groups.' *Journal of Hospitality, Leisure, Sport & Tourism Education* 19 pp. 66-84. Available: <https://doi.org/10.1016/j.jhlste.2016.05.002>- retrieved on: 05 Nov. 2018.

- Korstanje, M.E. (2012) 'Review education concerns' *Journal of hospitality, Leisure, Sport and Tourism Education* 11 pp. 83–85. Available on doi:10.1016/j.jhlste.2012.02.006 -retrieved on: 28 Sep. 2018.
- Kyriacou, C., Coulthard, M. (2000) 'Undergraduates' views of teaching as a career choice.' *Journal of Education for Teaching* 26 pp.117–126. Available:doi.org/10.1080/02607470050127036. - retrieved on: 11 May 2018.
- Kong, H., Wang, S., and Fu, X. (2015) 'Meeting career expectation: can it enhance job satisfaction of Generation Y?' *International Journals of Contemporary Hospitality Management* 270 (1) pp.147–168. Available: doi/abs/10.1108/IJCHM-08-2013-0353. - retrieved on: 28 May 2018.
- Krumboltz, J. D. (1994) 'The Career Beliefs Inventory.' *Journal of Counseling & Development* 72 pp.424–428. Available: doi.org/10.1002/j.1556-6676.1994.tb00962.x - retrieved on: 28 May 2018.
- Kusluvan, S., & Kusluvan, Z., (2000) 'Perceptions and Attitudes of Undergraduate Tourism Students towards Working in the Tourism Industry in Turkey. *Tourism Management*. '21 (3) pp. 251–269. Available: <http://www.sciencedirect.com/science/article/pii/S0261517799000576>- retrieved on: 21 Mar 2018
- Kusluvan, S., Kusluvan, Y., Ilhan, I., and Buyruk, L. (2010) 'The Human Dimension A Review of Human Resources Management Issues in the Tourism and Hospitality Industry.' *Cornell Hospitality Quarterly* 5 (2) pp.171–214. Available: doi: 10.1177/1938965510362871 journals.sagepub.com/doi/pdf/10.1177/1938965510362871- retrieved on: 21 Mar. 2018.
- Kupperschmidt, B.R.(2000) 'Multigeneration employees: strategies for effective management.' *The Health Care Manager* 19 (1) pp. 65–76 Available: doi: 10.1097/00126450-200019010-00011- retrieved on: 21 Mar. 2018.
- Ladkin, A. (2005) 'Careers and Employment.' In: Airey, D., & Tribe, J., (eds). (2005) *An International Handbook of Tourism Education*. London: Elsevier, pp. 437-450
- Ladkin, A. and Juwaheer, D. T. (2000) 'The career paths of hotel general managers in Mauritius' *International Journal of Contemporary Hospitality Management* 12 (2) pp.119–125 Available: <https://doi.org/10.1108/09596110010309925> - retrieved on 10 Jun. 2017.
- Laureate Hospitality Education (2009) 'A World of Career Opportunities. 'Available: http://www.swisshospitalityeducation.com/hospitality_education_schools/en/enen/home/careers-in-hospitality/a-world-of-career-opportunities- retrieved on: 21 Mar. 2018.

- Lee, M.J., Kim, S.S., and Lo, A. (2008) 'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students.' *Journal of Hospitality, Leisure, Sport and Tourism Education* 7 (2) pp. 45 – 58. Available: <http://www.heacademy.ac.uk/assets/hlst/documents/johlste/vol7no2/ap0178lee-> retrieved on: 21 Mar. 2018.
- Lent, R. W., Brown, S. D., and Hackett, G. (1994) 'Toward a unifying social cognitive theory of career and academic interest, choice, and performance.' *Journal of Vocational Behavior*, 45(1) pp.79–122. Available: doi:10.1006/jvbe.1994.1027 – retrieved on 08 Aug. 2016.
- Lent, R.W. and Worthington, R.L. (1999) 'Applying Career Development Theories to the School-to-Work Transition Process.' *The Career Development Quarterly* 47 (4) pp. 291–296. Available: <https://doi.org/10.1002/j.2161-0045.1999.tb00738.x> - retrieved on: 05 May 2018.
- Lent, R. W., and Brown, S. D. (2013) 'Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span.' *Journal of Counseling Psychology* 60 (4) pp. 557–568. Available: doi.org/10.1037/a0033446. - retrieved on: 21 Mar. 2018.
- Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., and Sappington, R. (2017) 'Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management.' *Journal of Vocational Behavior* 99 pp. 107–117. Available: doi.org/10.1016/j.jvb.2017.01.002. - retrieved on: 21 Mar. 2018.
- Lockyer, S. (2005) 'Operators motivate Generation Y with responsibility, rewards.' *Nation's Restaurant News*. p. 126.
- Lundberg, C., Gudmundson, A., and Anderson, T.D. (2009) 'Herzberg's Two-Factor Theory of work motivation tested empirically on seasonal workers in hospitality and tourism.' *Tourism Management* 30 (6) pp. 890-899. Available: doi.org/10.1016/j.tourman.2008.12.003-retrieved on: 03 Mar. 2018.
- Lub, X., Bijvank, M. N., Bal, P. M., Blomme, R., and Schalk, R. (2012) 'Different or alike? Exploring the psychological contract and commitment of different generations of hospitality workers.' *International Journal of Contemporary Hospitality Management* 24(4) pp. 553–573. Available: <https://doi.org/10.1108/09596111211226824> - retrieved on 11 Feb. 2018.
- Lu, T., and Adler, H. (2009) 'Career goals and expectations of hospitality and tourism students in China.' *Journal of Teaching in Travel & Tourism* 9(1–2) pp. 63–80. Available: <https://www.tandfonline.com/doi/pdf/10.1080/15313220903041972>-retrieved on: 05 Nov. 2018.

- Magd, H. (2003) 'Management attitudes and perceptions of older employees in hospitality management.' *International Journal of Contemporary Hospitality Management* 15(7) pp. 393-401, Available: <https://doi.org/10.1108/09596110310496033> – retrieved on 02 Dec. 2017.
- Mannheim, K. (1972) 'The problem of generations' in Altbach, P.G. and Laufer, R.S. (Eds). *The New Pilgrims: Youth Protest in Transition*, David McKay, New York, NY, pp.101-1038.
- Martin CA. (2005) 'From high maintenance to high productivity: What managers need to know about Generation Y.' *Industrial and Commercial Training* 37 pp. 39–44. Available: doi: 10.1108/00197850510699965-retrieved on 20 Aug. 2018.
- Maxwell, G.A., Ogden, A.M., Broadbridge, A. (2010) 'Generation Y's Career Expectations and Aspirations: Engagement in the Hospitality Industry.' *Journal of Hospitality and Tourism Management* 17(1). pp. 53–61. Available: <https://doi.org/10.1375/jhtm.17.1.53>- retrieved on: 20 Aug. 2018.
- Maxwell, G.A., and Broadbridge, A. (2014) 'Generation Y graduates and career transition: Perspectives by gender.' *European Management Journal* 32(4) pp. 547–553. Available: <https://doi.org/10.1016/j.emj.2013.12.002>- retrieved on: 20 Aug. 2018.
- McIlveen, P. (2011) 'Life Themes in Career Counselling.' *Career counseling and constructivism: Elaboration of constructs*, Chapter: Life themes in career counselling, Publisher: New York, NY: Nova Science Publishers, Editors: M. McMahon & M. B. Watson, pp.73-85. Available: DOI: 10.13140/RG.2.1.2093.6160-retrieved on: 05 Nov. 2018.
- McGuire, W. J. (1985) 'Attitudes and attitude change.' In G. Lindzey & E. Aronson, *Handbook of social psychology* 3rd ed. (pp. 233–346). New York: Random House
- Middleton, E.B., and Loughhead, T.A. (1993) 'Parental Influence on Career Development. An Integrated Framework for Adolescent Career Counseling.' *Journal of Career Development* 19(3) pp. 161–173. Available: <https://doi.org/10.1177/089484539301900302/>- retrieved on 31 Oct. 2018.
- Millar, R., and Shevlin, M. (2003) 'Predicting Career Information-Seeking Behavior of School Pupils Using the Theory of Planned Behavior.' *Journal of Vocational Behavior* 62 (1) pp. 26–42. Available: <http://www.sciencedirect.com/science/article/pii/S0001879102000453>-retrieved on: 12 Dec. 2016.
- Miller-Tiedeman, A., and Tiedeman, D. (1990) 'Career decision making: An individualistic perspective. In D. Brown, L. Brooks & Associates (Eds.), *Career Choice and Development* (2nd

- ed., pp. 308–337). San Francisco, CA: Jossey-Bass. Available: https://www.researchgate.net/publication/265524092_Five_Processes_of_Career_Planning - retrieved on: 06 May 2018.
- McGinley, S., O’Neill, J. Damaske, S. and Mattila, S. (2014). ‘A Grounded Theory Approach to Developing a Career Change Model in Hospitality’ *International Journal of Hospitality Management* (38) pp. 89-98.
- McKercher, B., Williams A., and Coghlan, I. (1995) ‘Career progress of recent tourism graduates.’ *Tourism Management* 16(7) pp. 541–549. Available: [hdoi.org/10.1016/0261-5177\(95\)96807-U](https://doi.org/10.1016/0261-5177(95)96807-U)-retrieved on: 20 Aug. 2018.
- Miner, J.B. (2005) ‘Behavior: essential theories of motivation and leadership.’ 1 Chapter 5. Herzberg, F. Motivation-Hygiene Theory. pp. 70–74. M.E. Sharpe Inc. Armonk, New York
- Nachmias, S. Walmsley, A., and Orphanidou, Y. (2017) ‘Students’ perception towards hospitality education: An anglo-cypriot critical study’. *Journal of Hospitality, Leisure, Sport & Tourism Education* 20 pp. 134-145. Available: <http://dx.doi.org/10.1016/j.jhlste.2017.04.007> retrieved on: 08 Sep. 2018.
- Nauta, M.M. (2007) ‘Career Interests, Self-Efficacy, and Personality as Antecedents of Career Exploration.’ *Journal of Career Assessment* 15 (2) pp. 162–180. Available from: <http://jca.sagepub.com/content/15/2/162> -retrieved on: 01 Aug. 2017.
- Nolan C. T., and Garavan T.N. (2016) ‘Human Resource Development in SMEs: A Systematic Review of the Literature.’ *International Journal of Management* 18(1) pp. 85–107. Available: <https://doi.org/10.1111/ijmr.12062> - retrieved on: 20 Aug. 2018.
- Ng, E. S. W., Schweitzer, L., and Lyons, S. T. (2010) ‘New generation, great expectations: A field study of the millennial generation.’ *Journal of Business and Psychology* 25(2) pp. 281–292. Available: <http://dx.doi.org/10.1007/s10869-010-9159-4> - retrieved on: 25 Nov. 2016.
- Parsons, F. (1909) ‘Choosing a vocation.’ Boston: Houghton Mifflin.
- O’Leary, S. and Deegan, J. (2005) ‘Career progression of Irish tourism and hospitality management graduates.’ *International Journal of Contemporary Hospitality Management* 17(5) pp. 421–432. Available: [doi/abs/10.1108/09596110510604841](https://doi.org/10.1108/09596110510604841)- retrieved on: 20 Aug. 2018.

- Oliver, R. L. (1980) 'A cognitive model of the antecedents and consequences of satisfaction decisions.' *Journal of Marketing Research* 17(4) pp. 460–469. Available: doi: 10.2307/3150499-retrieved on: 15 May 2015.
- O' Mahony, G.B., McWilliams, A.M., and Whitelaw, P.A. (2001) 'Why Students Choose a Hospitality-Degree Program: An Australian Case Study.' *The Cornell Hotel and Restaurant Administration Quarterly* 42 (1) pp. 92–96. Available: <http://www.sciencedirect.com/science/article/pii/S0010880401900163> -retrieved on: 10 May 2017.
- Park, K., and Kahn, M., A. (2006) 'An Investigation of Factor Influencing Participation in Online Surveys by College Students.' *Journal of Hospitality & Tourism Education* 18(4) pp. 9–16. Available: doi/abs/10.1080/10963758.2006.10696870#-retrieved on: 20 Aug. 2018.
- Pittaway, L., and Thedham, J. (2005) 'Mind the gap: graduate recruitment in small businesses' *International Small Business Journal* 23(4) pp. 403–426. Available: <https://doi.org/10.1177/0266242605054053> - retrieved on: 16 Apr. 2017.
- Rajasekar, S., Philominathan, P., and Chinnathambi, V. (2013) 'Research Methodology.' *Cornell University Library*. pp. 0–53. Available: <https://arxiv.org/abs/physics/0601009v3> - retrieved on: 16 Apr. 2017.
- Raybould, M. and Wilkins, H. (2005) 'Over qualified and under experienced - Turning graduates into hospitality managers.' *International Journal of Contemporary Hospitality Management*, 17(3) pp. 203–216. Available: <https://doi.org/10.1108/09596110510591891> - retrieved on: 11 Jun. 2018.
- Richardson, S. (2008) 'Undergraduate Tourism and Hospitality Students Attitudes Toward a Career in the Industry: A Preliminary Investigation' *Journal of Teaching in Travel & Tourism* 8 (1) pp. 23–46. doi.org/10.1080/15313220802410112 retrieved on: 10 May 2018.
- Richardson, S. (2009) 'Undergraduates' perceptions of tourism and hospitality as a career choice.' *International Journal of Hospitality Management* 28 (3) pp.382–388. Available: <https://www.sciencedirect.com/science/article/pii/S0278431908001035?via%3Dihub> - retrieved on: 10 May 2016.
- Richardson, S. (2010a) 'Generation Y's perceptions and attitudes towards a career in tourism and hospitality.' *Journal of Human Resources in Hospitality & Tourism* 9 (2) pp. 179–199. Available:doi.org/10.1080/15332840903383855- retrieved on: 10 May 2016.
- Richardson, S. (2010b) 'Tourism and Hospitality student`s Perception of a Career in the Industry: Comparison of Domestic (Australian) Students and International Students Studying in Australia' *Journal of Human Resources in Hospitality and Tourism*, 17 pp. 1–11. Available: <https://doi.org/10.1375/jhtm.17.1.1-> retrieved on: 15 May 2018.

- Richardson, S. and Thomas, J.N. (2012) 'Utilising Generation Y: United States Hospitality and Tourism Students. Perception of Career in the Industry.' *Journal of Hotel and Tourism Management* 19 (1) pp. 102–114. Available: doi.org/10.1017/jht.2012.12 - retrieved on: 10 May 2016.
- Ryan, R.M., and Deci, E.L. (2000) 'Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions.' *Contemporary Educational Psychology* 25 (1) pp. 54–67. Available: doi.org/10.1006/ceps.1999.1020- retrieved on: 26 Apr. 2018.
- Robinson, R.N.S., Kralj, A., Solnet, D.J. Goh, E. and Callan, V.J. (2016) 'Attitudinal similarities and differences of hotel frontline occupations.' *International Journal of Contemporary Hospitality Management* 28(5) pp. 1051-1072. Available: <https://doi.org/10.1108/IJCHM-08-2014-0391> - retrieved on: 25 Apr. 2018.
- Roney, S.A., and Öztin, P. (2007) 'Career perceptions of undergraduate tourism students: a case study in Turkey.' *Journal of Hospitality, Leisure, Sport & Tourism Education* 6 (1) pp. 4–18. Available: <http://yoksis.bilkent.edu.tr/pdf/files/10.3794-johlste.61.118.pdf>- retrieved on: 26 Apr. 2018.
- Russell, J. E. A. (1994). Career counseling for women in management. In W. B. Walsh & S. H. Osipow (Eds.), *Contemporary topics in vocational psychology. Career counseling for women* (pp. 263-326). Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.
- Shanti, A. B. (Rami), Chandler, D., Coget, J.F. and Lau, B. J. (2009) 'Behavior in Organizations An experimental Approach.' pp. 89–462. International Edition. Singapore: The McGraw-Hill Companies
- Sharf, R. (2013a) 'Advances in theories of career development.' In W.B. Walsh, M. L. Savickas, & P. J. Hartung (Eds.), *Handbook of vocational psychology* 4th ed., pp. 3–32. New York, NY: Routledge. CA: Brooks/Cole Thomson.
- Sharf, R. (2013b) 'Applying career development theory to counseling' (6th ed) Pacific Grove, CA: Brooks/Cole Thomson.
- Sampson Jr, J.P., Bullock-Yowell, J.E., Dozier, V. C, Osborn, D. S., and Lenz, J. G. (2014) 'Integrating theory, research, and practice in vocational psychology: Current status and future directions.' (pp. 62-72) Tallahassee, FL: Florida State University.
<http://doi.org/10.17125/svp2016.ch5> - retrieved on: 26 Apr 2018.
- Savickas, M.L. (1995) 'Constructivist Counseling for Career Indecision.' *The Career Development Quarterly* 43 (4) pp. 363–373. Available: doi.org/10.1002/j.2161-0045.1995.tb00441.x- retrieved on: 26 Apr. 2018.

- Savickas, M.L. (1997) 'Career adaptability: An integrative construct for life-span, life-space theory.' *Career Development Quarterly*, 45 (3) pp.247–259. Available: doi/abs/10.1002/j.2161-0045.1997.tb00469.x- retrieved on: 26 Apr 2018.
- Savickas, M.L. (1999) 'The Transformation From School to Work: A Developmental Perspective.' *The Career Development Quarterly* 47 (4) pp. 326–336. Available: doi. 10.1002/j.2161 0045.1999.tb00741.x- retrieved on: 26 Apr. 2018.
- Savickas, Mark L. (2005) 'The Theory and Practice of Career Construction. 'pp. 42–70 in Career Development and Counseling: Putting Theory and Research to Work, edited by S. D. Brown and R. W. Lent. Hoboken, NJ: John Wiley & Sons.
- Savickas, M.L., Nota, L., Rossier, J., Dauwalder, J., Duarte, M.E., Guichard, J., et al. (2009) 'Life designing: A paradigm for career construction in the 21st century.' *Journal of Vocational Behavior* 75(3) pp. 239–250. Available: doi:10.1016/j.jvb.2009.04.004- retrieved on: 26 Apr. 2018.
- Savickas, M. L., and Porfeli, E. J. (2012) 'Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries.' *Journal of Vocational Behavior* 80 (3) pp. 661–673. Available: doi.org/10.1016/j.jvb.2012.01.011- retrieved on: 26 Apr. 2018.
- Savickas, M.L. (2013) 'Career development and counseling: Putting theory and research to work.' (pp. 147-183) 2nd Ed. Edited by R.W. Lent, S.D. Brown. John Wiley & Sons, Hoboken, New Jersey (2013)
- Saunders, M., Lewis, P., and Thornhill, A. (2009) 'Research methods for business students.' 5th eds. England: Person Education Limited
- Schein, E. (1978) 'Career Dynamics: Matching Individuals and Organizational Needs'. Reading, Mass.: Addison-Wesley, chapter 13
- Schein, E. H. (1990). 'Career Anchors and Job/ Role Planning: The Links between Career Pathing and Career Development. 'San Diego, Ca. University Associates, 1990.
- Singaravelu, H.D., White, L.J., and Brinaze, T.B. (2005) 'Factors Influencing Students' Career Choice. A Comparative Study.' *Journal of Career Development* 32(1). pp. 46–59. Available: https://doi.org/10.1177/0894845305277043-retrieved 20 Aug. 2018.
- Schaub, M. and Tokar, D.M. (2005) 'The Role of Personality and Learning Experiences in Social Cognitive Career Theory.' *Journal of Vocational Behavior* 66(2) pp. 304–325. Available: http://www.sciencedirect.com/science/article/pii/S0001879104000995/- retrieved on 02 Aug. 2018.

- Schlee, R.P., (2005) 'Social Styles of Students and Professors: Do Students' Social Styles Influence Their Preferences for Professors?' *Journal of Marketing Education* 27 (2) pp. 130–142. Available from: <http://jmd.sagepub.com/content/27/2/130> -retrieved on: 10 Mar. 2016.
- Schlesinger, J. and Daley, L.P. (2016) 'Applying the Chaos Theory of Careers as a Framework for College Career Centers.' *Journal of employment counselling* 53 (2) pp. 86–96. Available: <https://doi.org/10.1002/joec.12030>- retrieved on: 26 Apr. 2018.
- Smith, W. S. (2008) 'Decoding generational differences: fact, fiction...or should we just get back to work?' Available: https://public.deloitte.com/media/0507/250608/us_DecodingGenerationalDifferences.pdf - retrieved on: 26 Apr. 2018.
- Steele, R. (2003) 'Careers analysis: a study of low, mid, and high-level managers in the hotel industry in Auckland, New Zealand.' Paper presented at the Sociological Association of Aotearoa New Zealand Annual conference, 9-11 December 2003, Auckland University of Technology, Auckland.
- Stone G.A., Duffy, L.N., Pinckney, H.P. and Templeton-Bradley, R. (2017) 'Teaching for critical thinking: preparing hospitality and tourism students for careers in the twenty-first century.' *Journal of Teaching in Travel & Tourism* 17(2) pp. 67–84 Available: [doi/abs/10.1080/15313220.2017.1279036](https://doi.org/10.1080/15313220.2017.1279036)- retrieved on: 26 Apr. 2018.
- Sullivan, S. (1999) 'The changing nature of career: A review and research agenda.' *Journal of Management* 25 (3) pp. 457–484. Available: [doi.org/10.1016/S0149-2063\(99\)00009-4](https://doi.org/10.1016/S0149-2063(99)00009-4)- retrieved on: 26 Apr. 2018.
- Sullivan, S.E., and Mainiero, L.A. (2007) 'The changing nature of gender role, alpha/beta career and work-life issues: Theory-driven implications for human resources management.' *Career Development International* 12(3) pp. 238–263.
- Super, D. E. (1954) 'Career patterns as a basis for vocational counseling.' *Journal of Counseling Psychology* 1(1) pp. 12–20. Available. doi.org/10.1037/h0061989- retrieved on: 26 Apr. 2018.
- Super, D. E. (1990) 'A life-span, life-space approach to career development.' In D. Brown & L. Brooks (Eds.) *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). San Francisco, CA: Jossey-Bass.
- Super, D. (1992) 'Towards a comprehensive theory of career development.' In D.H. Montross, & C.J... Shinkman (Eds.) *Career Development Theory and prac.* Springfield IL, England: Charles C Thomas, Publisher.

- Super, D. E. (1973) 'The work values inventory. ' In D. G. Zytowski (Ed.), *Contemporary approaches to interest measurement* (pp. 189–205). Minneapolis, MN: University of Minneapolis Press.
- Super, D. E., Sverko, B., and Super, C. M. (1995) 'Life roles, values and careers: International findings of the work importance study. 'San Francisco, CA: Jossey-Bass
- Soulez, S and Guillot-Soulez, C. (2011) 'Recruitment Marketing and Generational Segmentation: A Critical Analysis Based on a Sub-Segment of Generation Y.' *Recherche et Applications en Marketing* 26(1) pp. 39–55. Available: <https://doi.org/10.1177/205157071102600104> - retrieved on: 26 Apr. 2018.
- Solent D. and Hood. A. (2008) 'Generation Y as Hospitality Employees: Framing a Research Agenda.' *Journal of Hospitality and Tourism Management* 15 pp. 59–68. Available: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.619.7773&rep=rep1&type=pdf>- retrieved on: 26 Apr. 2018.
- Scott, B. and Revis, S. (2008) 'Talent management in hospitality: graduate career success and strategies.' *International Journal of Contemporary Hospitality Management* 20 (7) pp. 781–791. Available: DOI: 10.1108/09596110810897600 retrieved on: 26 Apr. 2018.
- Szamosi, L.T. (2006) 'Just what are tomorrow`s SME employees Looking for?' *Education & Training* 48 pp. 654–665. Available: DOI: 10.1108/00400910610710074- retrieved on: 15 May 2016.
- Szamosi, L.T. and Psychogios, A.G. (2014) 'Generation Y or bust.' *Carrere Magazine* pp. 42–43 Available: <http://citycollege.sheffield.eu/files4users/files/press/Dr-Szamosi-Dr-Psychogios-Cariere-2014-aug.pdf>- retrieved on: 15 May 2016.
- Taylor, M.S. (1988) 'Effects of college internship on individual participants. ' *Journal of Applied Psychology* 73(3) pp. 393–401 Available: <http://dx.doi.org/10.1037/0021-9010.73.3.393>- retrieved on: 15 May 2016.
- Tegova, A. (2010) 'Application of theory of planned behavior to career choice: The role of an improved measure of emotion.' Edith Cowan University, Research Online. Available: http://ro.ecu.edu.au/theses_hons/1424/-retrieved on: 03 Oct. 2018.
- Terjesen, S., Vinnicombe, S., and Freeman, C. (2007) 'Attracting Generation Y graduates, Organizational attributes, likelihood to apply and sex differences. ' *Career Development International* 12 pp. 504–522. Available: DOI: 10.1108/13620430710821994- retrieved on: 15 May 2017.

- The Deloitte Millennial Survey – 2014 Available: <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/gx-dttl-2014-millennial-survey-report.pdf> - retrieved on: 05 Dec. 2015.
- Thomson, A.S., Lindeman, R.H., Super, D.E., Jordaan, J.P., and Myres, R.A. (1984) 'Career Development Inventory '2: Technical manual Palo Alto, CA: Consulting Psychologists Press
- Treuren, G. and Anderson, K. (2010) 'The Employment Expectations of Different Age Cohorts: Is Generation Y Really That Different?' *Australian Journal of Career Development* 19(2) pp. 49–61. Available: doi.org/10.1177/103841621001900207- retrieved on: 05 May 2018.
- Tolentino, L.R., Raymund, P., Garcia, J.M., Lloyd, S., Restubog, D., Bordia, P., and Tang, R.L. (2013) 'Validation of the Career Adapt-Abilities Scale and an examination of a model of career adaptation in the Philippine context. ' *Journal of Vocational Behavior* 83 (3) pp. 410–418. Available: doi.org/10.1016/j.jvb.2013.06.013- retrieved on: 15 May 2018.
- Tolentino, L.R., & Raymund, P., Garcia, J.M., Lu, V.N., Lloyd, S., and Restuborg, D. (2014) 'Career adaptation: The relation of adaptability to goal orientation, proactive personality, and career optimism. ' *Journal of Vocational Behavior* 84 (1) pp. 39–48. Available: doi.org/10.1016/j.jvb.2013.11.004- retrieved on: 15 May 2018.
- Tokar, D.M., Fischer, A.R., and Mezydlo Subich, L. (1998) 'Personality and Vocational Behavior>A Selection Review of the Literature, 1993-1997.' *Journal of Vocational Behavior* 53(2) pp. 115–153. Available: <https://doi.org/10.1006/jvbe.1998.1660>- retrieved on 31 Oct. 2018.
- Wang, N., Jome, L.M., Haase, R.F., and Bruch, M.A. (2006) 'The Role of Personality and Career Decision-Making Self-Efficacy in the Career Choice Commitment of College Students.' *Journal of Career Assessment* 14 (3) pp. 312–332. Available: <http://jca.sagepub.com/content/14/3/312.short?rss=1&ssource=mfr> - retrieved on 02 Aug. 2017.
- Wang, S., and Huang, X. (2014) 'College Students 'Perceptions of Tourism Careers in China: Implication for the Industry and Education.' *Journal of Human Resources in Hospitality and Tourism* 13(3) pp.211–233. Available: doi.org/10.1080/15332845.2014.866449 – retrieved on 02 Aug. 2017.
- Walsh, K., and Taylor, M.S. (2007). Developing in-house careers and retaining management talent. *Cornell Hotel & Restaurant Administration Quarterly* 48 pp. 163–182, Available: <http://dx.doi.org/10.1177/0010880407300521> - retrieved on: 11 Apr. 2017.
- Walsh, B., and Volini, E. (2017) 'Deloitte Global Human Capital Trends. Available: <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/HumanCapital/hc-2017-global-human-capital-trends-gx.pdf>- retrieved on: 11 Apr. 2017.

- Weingarten, R.M. (2009) 'Four generations, one workplace: a Gen X-Y staff nurse's view of team building in the emergency department. *Journal Emerg. Nurse* 35 pp. 27–30. Available: doi:10.1016/j.jen.2008.02.017- retrieved on: 11 Apr. 2017.
- Wellner, A. S. (2003) 'The next 25 years. *American Demographics*, 25(3), 24-29.
- Weinz, W. & Kirk, J. (2017) 'Workplace culture: Implementing corporate responsibility in a real way. *Hotels Catering & Tourism*, International Labour Organization, Hospitality Channel, <http://hospitality-channel.com/video/workplace-culture-corporate-responsibility/> - retrieved on: 10 Apr. 2017.
- Wigfield, A., Eccles, J. (2000) 'Expectancy-Value Theory of Achievement Motivation.' *Contemporary Education Psychology* 25(1) pp. 68–81. Available: <https://doi.org/10.1006/ceps.1999.1015>- retrieved on 05 Nov. 2018.
- Wong, I.A., Wan, Y.K.P., and Gao, J.H. (2017) 'How to attract and retain Generation Y employees? An exploration of career choice and the meaning of work.' *Tourism Management Perspectives* 23 pp. 140–150 ELSEVIER. Available: <https://www.sciencedirect.com/science/article/pii/S221197361730048X>- retrieved on 20 Aug. 2018.
- World Tourism Organization (2017) *Highlights 2017: UNWTO Tourism Towards 2030: Actual trend and forecast 1950-2030*. Available: <https://www.e-unwto.org/doi/pdf/10.18111/pp.14>- retrieved on: 20 May 2018.
- World Travel & Tourism Council (2013) 'Travel & Tourism Economic Impact 2018 World. *pp.1–13*. Available: <https://www.wttc.org/-/media/files/reports/economic-impact-research/regions-2018/world2018.pdf>- retrieved on: 8 Apr. 2016.
- Zacher, H. (2015) 'Using Lifespan Developmental Theory and Methods as a Viable Alternative to the Study of Generational Differences at Work. ' (U. o. Department of Psychology, Ed.) *Industrial and Organizational Psychology* 8 (3) pp. 342–346. Available: doi:10.1017/iop.2015.47- retrieved on: 8 Apr. 2018.
- Zimmerman, B.J. and Bandura, A., (1994) 'Impact of Self-Regulatory Influences on Writing Course Attainment.' *American Educational Research Journal* 31(4) pp.845–862. Available: doi:10.3102/00028312031004845- retrieved on: 08 Apr. 2018.
- Zhou, W.X., Sun, J., Guan, Y., Li, Y., and Pan, J. (2013) 'Criteria of career success among Chinese employees: Developing multi-dimensional scale with qualitative and quantitative approaches. *Journal of Career Assessment* 21 pp. 265–277. Available:doi.org/10.1177/1069072712471302. - retrieved on: 8 Apr. 2018.

Personal communication

Simonel, R. (2016). Latest International Trends in Management, Vienna Modul University Vienna, 2016.

Salem, M. (2017). Latest International Trends in Management, Vienna Modul University Vienna, 2017.

Appendix 1: Questionnaire

Career Expectations of International Students Representing Generation Y

Thank you!

Dear Participant,

Thank you for viewing this page and I would like to invite you to complete it now. It will take less than 10 minutes to complete.

The research and the survey are about career expectation of international hospitality students. The aim is to inform the industry about your attitudes and allow the industry to consider how to respond so as to attract their essential, future workforce.

I contacted you for the survey because you are undertaking or have completed a Hospitality and Tourism Management programme in Switzerland and you were born between 1980 and 2000. Even if you are only part way through your programme or are on internship, I very much would like you to do my survey.

Please understand that you can choose not to do the survey or stop at any time you wish. However, I would hope you will take approximately 10 minutes to complete the whole thing. If you require clarification or any further information, please do not hesitate to contact me.

Very best wishes,
Tünde
tuende.bausz@htmi.ch

Please answer the following questions

1. Do you intend to build your career in hospitality / tourism after your graduation? *

- Definitely yes
- Not sure
- Definitely not

2. After graduation, do you see yourself working in the hospitality and tourism industry for the next... *

3. In which of the following industries would you like to work after graduation?*(You can choose maximum 2 answers if you are unsure) *

- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> Airlines | <input type="checkbox"/> Cruise lines | <input type="checkbox"/> Event companies |
| <input type="checkbox"/> Restaurants | <input type="checkbox"/> Hotels | <input type="checkbox"/> Tourism offices |
| <input type="checkbox"/> Travel agencies | <input type="checkbox"/> Banks | <input type="checkbox"/> Consulting |
| <input type="checkbox"/> Retail schools | | |
| <input type="checkbox"/> If none above please specify | <input type="text"/> | |

4. In which of the following areas would you consider working after your graduation?*(You can choose maximum 2 answers if you are unsure) *

- | | |
|---|--|
| <input type="checkbox"/> Accounting & Finance | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Service | <input type="checkbox"/> Front Office |
| <input type="checkbox"/> Housekeeping | <input type="checkbox"/> Human Resources |
| <input type="checkbox"/> Meeting and event planning | <input type="checkbox"/> Sales & Marketing |

- Leisure, recreation and sports management
- Spa & wellness management
- Tourism destination and attraction
- If none of the above please specify

5. After graduation on which level of employment do you think you will start your first full time job? *

- Line level employee
- Department supervisor
- Management trainee
- Department assistant manager
- Department manager
- Self-employed
- Other (Please Specify)

6. After starting a new position, when would you consider applying formally for an internal promotion? *

7. If promotion is not possible and/ or not available within the time frame you gave in the previous question, what would you do? *

- Work harder in my current position to achieve a promotion
- Ask for transfer within the organisation
- Move to another company
- Move to another industry
- Become self-employed
- Do nothing, wait for the next promotion opportunity
- Not aiming for promotion
-

8. Looking into the future, what is your career goal? *

- A position as department manager
- A position as general manager
- A position as director of a department
- A position as a CEO
- Self-employment



Other (Please Specify)

9. How many years do you think it will take you to reach the top of the career you just mentioned? *

10a. How important are the following aspects for you when choosing a work place? *

	Very important	Important	Fairly important	Fairly unimportant	Unimportant	Very unimportant
Good recruitment experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Company brand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-tech work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 star service standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Package offer (for example: accommodation, meals, transfer, visa organised by the company)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10b. How important are the following aspects for you when choosing a work place? *

	Very important	Important	Fairly important	Fairly unimportant	Unimportant	Very unimportant
Empowerment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a supportive manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a coach/ mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving frequent feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job training within the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training opportunities within the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering language courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10c. How important are the following aspects for you when choosing a work place? *

	Very important	Important	Fairly im- portant	Fairly unim- portant	Unimportant	Very unimportant
Friendly colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in a positive company cul- ture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

10d. How important are the following aspects for you when choosing a work place? *

	Very important	Important	Fairly important	Fairly unim- portant	Unimportant	Very unim- portant
Interesting work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to make a difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working long hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in different countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving locations within a company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. For which of the following organizations would you prefer to work? *

- A small independent family owned company
- A global chain company

12. If you chose global chain company, could you specify why?

	Strongly agree	Agree	Fairly agree	Fairly disagree	Disagree	Strongly disagree
It is all about working with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your family works in this industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This field is one of the fastest growing industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find a job after graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can take on early responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers a variety of career paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to change location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer flexible working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is the industry, which suits the image I have for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is not a 9:00am to 5:00pm job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You can be creative

You like to see satisfied customers when you serve them

13. If you receive job offers from two different companies, which would you choose?

- Company A, a well know international chain, offering supervisory level in a remote area
- Company B, an unknown brand, independent, small quality company, offering the same position in a big city

14. I chose hospitality and tourism because *

Additional Comment

15. Please indicate your current employment status *

15a. If you are currently working, please indicate your department

15b. If you are currently working, please indicate your current position

16. Which of the following courses are you currently undertaking? *

17. How many months practical experience do you have in hotel and tourism? *

18. In which countries do you plan to build your career

- Argentina
- Australia
- Austria
- Belgium
- Canada
- China
- Ecuador
- Germany
- France
- Hungary
- Hong Kong
- Italy
- Ireland
- India
- Japan
- Malaysia
- Myanmar
- Poland
- Russia
- Rumania
- Spain
- Singapore
- Slovenia
- South Korea
- Switzerland
- UK
- UAE
- USA
- Thailand

- Turkey
- Taiwan
- Vietnam
- Indonesia
- Other (Please Specify)

19. What is your nationality?

20. What is your age? *

21. What is your marital status? *

22. What is your gender? *

Powered by  Survey
Create unlimited online surveys for free

