



Programa de Doctorado en Turismo, Economía y Gestión

TESIS DOCTORAL

CAREERS OF YOUNG PROFESSIONALS IN THE TOURISM AND
HOSPITALITY INDUSTRIES: ANALISING VOCATIONAL COMMITMENT,
PROTEAN CAREER, AND LIFELONG LEARNING

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5. **CHAPTER I**
6. **INTRODUCTION**

INTRODUCTION

Human resources in labour-intensive industries like the tourism and hospitality ones are crucial. With the main products of organisations in the hospitality and tourism sector being service experiences, they are highly dependent on face-to-face interactions between employees and their guests. Service quality, customer satisfaction and loyalty, therefore, depend on the staff's skills, competencies, and attitudes (Kusluvan & Kusluvan, 2000; Heskett et al., 1994). At the same time, skill shortage is aggravating (e.g., Richardson, 2009), and industry professionals can choose from a wide range of career options in different sectors in many countries. Attracting and retaining professionals to and in the tourism and hospitality industries at all stages of the "employee-lifecycle", thus, is the major challenge globally (Richardson, 2010), and contemporary and sustainable human resources strategies have become paramount in order to succeed in the so-called war for talents and to remain competitive (Madera et al., 2017). With corporate human resources strategies translating company objectives into specific people management systems (Mello, 2010), they inevitably affect professional careers on the individual level. Apart from that, an individual's professional career is affected by education from an early stage on, followed by continuing education across one's life (Rodrigues et al., 2019). Moreover, in times of rapid socio-economic and technological change, with people being forced to continuously adapt to changes in the work environment (e.g., Hall et al., 2018), they more and more become the managers of their own careers (Li et al., 2022). Careers, therefore, can be viewed as an ecosystem in which several actors and institutions, specifically the individual, educational institutions, organisations, and the labour market as such, are involved (De Vos & Van der Heijden, 2017).

From an organisational perspective, many tourism and hospitality firms face substantial difficulties not only in terms of the attraction of industry professionals but also in terms of making them stay in the industry (Chan & Kuok, 2011). Also from an educational perspective, binding young talent to the sector is a major challenge for educational institutions in the field of tourism and hospitality. In his empirical study Richardson (2010) found that more than 50 percent of undergraduate tourism and hospitality students are considering careers outside the sector, and one third indicated that they would for certain not work in the industry after graduation.

The reasons for the sector's difficulties in luring and binding young talent and skilled labour are twofold. On the one hand, "external", industry-related factors like comparatively

low wages, unfavourable working hours or work-family-conflicts cause many (young) professionals' migrations to other industries (Walsh & Taylor, 2007). On the other hand, "internal", person-related factors in terms of transforming career orientations affect professionals' career decisions, which mirrors the individual perspective in the career ecosystem. Self-concepts and a proactive career self-management orientation have become part of a holistic approach toward one's career development (Chin & Rasdi, 2014). The responsibility for careers and career moves is shifting from the organisation to the employee (Hall et al., 2018). As a consequence, the "traditional", psychological contract between organisation and employee, which is based on a longer-term relational understanding, has become less important and valid (Hall, 2004). Instead, employees take a more adaptive, flexible, and self-directed approach to their careers (Clarke, 2013), which results in a shorter-term transactional employer-employee relationship (Hall, 2004) and which, as affirmed by Mooney et al. (2016), is part of the contemporary career in the tourism and hospitality industries. What is more, a self-directed and flexible career approach is de facto becoming ever more needful in times of the fast-changing environment of many sectors including the tourism and hospitality ones due to the rapid evolution of information and communication technologies, the changes unleashed by the Covid-19 pandemic, climate activism, et cetera. New jobs as well as novel aspects of existing jobs are emerging and, consequently, employees depend on new knowledge to face these new labour aspects. In this context, continuous knowledge enhancement and lifelong learning are assumed to be required needs for many employees in the tourism and hospitality sector, and the satisfaction of these needs may contribute to retaining skilled employees in the sector.

Another relevant variable affecting an individual's retention is his/her vocational commitment (Meyer et al., 1993). Vocational commitment can be defined as a psychological link between a person and their current or future occupation that is based on an affective reaction to that occupation and desire of staying in that field (Lee et al., 2000). That definition refers not only to workers but also to students or individuals in their educational training, and it comprises an identity and psychological link to the field of work/study as the individual feels part of it and has clarity about it, along with an idea of satisfaction and determination of staying in the same profession/field in the future. The more someone identifies with their occupation (or field of study) and the more positive feelings they have about it, the higher their vocational commitment (Blau, 2003). According to Yang and Dong (2013), education affects vocation.

Education is a guided knowledge construction process through which some individuals (e.g., teachers and mentors) help others (i.e., students and apprentices) to develop their knowledge (Mercer, 1995). Young (2013) defends the usefulness of a knowledge-based approach to understand certain aspects of education. According to Wringe (2009) and Becheikh et al. (2010), knowledge transfer is a central element in education and a major concern in improving educational practices, and so knowledge and its transfer could influence vocational commitment. The basic relationship between knowledge transfer and vocational commitment stems from the idea that vocation is affected by learning. As students progress in their educational training, there are numerous knowledge-related elements that can enhance or weaken their vocation. Due to the worldwide trend to extend workplace learning also in higher education, the study of commitment in vocational training is supposed to provide valuable hints for a future-oriented organisation of both educational pathways. Hence, the identification of knowledge transfer-related aspects of vocational education that exert a relevant influence on apprentices' vocational commitment as a prerequisite of reducing students'/apprentices' career change intentions could be a valuable contribution to the literature on vocational behaviour.

Beyond that, studying contemporary career orientations of both young talent and industry professionals becomes paramount for the moderation of high turnover rates that have been an ongoing key concern for the global tourism and hospitality industry (McGinley & Martinez, 2018). Career longevity in hospitality is supposed to become an increasingly vulnerable concept (Mooney et al., 2016). Instead, frequent job moves and even career changes in the course of one's professional life increase (Richardson, 2010). As a result, "new" career concepts characterised by greater independence and individuality in career planning and management have emerged (Gasteiger et al., 2008). One of the most notable ones is the protean career concept (Gubler et al., 2014). At the centre of this concept stands the idea that a person's career is no longer driven by an organisation, but by the employee him-/herself (Hall, 1996). In that sense, the traditional upward career path within a single organisation is getting replaced by often non-linear, multidirectional career steps, for instance in the form of lateral moves within or between organisations (McGinley, 2018; Tolkach and Tung, 2019). The career landscape, thus, has been changing to a more employee-centric career environment (Hall et al., 2018) represented on an individual level by career orientations like the protean one.

With Briscoe's and Hall's (2006) understanding that protean career should be thought of in terms of a career orientation or attitude, it becomes interesting to analyse protean career orientation and its determinants from an individual perspective. A person's attitude is shaped by individual characteristics among other aspects, such as personality traits (Buil et al., 2019). Personality has a long tradition in the study of vocational behaviour (Wille et al., 2010). According to Briscoe et al. (2006) personality is a possible predictor of protean career orientation, and in fact some studies have found correlations between these two variables (Kaspi-Baruch, 2016). Thus, the personality traits of (young) professionals can exert a decisive influence on their career orientation. For studying this influence, the five-personality dimensions of the Big Five model constitute a solid framework. The Big Five or Five-Factor Model, which has gathered sound empirical support across different fields, including the hospitality one, is one of the most popular and widely studied taxonomies of personality traits (González-González et al., 2021; Kaspi-Baruch, 2016). According to the Five-Factor Model, most personality traits can be described in terms of five basic dimensions, namely extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience (McCrae & Costa, 1997).

In the context of the latter dimension – openness to experience – protean careerists display a distinct learning orientation as Hall (2004) found. Individuals with learning orientation keep up learning about a topic and its techniques over a long period of time and gain expertise. Learning orientation, thus, has an impact on knowledge construction and its subsequent application for performing tasks and, ultimately, is important for long-term performance (Jha & Bhattacharyya, 2013). Lifelong learning is essential not only to the individual, but also to the remaking and transformation of the society and the fact of aging populations in most countries with advanced and developing economies makes continuous learning a global concern (Billet, 2013). However, not all employees in the tourism sector are willing to engage in an ongoing, lifetime learning process. This is associated with their level of learning orientation. Differentiating between effective, engaged, and energised learners on the one hand, and passive, dependent and fragile learners on the other, is a relevant topic of study (e.g., Crick et al., 2004). The different degrees of learning orientation can result in the identification of different groups of tourism and hospitality professionals based on this characteristic. From a human resources perspective, it becomes relevant to identify germane patterns or characteristics that inhere employees with these varying degrees of learning

orientation. In terms of a sustainable human resources management, the identification of profiles would allow for preparing the adequate environment for lifelong learning regarding the respective kind of employee and their individual learning orientation.

In accordance with the preceding discussion, the academic literature has dealt with shifting career patterns and trajectories over the last decades (e.g., Baruch & Bozionelos, 2011) and the nature of careers is further evolving (Kaspi-Baruch, 2016). Increasing career instability due to labour shortages in a range of professions, including the ones in tourism and hospitality (e.g., Mooney & Ryan, 2009; Richardson, 2010), individuals' transforming career attitudes that are characterised by greater degrees of flexibility, self-direction, value and purpose orientation (e.g., Hall et al., 2018), and the fundamental need for continuous knowledge enhancement (Cuffy et al., 2012) are integral features of contemporary careers. As a result, new career models and terms have evolved in the literature as alternative explanations for what has occurred in the wider social, technological, and political environment. Sullivan & Baruch (2009) note that both the growth and intensity of this development in career studies have been striking (Sullivan & Baruch, 2009). At the same time, Baum et al. (2016) lament that the tourism workforce remains critically under-researched.

The challenges identified in the provision of contemporary learning and career development strategies and environments in tourism and hospitality firms as well as in educational institutions indicate the existence of some research gaps in the academic literature. These research gaps are the basis for the objectives of this doctoral research. In particular, the goals of the doctoral dissertation are the following ones:

1. To identify knowledge-transfer determinants of tourism and hospitality apprentices' vocational commitment.
2. To identify personality traits that influence protean career orientation of tourism and hospitality graduates.
3. To explore profiles of tourism and hospitality graduates based on their learning orientation as an approach to lifelong learning and obtain career-related patterns to characterise the identified groups.

The structure of the doctoral dissertation aims to achieve those three goals. The work comprises seven chapters/sections, including this introductory section (Chapter I) and the general conclusions in Chapter VI. Chapter II addresses the general conceptual framework with the central topics of this work. Accordingly, that chapter presents a literature review of vocational commitment, protean career, and lifelong learning linked to learning orientation in order to present the introductory theoretical foundations of contemporary careers in the tourism and hospitality industries.

Chapters III, IV and V are presented in the format of scientific articles and comprise the specific theoretical and empirical aspects developed to allow for achieving the three objectives of the doctoral dissertation. Chapter III deals with career change of young talent and the influence of knowledge transfer on vocational commitment, based on a study of hospitality apprentices. Because of education's close linkage to knowledge and its transfer, the knowledge-based view forms the underlying theoretical concept of this study. Due to the nature of the dual system of vocational education both academic sources and firm sources are analysed.

Chapter IV focuses on the study of the impact of tourism and hospitality professionals' personality traits on their protean career orientation. By applying the framework of the Five-Factor model of personality, an in-depth analysis of tourism and hospitality management alumni sheds light on the relationship between personality and protean career as a neo-career orientation.

In Chapter V, a study of the existence of groups of tourism and hospitality management graduates based on their willingness to engage in a continuous, lifelong learning process is conducted. To this end, their level of learning orientation is analysed. Moreover, relevant career-related patterns of the groups identified based on sociodemographic characteristics, protean career orientation, risk aversion, and personality traits are determined.

A final section of this work (Chapter VII) presents a summary of the thesis' content in Spanish, including the goals and conclusions of the research.

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CHAPTER II

2. CONCEPTUAL FOUNDATIONS

CONCEPTUAL FOUNDATIONS

This chapter focuses on the academic presentation of four aspects that are central to this dissertation: professional careers, vocational commitment, protean career orientation, and lifelong learning (connected with learning orientation). With the three following chapters addressing specific research goals, this section is meant to provide a conceptual review about those four aspects after an analysis of some basic ideas of the academic literature.

2.1. Professional careers and employment in the tourism and hospitality industries

Careers are a central element in any individual's working life as well as in organisational and societal reality (Baruch & Bozionelos, 2011; Iellatchitch et al., 2003). In fact, careers form the link between person, organisation, and society (Iellatchitch et al., 2003). However, there is no universally accepted definition of the term "career" in the academic literature (Baruch et al., 2015). At the individual level, the notion of a professional career generally entails sequential employment-related experiences through time and across space (Arthur et al., 1989; Baruch & Bozionelos, 2011). Often, other relevant experiences, apart from work-related ones, both inside and outside of organisations, are added to the definition of career (Sullivan & Baruch, 2009). Savickas (2002) understands career as "the development of vocational behaviour over time" (p. 151). According to Young et al. (2002) the term career includes intentions, goals, plans, and actions that incorporate time and place. Consequently, career demands planning and management from both the individual him-/herself and the employing organisation (Arnold & Jackson, 1997; Baruch & Bozionelos, 2011). While careers used to be conceptualized as a rather predictable and often predefined progression of an individual's adult development, contemporary, 21st century-careers are characterised by their rather unpredictable nature and by multiple transitions and diverging roles (Arthur et al., 1999; Modestino et al., 2019).

From a psychological perspective, career describes the sequence of work experiences through time and across space as experienced by the individual (Arthur et al., 1989; Khapova & Arthur, 2011). The individual in this perspective is seen as "the decision maker in whom all of the personal and social forces are brought together" (Super, 1990: p. 203). On that basis two psychological views have been evolved and followed by career theorists over the course of the years (Khapova & Arthur, 2011): One arises out of vocational guidance theories and comprises the interest in how individual differences, such as personality factors, individual values, or vocational interests affect work outcomes. The second view stems from humanistic

theories, stating that individual needs (in accordance with Maslow) predict work outcomes. Apart from these two psychological views, a more contemporary one focuses on the protean career (Hall, 1976; 2002), addressing an individual's capability of adaptation and self-direction.

From a sociological perspective, career research is interested in how society and its institutions, such as educational institutions or organisations, are affecting careers (Khapova & Arthur, 2011). Taking the sociological perspective in this work aims at contributing to shed light on the reciprocal questions regarding how much each of individual agency and social structure influence one another.

Over the last decades the career research community has been growing as implicated by Schein (2007) or Baruch et al. (2015). Career studies became established within the field of organisation studies during the 1970s, while individuals' occupations and life courses have been studied for centuries (Gunz & Peiperl, 2007; Moore et al., 2007). In the 1990s and 2000s, the career management movement was influenced by changes in how organisational studies actually conceptualised organisations (Inkson et al., 2012). Scholars began to understand organisations as sets of interconnected networks (Clegg et al., 1996), in which the working individual became more agentic and self-directed. Moreover, change drivers like demographic developments, globalisation, or virtualisation have led to new forms of organisations and new forms of individual concepts of both professional and private life, which affects careers in turn (Iellatchitch et al., 2003). New models of organisation require new models of career (Inkson et al., 2012). At the same time, Iellatchitch et al. (2003) mourn that little theory development that accounts for these changes has been done. Furthermore, and as Clarke (2013) comments, much of the existing career literature is based on broad assumptions about the nature of organisational careers and, thus, has concealed the complexities and subtle nuances associated with this model.

Generally, it is argued that careers as a research field still lack a grand theory (Arthur et al., 1989; Gunz & Peiperl, 2007) and an accepted overarching model (Iellatchitch et al., 2003; Savickas, 2012). With the concept of career being not the property of a single theoretical view, the discipline is a complex one (Baruch et al., 2015). There are several different disciplinary perspectives, mainly social sciences ones, from which careers have been studied. Those disciplines comprise psychology, sociology, social psychology, anthropology, economics, political science, but also from a history or geography perspective (Arthur et al., 1989). Management, and especially human resources management, is also a

relevant field in which careers are studied, and the former disciplines contribute to provide analytical perspectives that advance its understanding in organisational settings. Gunz and Peiperl (2007) present a selective list of how certain of these disciplines have contributed to the careers field, which is illustrated in Table 2.1. Consequently, many subtopics have emerged within the field, often not linked to each other (Gunz & Peiperl, 2007). Baruch et al. (2015), therefore, in line with other scholars (e.g., Bird et al., 2002; Iellatchitch et al., 2003; Inkson et al., 2012), scrutinise the continuance of this discipline as a distinctive, reasonable academic field.

Table 2.1. Disciplines that have contributed to the careers field

Discipline	Interest of research/contribution
Psychology (social; developmental)	Intergenerational mobility, societal life-changes, structures and behaviour of business elites, patterns of work experience; life stages through which people pass
Sociology	Careers in different societies, new organisational forms and their impact on careers, social and demographic origins of managers
(Labour) Economies	Structures of inter- and intrafirm labour markets
Organisational demography	Factors influencing promotion rates and professional mobility
Educational and vocational psychology	Education, vocational education and training, and career counselling

Source: own elaboration based on Gunz and Peiperl (2007)

Arthur (2008), conversely, rates the study of careers from such diverse perspectives as an enrichment to the understanding of careers in general and of contemporary career phenomena in particular. In line with this, Khapova and Arthur (2011) suggest the maintenance of a cross-disciplinary inquiry and conversation, though in a way as interconnected as possible. These researchers, ergo, plead for the study of the links between careers, occupations, organisations, and industries, as in a dynamic, knowledge-shaped world it is not sensible to leave each of the social sciences to their own devices. And in fact, research has increasingly pursued interdisciplinary work over recent years (Jacobs & Frickel, 2009). Although Iellatchitch et al. (2003) in principle agree on multi- and interdisciplinary research in terms of a comprehensive view on careers, they point out that looking at careers from a unified perspective would allow discussing the multitude of aspects to careers in “a single theoretical language” (p. 731). Furthermore, an overarching theory would enable the integration of

career research into the general discussion about social and organisational theory. Thus, as an effort towards a more comprehensive theoretical framework for professional and managerial careers, these researchers propose the conceptualisation of career fields as social fields. In their Handbook of Career Studies, Gunz and Peiperl (2007) outline the main currents in the study of career and argue – as another avenue into the future of career research – for an integration of these. With “careers and the individual” being one of these currents, comprising occupational choice, personality and careers, and career in the knowledge economy among others, it is possible and adequate to contribute to the creation of greater interdependencies among the different research streams within the field.

Understanding the concept of career nowadays requires acknowledging the impact of several societal trends. Thus, the evolution of the career concept has been affected by its gender perspective and the homogeneity and linearity of its nature. Accordingly, the first approaches to the career concept had a clear gender-biased focus. The former paradigm of men being a family’s breadwinner (e.g., Jaehrling et al., 2015) while women held their role as housewives was initially prevalent. Thus, careers and their development were originally focused on male lives (Savickas, 2002). More recently, women tend to face fewer work opportunities than men, especially in some managerial positions, although this group make up an ever-increasing percentage of the global workforce (Johnson & Mortimer, 2002; Trask, 2013). Mandel and Semyonov (2006) claim that the enormous entrance of women into the labour force of well-developed welfare states has not been accompanied by their equivalent entrance into influential, highly remunerated, and desirable positions. This applies also to tourism businesses as recently postulated by Carvalho et al. (2018). Moreover, those researchers point to the gender pay and job quality gaps in the tourism industry, which have been reported by multiple studies. In addition, women’s emancipation during the last decades has resulted in a substantially growing number of policies that aim at the improvement of women’s position and participation in societies (Besamusca et al., 2015), which reflects a positive development of this shift in the career landscape. Undoubtedly, this discussion illustrates that career is a gendered construct with gender being interwoven into the structure, functions, and social meaning of career (Carvalho et al., 2014; Young et al., 2002).

Apart from changing gender-traditional role models, the nature of the career concept has evolved to show more internal diversity and fewer linearity. The “traditional” career path has begun to transition, wherefore the conception of what a career involves needs to become broader (Arnold & Jackson, 1997). Careers no longer follow the idea of long-term job

security and steady career progress within one or two organisations in exchange for devoted, hard work and loyalty, but are generally marked by multiple changes in an individual's work role, employer, or even occupation (De Vos & Van der Heijden, 2017; Sullivan, 1999). Today, employees exchange performance for continuous and individualized learning and development (Sullivan, 1999) while planning and managing their careers with greater independence and individuality (Gasteiger et al., 2008). Career environments are shifting towards employee-centric concepts. Nevertheless, and as Li et al. (2022) contend, the organisational, i.e., employer-centric, career has not completely vanished. Many employees still follow traditional career paths entailing a hierarchical, step-by-step progression within a firm. Therefore, these researchers plead for establishing a blended career environment with both employer- and employee-centric elements in order to achieve the most beneficial outcomes for both parties. Hall et al. (2018), in contrast, defend the view that nowadays (only) the working individual is in charge of his/her career, and not an organisation or other people.

This discussion demonstrates that the question of how careers unfold remains paramount for academics and practitioners. Shartle (1959) indicated that an individual's career involves different stages, in particular preparation, entry and participation, and withdrawal from one's occupation eventually. The contemporary literature still agrees on the suggestion that foundation/preparation and career entry plus advancement are applicable to all individuals, while the following stages like maintenance or disengagement are very divergent (e.g., Baruch & Bozionelos, 2011). The initial phase of any adolescent person's career starts with the formation of a vocation and a respective vocational self-concept (Savickas, 2002). According to Cochran (1990) vocation comprises intrinsic motivation, purpose, and meaningfulness. External aspects like family background or education and internal aspects like personality traits or abilities are supposed to affect the evolution of an individual's career pattern. During the entry and early participation phase, vocation and commitment to one's vocation are usually high. During the first years of employment, however, vocational commitment frequently begins to decline as research has shown (Allen & Meyer, 1993). While employees within the traditional career concept might often have remained with their employer or at least their occupation despite their decreasing vocation or "calling", the contemporary career concept might entail employer, job, or career transitions more frequently, with today's professionals being much more self-directed and flexible (Hall, 2002). The following advancement stage, thus, is usually characterised by gaining experience

and new knowledge, whether or not in the industry in which the individual initially started to work. As new competencies in an ever-changing economy, environment, and society are constantly needed (Laal & Salamati, 2012; Lent et al., 2002), this career stage in fact marks the beginning of a continuous, lifelong learning process. The following career stages build, at least partially, on the previous ones (Baruch & Bozionelos, 2011). The transitions through the stages, however, are often not smooth or hassle-free (Smart & Peterson, 1997) and can be challenging. Beyond that, challenges can occur at any point of time within a certain career stage.

Typical challenges in a career context might be external crises, such as major economic downturns, pandemics, or severe political conflicts. Apart from external crises, technological progress could provoke that certain jobs become superfluous and consequently disappear. Moreover, career-related challenges may occur by means of individual career setbacks or negative career shocks, e.g., caused by strokes of fate, health issues like illness or injury, or a lack of formal qualifications in order to proceed in one's professional career (e.g., Akkermans et al., 2018). Eventually, family planning and new responsibilities in the course of parenthood may evoke challenges with regard to individuals' careers. Especially female careers are still considerably affected by planning and having a family (e.g., Costa et al., 2012), and often women feel the need to choose between a career and a family (e.g., Ussher et al., 2016). However, an increasing number of countries provide childcare from an early stage on, and a growing number of employers incorporate family-friendly job concepts, so that professionals can remain and even advance in their professions while being parents.

With regard to professional careers and employment in the tourism and hospitality industries, some additional particularities need to be considered in terms of nature and characteristics. Ever since, with employees actively seeking job change (Baum, 2008), careers in the tourism and hospitality industries seem to have attracted "ultraflexible" individuals (Hjalager & Anderson, 2001). This is partly caused by the nature of tourism and hospitality businesses that are strongly dependent on the daily demand, which often results in the necessity for employees to work whenever the employer needs them (Costa et al., 2017). Moreover, personal flexibility and mobility have often been required when it comes to promotions (Carvalho et al., 2018) and were traditionally seen as a positive feature in the sector (Mooney and Ryan, 2009). During the last decades, high mobility and flexibility have continued to be considered as normal and even necessary within the sector (Cassel et al., 2018). For employers, this often entails high costs, as more frequently new staff needs to be

trained, and when those skilled and trained workers leave the organisation shortly thereafter, the costs for training and upskilling turn into sunk ones for the respective organisation. What is more, regarding tourism and hospitality employers Carvalho et al. (2018) remark that human resources strategies in recruitment, promotion, and career development tend to be poorly developed.

The lack of advanced human resource strategies in the industry can contribute to reinforcing the frequently rather negative attitude towards a career in the tourism or hospitality sector. While careers in the industry are seen as glamorous and exciting by some, many students and employees perceive tourism employment as rather negative (Airey & Frontistis, 1997; Reichenberger & Raymond, 2021; Richardson, 2009). The reasons for this perception are manifold and include the nature of work, social status, industry-person fit, physical working conditions, payment and benefits, promotion opportunities, relationships with co-workers and managers, and commitment to the industry (Richardson, 2010). Tourism and hospitality employments generally tend to provide low payment, low status, and low-skilled and often routine jobs with little development opportunities (Kokko & Guerrier, 1994; Gentry, 2007; Richardson, 2009; Riley et al. 2002). At the same time, recognition of academic degrees is often low (Petrova & Mason, 2004). This might especially apply to countries where vocational training in terms of preparing young adults for their professional life prevails, such as Germany, Austria, or Switzerland (Kirchknopf, 2020). With a limited understanding of what tourism degrees involve (Carvalho et al., 2018), a field of tension in the spectrum of unfavourable industry perceptions due to low skill employments and the delay of exhaustive academisation as a result of insufficient understanding develops. However, Baum (2015) supposes that henceforth potential entrants to the industry at large may be rather better qualified than in the past.

Another industry-specific career particularity is the fact that tourism jobs in certain settings cannot provide workers with a regular income the entire year (Carvalho et al., 2018), as is the case in skiing and some sun and sea regions, or on cruise ships. This seasonality deeply affects careers in some destinations and even tourism products, and it contributes to the search for alternative paths in careers mentioned above. Beyond that, high levels of part-time, casual, student, and female workers can be found in the sector (Richardson, 2009). Moreover, unsociable and long working hours are a common phenomenon of employment (O'Leary & Deegan, 2005) and all these aspects contribute to the rather poor image of the tourism and hospitality industries as employers.

However, where tourism, accommodation, food, and beverage are a major source of employment, perceptions are often better (Airey & Frontistis, 1997). Apart from this, aspects such as easy access, task variety, glamour, meeting people, and opportunities to travel have been identified as positive (Reichenberger & Raymond, 2021; Riley et al., 2002). Riley et al. (2002) remark that the image of career and employment differs among the wide range of occupations within the sector and thus cannot be evaluated one-sidedly. Moreover, these researchers ask for exercising caution when criticising the industry for low remuneration as there is a range of well-paid occupations and positions, and as basic pay is often supplemented by monetary and non-monetary benefits, such as team events or staff rates for accommodation or food and beverage. In the context of non-monetary benefits, employees' increasing aspirations for greater balance between work and personal life (Haar et al., 2014) marks a further aspect that needs to be taken into account when dealing with careers in the sector. Although the lines between professional and private life in a "people business" such as tourism or hospitality traditionally have been blurred, with employees spending their free time at places where they use to work (Riley et al., 2002), the wish for a proper balance cannot be neglected.

However, in this context a certain gender bias in some jobs in the sector, especially in the hospitality industry, is still prevalent (Chen et al., 2021). This bias entails the notion that e.g., chefs are often male while housekeeping executives, for instance, are mainly women. Head chefs have been commonly known for working overtime (Murray-Gibbons & Gibbons, 2007) and thus maybe not attaching the same importance to a balanced private and work life. Female professionals or executive, conversely, are stereotypically supposed to attach greater value to family life and hence to a better work-life balance. Such a stereotype-based approach, however, cannot depict the changing distribution of roles in many Western societies. Moreover, the relatively low proportion of female top managers in the tourism and hospitality industries (e.g., Clevenger & Singh, 2013; Crimes & Smith, 2007) further exemplifies the prevalence of stereotyped career conceptions in the sector. This in turn does not contribute to an improvement of the industries' image as employing sectors.

Another industry-specific career particularity is the fact that tourism and hospitality in many destinations are strongly affected by migration, and the economic and social consequences and effects of this phenomenon are topics of interest for many stakeholders (García-Almeida & Hormiga Pérez, 2017). Hence, general migration has been observed to be a global phenomenon relating to career studies (Al Ariss et al., 2014). With immigrants'

wages being often lower than the ones of natives, especially in the case of illegal immigrants, their presence can contribute to reducing the labour costs of employers (Chassamboulli & Peri, 2015). However, immigration can be a controversial economic and societal topic, especially when unskilled immigrants are considered (García-Almeida & Hormiga Pérez, 2017), and, therefore, cannot be neglected in a career-related context. In some cases, the recruitment of immigrants can even cause rivalries among natives and immigrants.

In general, the issues associated with recruitment and retention of quality staff in the tourism and hospitality industries are considered to be complex (Richardson, 2009). Hence, there are many challenges to address. Richardson (2010) posits that unless the industry can offer higher payment and improve career perspectives, especially for graduated professionals, the sector will continue to lose well trained employees. In fact, several studies report that many tourism and hospitality management graduates or apprentices leave the industry or never enter it upon graduation or vocational training (e.g., Jenkins, 2001; O'Leary & Deegan, 2005; Wolbers, 2003). Often, a person's initial internal motivators, such as personal passion or "calling" for the field, are followed by disenchantment during the initial jobs in the sector (Reichenberger & Raymond, 2021). High turnover rates and even changes of occupation can be the consequences of this disappointment (Mooney & Ryan, 2009; Richardson, 2009). While career changes within a sector may be positive for both the individual and the industry as a whole if they result in more motivated employees and managers, those career changes that entail leaving the sector can dramatically increase its human resource challenges.

Taking into consideration the emergence of new business models and the raise of new technologies within the tourism and hospitality sector, the aforementioned complexity in terms of staff recruitment and retention further intensifies. Apart from job opportunities and needs, the entry to the sector is often determined by the individuals' level of desire or preference towards the industry. Thus, the vocational aspect is relevant. Vocational commitment as a psychological relationship based on emotional and cognitive adaptation of the individual to the profession (Lee et al., 2000) is supposed to emerge and develop in a much more dynamic way in the contemporary career environment. In times of challenging staffing issues in the tourism and hospitality industries, it is crucial to pay close attention to factors that may increase professionals' vocational commitment (Schwaiger & Zehrer, 2022), as an individual's commitment affects his/her decision on whether to stay in his/her profession (Keller, 1997).

The changing work environment furthermore affects the way professionals, who are required to continually adapt in response to events in their immediate environment (Clarke, 2013), plan, develop, and manage their careers. To that end, contemporary career orientations such as the protean or boundaryless ones gain in relevance, although it is argued that the “traditional”, organisational career has not completely vanished (e.g., Clarke, 2013; Lips-Wiersma & Hall, 2007), wherefore a blended understanding of career development and management is recommended by several scholars (e.g., Li et al., 2022). From a career theory perspective and in line with the latter recommendation, Clarke (2013) indicates that over time the organisational career has evolved into a new hybrid form that interlinks aspects of the “old bureaucratic” and “new”, individually managed careers. The circumstance that individuals are becoming more protean and career systems are becoming more permeable and less structured, therefore, seems to be irreversible (Baruch et al., 2015).

New jobs have been evolving and novel aspects of existing jobs have come along, so that employees continuously need new knowledge to face these new labour aspects (Hsu, 2018). In this context, the concept of lifelong learning gains in significance. It links education to daily life and aims at the empowerment of individuals to become motivated and proactive learners who strive for personal improvement and development (Stead et al., 2010). Employers, thus, are required to provide appropriate learning and development environments for their workforce, considering individual skills gaps, training needs, and learning preferences. Training, as a human resources function, is argued to be a potential retention strategy (Deery, 2008). In a study by Chiang et al. (2005) the quality of organisational training was found to be positively related to training satisfaction, job satisfaction, and, ultimately, to an employee’s intention to stay.

Overall, with work in tourism continuing to change, tourism and hospitality businesses have an urgent need for organisational agility and flexibility (Baum, 2015) combined with forward-thinking human resources strategies. Studying careers in-depth, therefore, helps generating new knowledge about the evolution of individuals’ human resource patterns, trends, and challenges.

2.2. Vocational commitment in the tourism and hospitality industries

Changes in jobs as well as in careers have become an accepted and necessary part of modern career trajectories (Hall & Moss, 1998). Career change, though, aggravates human resource shortages in various industries, including the tourism and hospitality ones

(Schwaiger & Zehrer, 2022). Therefore, analysing and understanding the relationship between vocational commitment and career change has become crucial for organisations and individuals (Kondratuk et al., 2004). With commitment representing a central concept in psychology (Morrow, 1993), investigating commitment in the workplace is crucial for the comprehension of the psychology of human behaviour (Cooper-Hakim & Viswesvaran, 2005). Vocational commitment, hence, represents a core concept for understanding an individual's career development and related behaviours, attitudes, and choices (Blau, 1988; Cooper-Hakim & Viswesvaran, 2005; Mowday et al., 1979). In times of challenging staffing issues in the tourism and hospitality sector, it is essential to attach importance to the factors that may increase an employee's commitment (Schwaiger & Zehrer, 2022). Commitment in general may be defined as "a force that binds an individual to a target (social or non-social) and to a course of action of relevance to that target" (Meyer et al., 2006: p. 666); vocational commitment, in turn, describes the psychological link between a person and his or her occupation (Lee et al., 2000). Cooper-Hakim and Viswesvaran (2005) claim that it would no longer be feasible to consider one's job in isolation of one's occupation, not least because of the circumstance that an employee's commitment influences their decision on whether to continue in their occupation (Keller, 1997). Freund and Cameli (2003) state that organisations need to foster feelings of commitment to their work world and occupation in their employees.

In this work, the term vocational commitment has been chosen rather than occupational commitment in order to attain consistence with the topic of vocational education and training examined in this thesis (Chapter III), as commitment not only refers to working individuals but also to students or individuals in their educational training. Vocational commitment and an individual's work and life-related progress are interrelated (Spurk et al., 2019). Thus, an adolescent's initial choice of vocation, and their enrolment in the respective kind of education and training, affects vocational commitment for the first time (Weng & McElroy, 2012). Despite the proposition that (advancing) age is positively correlated with vocational commitment due to accumulating investments during a career in an occupation (De Vos et al., 2017; Irving et al., 1997; Spurk et al., 2019), commitment tends to be high at the beginning of one's career as well. This initial commitment may act as the basis for subsequent levels of commitment (Mowday et al., 1982). However, commitment was found to decline in the very first year of employment due to unrealistic expectations of the working world during the educational phase among other factors (Allen & Meyer, 1993). In a tourism and hospitality context, this is underlined by Kuslivan and Kuslivan's (2000) comment that

educational institutions fail to transmit a realistic picture of the sectors' work conditions and career perspectives. Nonetheless, education affects vocation (Mottaz, 1986; Yang & Dong, 2013), although findings on how these variables correlate are mixed (Irving et al., 1997). Irving et al. (1997) instance that when individuals undergo extensive training and/or education in order to acquire a specific set of skills, they might feel more committed to the respective occupation than when that occupation required less training or education. From a more specific angle, the knowledge-based view provides a sound perspective to analyse vocational commitment in its earliest stage, i.e., during the educational phase, as the modes and intensity of knowledge transfer in the education of young professionals can influence their decision to stay in the sector they initially chose (Bontis, 2001; Wringer, 2009).

In the course of a person's working life, vocational commitment continues to play an important role, not least with regard to the ongoing, considerable changes of the working environment. Aging workforces, continuous labour market regulations or deregulations, the fast evolution of information technologies, and other aspects require high degrees of occupational mobility, flexibility, and adaptability through continuous, lifelong learning (Hall, 2002; Ng & Feldman, 2007; Zacher, 2015). In this context, vocational commitment plays a crucial role (Spurk et al. 2019). In their integrative review, Spurk et al. (2019) take a lifespan perspective on the road towards dynamic career developmental thinking. This perspective could also help addressing the fact that vocational commitment might currently not be very stable due to nowadays' volatile working and career environment, with impactful life and career events occurring more frequently than during the past decades (Akkermans et al., 2018).

Despite this contemporary volatility, vocational commitment can act as a guiding mechanism for meaningful, identity-building career and life planning (Meyer et al., 2008). It has been positively associated with skill development and job performance (Carson & Bedeian, 1994). Moreover, physical and psychological well-being have been found to be important consequences of vocational commitment on the individual level (Meyer et al., 2008). Apart from these aspects, maintaining one's commitment towards the vocation originally chosen prevents the risk of frustration, wasted periods of time, and sunk costs with regard to the financial efforts made for sectorial education and training (Rowley & Purcell, 2001). Also from an organisational perspective, employing individuals with a strong vocation (or calling, as it is also mentioned in some settings) is beneficial, with vocational commitment being strongly and positively correlated to affective commitment towards an

organisation (Meyer et al., 2002). Accordingly, vocational commitment can serve as a central factor in terms of employee motivation, performance and, eventually, a basis of long-term competitive advantage (Akgunduz & Eser, 2022). Moreover, vocational commitment was found to have positive effects on employee retention and organisational citizenship behaviour (Meyer et al., 1993). Fostering vocational commitment as an employer, therefore, is claimed to have positive organisational outcomes, such as higher performance, lower rates of absenteeism, and lower employee turnover (Mathieu & Zajac, 1990; Meyer et al., 2002). Understanding the antecedents of vocational commitment, hence, becomes a crucial task for any employer in the sector.

In a company-related setting, occupational events and roles, but also some other life events and life roles can act as antecedents and determinants of vocational commitment (Spurk et al., 2019). Occupational (e.g., promotion, resignation) and other life events (e.g., marriage, death of a loved one) are supposed to affect a person's cognitive and affective processing of internal and external states. Certain work-related or life incidents may also change the constellation and experience of the roles held by an individual, and even their social networks. Beyond occupational events, particular states or factors, such as organisational culture or climate, may influence vocational commitment (Klein et al., 2012). Moreover, vocational roles and other life roles seem to be linked to vocational commitment. However, how the experience of multiple roles (e.g., citizen, homemaker, parent) jointly affects vocational commitment is yet to be discovered (Spurk et al., 2019).

Non-organisational antecedents or determinants of vocational commitment include personal characteristics, such as age, gender, education level, personality, duration of employment, or perceived personal competence; social influences, such as social exchanges, group interactions, perceived organisational support, or supervisor supportiveness; situational characteristics, such as mentorship; and societal factors, such as cultural and economic aspects (Colarelli & Bishop, 1990; Klein et al., 2012; Mathieu & Zajac, 1990). The influence of education on vocational commitment is also referred to as occupational socialisation (Colarelli & Bishop, 1990). Although the fundamental function of education is the transfer and construction of knowledge and skills, it also plays a central role in transmitting values and shaping vocational identities. Apart from education, an individual's home environment and parental role models contribute to occupational socialisation. Education though – and in particular post-secondary and tertiary education – is the principal mechanism (Becker et al., 1961).

2.3. Protean career in the tourism and hospitality industries

Since the last quarter of the 20th century, fundamental changes with regard to the way how work, employment relations, and career paths are organised have been observed (Chudzikowski, 2012). Globalisation, demographic developments, virtualisation, and many further aspects of a new economic age have led to new forms of organisations (Ruigrok et al., 1999). Arthur and Rousseau (2001) proclaim that in the era of the new economy, which is characterised by interdependent working activities in a national and global setting, careers matter even more than previously. The new economy entails the coexistence of opportunity, flexibility, insecurity, and uncertainty (Arthur & Rousseau, 2001), not leaving careers untouched. With the advent of the new economic era, new career concepts and models that are taking into account the altered circumstances have begun to develop (Baruch & Rousseau, 2019).

A main tenet of the “new career” is the fact that an individual’s work life is no longer tied to a single organisation (Cooper-Hakim & Viswesvaran, 2005; Rousseau, 1998). Instead, occupational mobility and career changes have become common phenomena (Rousseau, 1998; Savickas, 2012). Moreover, with a person’s life course becoming more and more individualised (Beck & Beck-Gernsheim, 2002) and with organisations increasingly pursuing rather short-term relationships with their employees (Chudzikowski, 2012; Greenhaus et al., 2008), the responsibility, and with it the risk, for careers has begun to shift from organisations to individuals (Baruch & Rousseau, 2019; Briscoe et al., 2006; Hall, 2002). Additionally, the digital revolution of the 21st century has brought a new social arrangement of work (Savickas, 2012). This social reorganisation of labour has produced new forms of the psychological contract between organisations and their employees (Rousseau, 1995): professionals need to be lifelong learners, capable of work, committing themselves to a company for a certain period of time, showing professional character in carrying out emotional labour while at the same time being capable of adapting to changes quickly (Savickas, 2012). This new kind of contract led to the conceptualisation of several new career concepts such as the protean, boundaryless, kaleidoscopic, or portfolio career (Arthur & Rousseau, 2001; Hall, 1996; Handy, 1998; Mainiero & Sullivan, 2005). As to the traditional, employer-centric career, Hall (1996) proclaimed that “the organizational career is dead” (p. 8).

However, although some managerial trends towards organisational streamlining and outsourcing activities have led to the provision of fewer opportunities for a continuous hierarchical career advancement within an organisation (Greenhaus et al., 2008), an employer-centric system still exists alongside an employee-centric one (Baruch et al., 2015; Clarke, 2013). Hence, a dichotomy between “old” and “new” careers may be too simplistic as stated for example by Arnold and Cohen (2008). Li et al. (2022), therefore, propose a blend of the two conceptualisations, which they refer to as the “employer-blended-employee career continuum” (p. 302). What seems to be undisputed in the preceding discussion, though, is the fact that novel career forms are unfolding in the context of the new economic realities (Greenhaus et al., 2008; Meyer et al., 2008; Sargent & Domberger, 2007).

In total, more than a dozen “new” or “contemporary” career concepts have been presented in the career literature over the last two decades. However, only the protean and the boundaryless career have become widely acknowledged (Gubler et al., 2014). Boundaryless careers are characterised by frequent interorganisational mobility, while the protean career orientation entails self-direction, flexibility, adaptability, diversity, and initiation by the individual to achieve psychological (career) success (Greenhaus et al., 2008). Hence, the protean career is concerned with a person’s capacity for adaptation through exhibiting autonomy, self-direction, and self-invention (Khapova et al., 2007). Hall (1976; 2004), who has coined the protean career concept, summarises protean career as being managed proactively by the person according to his/her own values. The ultimate goal of protean oriented individuals is psychological rather than material success (Hall, 2004). As a consequence, the relationship between organisation and employee in a protean context is task-focused, with the employee being in charge of continuously developing new competences to fulfil the task in an ever changing economic and competitive environment, thereby experiencing subjective (i.e., psychologically perceived) success. In that line, this “new” career will increasingly be an ongoing learning process, in which the individual is required to learn how to develop both adaptability and self-knowledge (Hall, 1996; Hall & Moss, 1998).

In this context, the question arises whether a protean orientation towards one’s career is shaped by career experience or whether it is an individual trait. Hall (2004) assumes a combination of contextual and individual factors. In their empirical study, Sargent and Domberger (2007) found that observational and experiential learning at a work, family, and social level shapes a person’s career orientation, which is affirmed by Rodrigues et al. (2019).

However, they – as well as recently some other scholars (e.g., Cortellazzo et al., 2020; Rodrigues et al., 2019) – call for greater examination of the dispositional factors, such as personality, which unleash a protean career orientation in order to further address the trait or state debate (Hall, 2004).

In the literature there is a consensus that after more than four decades when the protean career concept was first presented, the core of it has remained unchanged (Gubler et al., 2014). Solely a conceptual refinement in terms of depicting the protean model along two dimensions – named “self-directed” and “values-driven” – was made at the beginning of the 2000s by Briscoe and Hall (2006). In that sense, the protean career concept reflects an individual’s extent of self-directedness in personal career development and value orientation in career choices (Lin, 2015). Gubler et al. (2014) criticise that the two dimensions have scarcely been examined empirically, while acknowledging that there are plausible conceptual arguments for their relevance. Therefore, these researchers call for further empirical validation. In addition to the two aforementioned dimensions of a protean career, adaptability and flexibility have been associated with this career orientation (Hall, 1996; Meyer et al., 2008), with adaptability in terms of performance and learning demands actually being incorporated by Briscoe and Hall into the conception of “self-directed” (Meyer et al., 2008). In their integrative review, Hall et al. (2018) note that being self-directed and values driven, however, is not simply given and is exceptionally difficult in today’s volatile work environment. At the same time, they understand the elements of a protean career orientation as basic elements of human needs for growth and meaning.

Although it is argued that these elements are distinctive of a protean career orientation, in some studies it was found to be mixed up with related concepts, particularly the boundaryless orientation (Hall et al., 2018). Greenhaus et al. (2008) claim that, in fact, the protean and boundaryless career concepts overlap considerably. Nevertheless, they theoretically diverge insofar, as the protean career concept focuses on an individual’s motives to follow a certain career path, whereas the boundaryless career concept particularly refers to different forms of mobility (Gubler et al., 2014). Overall, contemporary careers can be observed in multifarious contexts, such as within, between, and outside organisations, with blurring boundaries between stable and unstable employment (Baruch & Rousseau, 2019). Against this background, various other concepts, or sometimes just labels, have evolved in career research over the last two decades. Examples are nomad, spiral, kaleidoscopic, customised, or post-corporate careers (Chudzikowski, 2012; Clarke, 2013; Savickas, 2012),

all considering the radical social, economic, and political changes in today's world. However, despite the remarkable number of constructs that can be found in the literature, only a few, and in particular the protean and the boundaryless one, have proven to be solid and lasting (Baruch et al., 2015; Gubler et al., 2014).

Also in a tourism and hospitality context, contemporary career concepts such as the protean one have begun to increasingly attract attention (Mooney, 2014). Research has shown that the characteristics associated with a protean career orientation result in making professionals with this attitude highly attractive to potential employers and, from the individual's perspective, more proactive in searching for job opportunities in uncertain labour market conditions (Cortellazzo et al., 2020). With the tourism and hospitality industries traditionally being exposed to volatile and often uncertain conditions, due for instance to seasonal business, dependence on economic climate, or geopolitical events, adaptability and flexibility of the sectors' workforce have been imperative competencies ever since (Mooney et al., 2016). Moreover, as claimed by Hjalager and Andersen (2001), the younger generation has begun to become increasingly critical about the compulsory, predetermined elements of well-established (traditional) career tracks, wherefore understanding the modes of action of more contemporary career concepts like the protean one in a tourism and hospitality context becomes a crucial task in the context of career research.

2.4. Lifelong learning in the tourism and hospitality industries

Given the economy's emergent reliance on knowledge-intensive vocational and intellectual capabilities, nowadays' workers must be lifelong learners who show professional character in performing emotional labour and adapting quickly to changes (Powell & Snellman, 2004; Savickas, 2012; Schemmann, 2007). New jobs and novel aspects of existing jobs requires professionals to continuously acquire new knowledge to face these new labour aspects (Zaitseva et al., 2022). The high pace of technological and scientific advancement also requires organisations to constantly adjust to this advancement in order to sustain their competitive advantages (Khapova et al., 2007). Knowledge, in this context, is a central resource (Barney, 1991). Creating and managing knowledge resources, thus, forms one of the key capabilities of successful firms (Grant, 1996). With organisations being engaged in a continuous process of managing knowledge, adaptation, and progress, Hall (1996) notes that it would be too time-consuming and costly for employees to wait to be told by an organisation what to learn or to wait until a new training programme is created. Instead, and

in line with a contemporary career orientation characterised by self-direction, flexibility, and value orientation, professionals in the modern working environment are independent, proactive learners (Hall, 2004). Individuals who self-direct their careers are expected to focus on continuous learning, increasing their perceived employability (Lin, 2015). Being learning-focused, in turn, prevents them from being threatened by failure in pursuing their individual goals (Cortellazzo et al., 2020) and, eventually, subjective career success.

Also from a political perspective, there is global consensus on the importance of lifelong learning, having it made a dominant theme of education and training policies across the advanced industrial nations (Field, 2000; Field, 2010). For the European Union, education and training are crucial for its citizens, as they live in a complex social and political world (Green et al., 2006). Accordingly, lifelong learning and its contribution to the prosperity and well-being of people have been a major concern of the countries of the European Union since the 1980s (Colardyn & Bjornavold, 2004; European Communities, 2005). The beginnings of the concept go back to the 1970's, when UNESCO and OECD first addressed the topic of lifelong education (Field, 2010). The European Commission's declaration of the year 1996 being the European Year of Lifelong Learning eventually leveraged the concept and its diffusion across many institutions. Promoting lifelong learning is seen to be relevant in terms of social cohesion, demographic change, active citizenship, migrant assimilation, and public health. The central rationale of lifelong learning, however, remains the goal of economic competitiveness (Field, 2010; Green et al., 2006). Governmental policies to foster lifelong learning have shown renewed momentum with the political emergence and formal generalisation of micro-credentials across developed countries. Thus, leaders in education have begun to address the challenges derived from the need for personalisation and very specialised environments and to experiment with the creation of and investment in accessible and relevant professional development via micro-credentials (Hunt et al., 2020). For Lemoine and Richardson (2015), credentialing in the form of digital badges, nano degrees, and micro-credentialing is a new concept in higher education resulting from the collision between new technologies and traditional education paradigms.

Despite its high relevance in policy, the most important actors in lifelong learning are usually non-governmental, particularly organisations and individuals, but also trade unions or families (Field, 2010). Hence, organisations remain to be responsible for providing continuous learning opportunities and the resources needed by their employees to manage their own careers, even though self-direction and responsibility on part of the employee have

become central elements in a modern career context (Hall 2002; Park & Rothwell, 2009). The provision of learning opportunities depends on the type of learning activity within the scope of lifelong learning.

Gubler et al. (2014) underline the importance of continuous learning throughout the individual's (working) life in order to be capable of keeping pace with the constant changes in the working and career environment. Generally, lifelong learning describes "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective" (European Commission, 2001: p. 9). This EU definition is a widened version of lifelong learning, since the previous version had not taken into account any aspects not directly related to employment (European Communities, 2005). In fact, there are many definitions of the term, only differing in nuances though (Field, 2010). Learning activities, in turn, comprise "any activities of an individual organised with the intention to improve his/her knowledge, skills and competence" (European Communities, 2005: p. 20). Learning activities can be formal, non-formal, informal, or random/incidental in nature (European Communities, 2005; Alonderienė & Navickienė, 2009; Laal & Salamati, 2012). In contrast to random learning, formal, non-formal, and in some cases informal learning is intentional. The intention to learn depicts the centrality of the learner in the learning process. The so-called structure of learning refers to the context in which learning takes place (Colardyn & Bjornavold, 2004), for example in a family context or an organisational setting. A great challenge with regard to learning structure lays in going beyond formal educational paths and integrating alternative ways to construct knowledge instead (Svetlik, 2009). In this context, an individual's intention, willingness, and intrinsic motivation to learn take centre stage.

The intention or desire to learn is embedded in the concept of learning orientation. Learning orientation can be defined as an individual's predisposition to seek knowledge (Jha & Bhattacharyya, 2013) and can be high or low (DeRue & Wellman, 2009). Beyond that, learning orientation can be seen as the concern for, and dedication to, developing one's competence (Gong et al., 2009). Research indicates that individual learning orientation increases knowledge, competence, commitment, and motivation. Moreover, in their empirical studies, Sujana et al. (1994) and Hess (2014) found that individuals with learning orientation often seek challenges that provide opportunities to master any given task. A person's learning orientation, thus, can be a relevant proxy for their engagement in lifelong learning activities.

Lifelong learning in a tourism and hospitality context is considered to be an important factor reflecting training and professional development of an organisation's workforce on the one hand and the competitive power of the tourism or hospitality product, both directly and indirectly, on the other hand. Flexible, imaginative employees with contemporary knowledge enable the development of new technologies or innovative services, aiming to increase the competitiveness of a tourism or hospitality product or company (Bahçelerli, 2018). However, due to its multidisciplinary nature, the body of knowledge in tourism and hospitality can be vast, entailing a wide range of possible knowledge and skills (Tribe, 2000). According to Cuffy et al. (2012), the challenges for lifelong learning in tourism comprise the provision of open access to learning among other factors, leading to continuous learning, which, in turn, contributes to the advancement of the learner and the learned about (tourism) and, ultimately, the development of an informed society with vocational and critical skills. Training and knowledge transfer activities in an organisational setting, therefore, need to be open in nature, while at the same time being tailored to the respective organisation, its stakeholders, and resources. In this context, the provision of an appropriate infrastructure and knowledgeable trainers and relevant training curriculums is critical. At the very beginning, though, the providers of learning environments and activities, such as organisations, need to be aware of the fact that lifelong learning is not accepted in the same way by all employees in the tourism and hospitality industry (Marhuenda et al., 2004). Any organisation in this sector, therefore, is forced to find out about its workforce' willingness and desire to learn and, subsequently, needs to find ways how to enhance employee learning orientation in an organisational setting.

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9. CHAPTER III

CAREER CHANGE OF YOUNG TALENT AND THE INFLUENCE OF KNOWLEDGE TRANSFER ON VOCATIONAL COMMITMENT: A STUDY OF HOSPITALITY APPRENTICES IN BAVARIA (GERMANY)

CAREER CHANGE OF YOUNG TALENT AND THE INFLUENCE OF KNOWLEDGE TRANSFER ON VOCATIONAL COMMITMENT: A STUDY OF APPRENTICES IN BAVARIA (GERMANY)

Abstract

Career change of young talent aggravates human resource shortages in various industries and the analysis of vocational commitment during the educational phase becomes paramount. Knowledge transfer modes and dynamics in the education of young professionals can influence their vocation or “calling” in the sector they are specialising for. With the background of the knowledge-based view, the goal of this study is to identify knowledge transfer-related aspects of education that exert a relevant influence on apprentices’ vocational commitment. The findings of the study of 331 hospitality apprentices in Bavaria, Germany, reveal that both academic sources and firm sources in the apprenticeship-based, also called dual, educational system affect the vocational commitment of apprentices. Specifically, the satisfaction with the training in the educational centre, the existence of organisational mentorship, and a personalised training system in the firm significantly affect vocational commitment after the educational stage. Consequently, educators along with mentors and managers in the partner firms can help enhance their students’ vocational commitment and potentially decrease their likelihood of leaving a sector.

Keywords

Career change; vocational commitment; knowledge transfer; young talent; apprenticeship

3.1. Introduction

As labour shortages in a range of professions create increasing career instability, understanding the relationship between vocational commitment and career change has become crucial for both organisations and employees (Kondratuk et al., 2004). Changes in jobs as well as in careers have become an accepted and necessary part of modern career trajectories (e.g., Hall & Moss, 1998), and Carless and Arnup (2011) find that younger individuals are more likely to change occupations than older ones. As skilled and gifted employees leaving an industry create a deficit of talent as well as a threat to a sustainable employment in the industry (Chang & Busser, 2020), the study of the dynamic evolution of their vocation becomes relevant.

Before entering professional life, many students opt for vocational training and education (Colley et al., 2003) since it is expected to smoothen school-to-work transitions by transmitting technical skills and knowledge to foster behavioural competence for the later employment. However, dropouts in upper secondary education have been an alarming phenomenon in Europe and other parts of the Western world (Bruin & Ohna, 2013). In addition, many graduates and school leavers change their career (e.g., Wolbers, 2003) and they do not even seek a job in the industry they have been specialising for.

In this line, apprentices' career changes after having completed their apprenticeship programme are often caused by a reduction or lack of vocation or 'calling' to start a career in the sector they originally wanted to work in. Basler and Kriesi (2019) defend the role of the educational context on the formation of occupational vocation. On the other hand, practical work experience (e.g., within the scope of internships) might leave a negative impression to further pursue a career in the respective industry. Combining both ideas, the dynamics and educational processes of training programmes in vocational schooling have an impact on young talent's vocational commitment.

Prior research on vocational commitment in an educational context has been rather devoted to analysing commitment to a particular academic institution (e.g., DeShields et al., 2005), to students' commitment to career choices and career expectations during their undergraduate degrees (e.g., Chuang et al., 2007) or to self-commitment in the course of internships (e.g., Chen & Shen, 2012). Apart from some studies on vocational identity of apprentices (e.g., Chan, 2019; Kirchknopf, 2020), the specific role of commitment in the apprenticeship-based education has scarcely been addressed. Due to the worldwide trend to extend workplace learning also in higher education, the study of commitment in vocational training is supposed to provide valuable hints for a future-oriented organisation of both educational pathways. What is more, no developed line of research about career changes by students has been found. McGinley et al. (2014) highlight that the lack of a thorough understanding of career change demonstrates the need for studies to identify why individuals are choosing alternate careers.

Education is a guided knowledge construction process through which some individuals (e.g., teachers and mentors) help others (i.e., students and apprentices) to develop their knowledge (Mercer, 1995). Because of education's close linkage to knowledge and its transfer, the knowledge-based view forms the underlying theoretical concept of this study. The knowledge-based view is a proven theoretical perspective from the management field

that provides understanding, insights and applications for a variety of disciplines including human resources, organisational behaviour, management information systems and innovation (Bontis, 2001). As research on entrepreneurship has shown (e.g., Arranz et al., 2017), knowledge related factors of education influence the level of vocation and future work decisions. Young (2013) defends the usefulness of a knowledge-based approach to understand certain aspects of education. García-Almeida and Klassen (2017) state that the knowledge-based view is a theoretical perspective with a remarkable capacity for understanding and studying a great many organisational processes and outcomes. In that line, the knowledge-based perspective has been a useful approach to analyse dynamics of interest in the educational field (e.g., Lucas, 2007; Wenden, 1995).

According to Wringe (2009) and Becheikh et al. (2010), knowledge transfer is a central element in education and a major concern in improving educational practices. Knowledge transfer describes the process through which knowledge that has been constructed by an individual in one situation applies to another situation (Singley & Anderson, 1989). This definition of transfer as applying knowledge from one situation to another similar situation has been extended to go beyond similarities and a one-way transition, especially in the context of vocational education as Kilbrink et al. (2018) outline. These authors address transfer as building further on previous experiences in new situations in the framework of an ongoing learning process taking place in different learning arenas in vocational education. The basic relationship between knowledge transfer and vocational commitment stems from the idea that vocation is affected by learning. As the student progresses in his/her educational training, there are many knowledge-related elements that can enhance or weaken his/her vocation. Thus, the academic literature addresses and hints on several knowledge transfer-related factors or processes that can act as potential determinants of the loss or enhancement of vocational commitment, though in an isolated way. Attempting to bridge the research gap on apprentices' career decisions that prevent them from leaving the industry they are specialising for from the knowledge-based view, the goal of this work is the identification of knowledge transfer-related aspects of vocational education that exert a relevant influence on apprentices' vocational commitment as a prerequisite of reducing students'/apprentices' career change intentions.

In order to meet that goal, the German apprenticeship-based educational system, also known as dual education, provides a relevant context for this research due to its dual and solidly structured nature. Sullivan and Al Ariss (2021) lately articulated a need for studying

the impact of highly structured educational systems such as the German one upon the process of career transition decision-making. The German-speaking European countries are renowned for their apprenticeship-based educational systems that attach equal value to school-based and workplace learning (Kirchknopf, 2020). However, in numerous labour-intensive industries, such as hospitality, construction or health care, some students/apprentices are changing their career and leaving the industry they are specialising for after completing their secondary education, even before obtaining their first formal employment contract as professional staff.

In the next two sections, the theoretical foundations of the paper are addressed by discussing vocational commitment in the dual vocational education, and by identifying knowledge transfer factors with a potential impact on apprentices' vocational commitment. After that section the methodology of the empirical study is explained, and its results are presented and discussed. The last section addresses the conclusions of the work.

3.2. Career change and the development of vocational commitment in the dual vocational education

The term 'career change' may be defined as a worker's change of employer in order to start a new job in either a different industry or occupation from the one s/he was previously employed in (Carrillo-Tudela et al., 2016). Career changes often yield personal growth or advancement and represent a part of the experience through which individuals get to know more about themselves in their vocational being (Gomes & Teixeira, 2000; Higgins, 2001). In this context, adolescents typically seek to transition upward, either within or across organisations (Sullivan & Al Ariss, 2021). While career changes within a sector may be very positive not only for individuals but also for firms and the whole industry, if they result in more motivated employees and managers, career changes that imply leaving the sector can dramatically increase its human resource problems.

Higher rates of career changes may be found among young professionals who are still shaping their vocational identities (Bieger et al., 2005; Carless & Arnup, 2011), even if they do not yet have their first formal job contract after their education phase. The educational phase is assumed to be related to the decision to leave the industry to a certain extent. Expectations in terms of compensation, work-life balance and working conditions sometimes are not shaped adequately by educational institutions. Moreover, student learning in workplaces in the context of vocational education is often unguided (Achtenhagen & Grubb,

2001) which may result in disorientation, lacking commitment and eventually career change. Apart from frustration and wasted periods of time, direct replacement, and sunk costs in terms of unavailing investment in training on the educational level also cause considerable financial damage (Rowley & Purcell, 2001).

Career changes due to controllable reasons are associated with the reduction or lack of vocational commitment. Vocational commitment is strongly related to occupational turnover intention (Meyer et al., 1993). However, for young adults who have just earned a professional qualification or degree, vocational commitment could be a better predictor of career change in the long term than just “sector turnover” or decision to stay right after the educational phase. External pressures or additional motivations (e.g., parents’ opinions, need for independence and money) could make them stay in the industry in the short term. Consequently, the analysis of the occupational commitment of young workers, who are just at the beginning of their careers, along with the identification of factors that diminish it, are strategic aspects for any sector with human resource shortages (Kusluvan et al., 2010).

Based on Lee et al. (2000), vocational commitment can be defined as a psychological link between a person and his/her current or future occupation that is based on an affective reaction to that occupation, and desire of staying in that field. That definition refers to not only workers but also students or individuals in their educational training, and it comprises an identity and psychological link to the field of work/study as the individual feels part of it and has clarity about it, along with an idea of satisfaction and determination of staying in the same profession/field in the future. The more someone identifies with their occupation (or field of study) and the more positive feelings they have about it, the higher their vocational commitment (Blau, 2003). Vocational commitment is initiated by an individual’s choice of vocation which is perceived to fit his/her self-concept. In order to follow the selected vocation, and especially with initial decisions, the individual invests personal resources such as time, energy, and occasionally financial resources.

Basler and Kriesi (2019) outline that the formation of occupational aspirations is an important developmental task during adolescence. In that line, aspirations are an important predictor of occupational attainment in adulthood and are connected with the vocational commitment towards a sector. According to Yang and Dong (2013), education affects vocation. Thus, the first stages of vocational commitment may be shaped during the time of formal education, especially in university programmes and vocational education that are supposed to present solid knowledge to define and/or reinforce the career decision.

Consequently, the educational context and its structure is of particular relevance to the formation of occupational status aspirations (Basler & Kriesi, 2019).

For Basler and Kriesi (2019), the level and development of adolescents' occupational status aspirations are closely linked to adolescents' educational pathways in secondary education. Vocational education is a key piece in the educational system for various industries. During vocational education, students/apprentices evolve their professional identity by acquiring and integrating knowledge, skills, and attitudes (Achtenhagen & Grubb, 2001; Baartman & De Bruijn, 2011). In order to do so, vocational schools and workplaces are seen as two important learning contexts because apprentices gain experience in authentic learning environments (Gulikers et al., 2008). Regarding students' learning processes in vocational education, learning styles and knowledge construction processes are supposed to differ between the two major learning environments, i.e., vocational schools and workplaces (Schaap et al., 2012).

For Billett (2002), the workplace provides a relevant learning environment to develop vocational knowledge. Workplace learning research suggests that it is highly contextual and social (Marsick et al., 2017). In the workplace, students mainly observe and listen to experienced colleagues and subsequently imitate their behaviour (Aarkrog, 2005). Billett (2006) along with Rintala and Nokelainen (2020) emphasise that workplace learning can be characterised by co-participation and an interplay between what opportunities are given and how learners are able to engage with the opportunities. Based on recent research, Marsick et al. (2017) view workplace as a learning environment with a high degree of dynamic complexity in multiple levels and domains. Learning often is less intentional and planned but more contextual and collaborative than in school (Tynjälä, 2008). Also, learning in workplaces often starts with relating new information to prior knowledge (Boshuizen et al., 2003). In the context of workplace learning, Mikkonen et al. (2017) observe that the guidance provided by the members of communities of practice opens up opportunities for learners to participate in collective practices by gradually assuming more responsibility and more demanding tasks as their skills develop based on their self-regulation. Workplace learning is considered an effective strategy for the development of vocation (Poortman et al., 2014).

The German vocational system, known as the dual system of education and widely used in Austria and Switzerland, is organised primarily as an apprenticeship system and attaches equal value to school-based and workplace learning. Apprentices work as professionals in a firm while they learn in school for one or two days a week (Achtenhagen &

Grubb, 2001). Firm-provided, on-the-job training is combined with state-provided, school-based education (Dustmann & Schönberg, 2012). This dual system plays a far more significant role in preparing young adults for their professional life in Germany than in most European countries where general academic education prevails (Kirchknopf, 2020). The characteristics of the dual system of apprenticeship enable to observe the development of vocational commitment of students preparing their ultimate access to the industry they are specialising for.

3.3. Determinants of vocational commitment from a knowledge transfer approach of the apprenticeship-based educational system

The knowledge-based view provides a relevant perspective to analyse business processes in various disciplines (Bontis, 2001). Several knowledge dynamics and processes shed light on different phenomena in the business world. In the business context, knowledge can be defined as “information that is relevant, actionable, and based at least partially on experience” (Leonard & Sensiper, 1998, p. 113). For Pinho et al. (2012), knowledge is a valuable intangible resource that should be managed dynamically by any organisation seeking to gain competitive advantages. In that sense, the processes of knowledge acquisition, creation, sharing and transfer are paramount for an effective knowledge management.

Knowledge transfer is relevant in education (Becheikh et al., 2010; Wringe, 2009). Shariq (1999) defines the knowledge transfer process as a human-to-human process that is usually interactive and dynamic, resulting in the construction of knowledge during the process due to the inherent changes. For García-Almeida and Bolívar-Cruz (2020), knowledge transfer refers to the mobilisations of knowledge from one or several sources to one or several recipients that are expected to have constructed the knowledge after the transfer. It is considered one of the most important dimensions in the knowledge-based view due to its increasing theoretical and practical interest, though its study is traditionally included in the wider knowledge-based conceptual umbrella (Anatan, 2015; Santoro & Bierly, 2006). Moreover, knowledge transfer is the core of the school-enterprise cooperation in vocational education (Tan & Tang, 2010).

Initially, many young individuals develop some attraction towards a certain profession (i.e., ‘initial vocation’) based on an idyllic, blurred image of this profession, or they just go for a certain programme with no predefined clear vocation. In those specialised educational

programmes, they are exposed to formal and informal notions about their potential future jobs in the respective vocational path via knowledge transfer processes. For Yam (2004), formal knowledge is regarded as the central characteristic of professionalisation. In the context of vocational behaviour, Ng et al. (2006) relate the acquisition of knowledge to an individual's career. Thus, these authors indicate that the construction of knowledge and learning affect the subjective evaluations of careers. Thereby, students get into a better position to assess if the profession really fits their preferred career in life. This, in turn, affects their vocational commitment. Vocation and vocational commitment, therefore, can be developed when some knowledge inputs are received or internalised (i.e., when knowledge gets transferred). In that line, knowledge transfer from different sources could contribute to define an individual's vocational commitment. This has been proved in the context of organisational commitment, where participation in knowledge transfer activities seems to be related to commitment attitudes (e.g., Hislop, 2003).

In vocational education, knowledge transfer processes can affect the student's vocation due to the characteristics and quality of the educational-centre-based learning and of the workplace learning. After reviewing the literature on knowledge transfer, several transfer-related factors or processes have been identified as potential determinants of vocational commitment. Thus, knowledge transfer becomes the central guide and coherence framework for addressing aspects in the literature detailing factors with a potential influence on vocational commitment. In the remaining part of this section, those factors are presented and their potential relationship with vocational commitment is discussed.

3.3.1. Applied knowledge orientation of the prior educational stage

In the knowledge transfer field, absorptive capacity plays an important role in terms of acquiring, constructing, and applying new knowledge. The relevance and usefulness of previously constructed knowledge depend on the students' ability to identify, assimilate, and apply this knowledge to the professional setting, which can be referred to as their absorptive capacity (Cohen & Levinthal, 1990; Tho, 2017). In this context, the educational background of students in vocational education, who are expected to construct specific job-related knowledge, is assumed to be crucial. Applied or vocational-oriented learning methods in the prior educational stage could enhance a student's prior knowledge regarding a specific occupation and, hence, facilitate their integration into the working environment (Bottoms et al., 1992), along with their motivation.

The access to vocational education in many countries can be done with more theoretical or more applied educational background. The German secondary education system offers three different kinds of schools: *Mittelschule*, *Realschule*, and *Gymnasium*, and students in any of these three options can access vocational education at a later stage. Whereas in *Gymnasium* students are prepared for access to higher education institutions (Schneider, 2008) with a very strong emphasis on theoretical knowledge, teaching in *Mittelschule* and *Realschule* is more applied. Education in *Mittelschule* is especially aimed at basic general education and a practical preparation for life and work (Reissig & Gaupp, 2007). Teaching in *Realschule* is meant to convey an extended basic education and is supposed to prepare students for vocational training in trade, technical and administrative professions. In that line, the applied knowledge in prior stages of education could make possible that students in vocational education understand better and are more interested in the industry knowledge they are presented, and it could keep or increase their vocation. The results of a review on students' learning processes in vocational education by Schaap et al. (2012) with regards to the integration of knowledge underpin this assumption as vocational students' learning often starts with conceptualising and relating new information to their prior knowledge. This discussion leads to the presentation of the first research hypothesis of this work.

H1: The apprentice's applied academic background is positively influences his/her vocational commitment.

3.3.2. *Training in the educational centre*

Meaningful learning experiences are an essential key to student retention (Roberts & Styron, 2010). The concept of student satisfaction has internationally been a much observed topic over the last decades. Satisfaction in general occurs when perceived performance meets or exceeds a person's expectations (e.g., Letcher & Neves, 2010). Hearn (1987) hypothesised that satisfaction with academic experiences was particularly important in affecting aspirations and plans; this author empirically found that satisfaction with faculty knowledgeability influenced students' aspirations and plans. The poor quality of educational centres is also cited as one of the reasons why few South African youths manage to successfully enter employment or tertiary education and training once they have left the secondary schooling system (van Broekhuizen, 2013). Therefore, making efforts aiming at a satisfaction level of vocational students as high as possible seems to be constructive in terms of early talent

retention in the industry they are specialising for. Letcher and Neves (2010) found that student satisfaction has a strong positive influence on student loyalty and on institution reputation. Teachers can be inspiring, the discovery of traditional operational and cutting-edge topics in a sector can be gratifying, the academic organisation and selection of the company for the apprenticeship can be an appealing introduction to the pragmatic view of the sector, and social relationships with fellow students can generate thrilling career prospects. All those factors are the basis of satisfaction with the training in the educational centre, but the special role of the teaching staff can be arguably the most important factor in the centre due to the direct interaction with the students and could be associated with the student's vocational commitment.

H2: The apprentice's satisfaction with the training in the educational centre positively influences his/her vocational commitment.

3.3.3. *Mentorship in the firm*

Mentoring has been credited with positive impacts across various scholarly disciplines as well as industry sectors. Although there seems to be a lack of consensus in the literature regarding the definition of mentoring (Ensher et al., 2001), accordance can be found in the key points of the concept: An experienced individual, the mentor, guides, advises and counsels a less experienced individual, namely the protégé. The resulting interpersonal exchange between mentor and protégé aims at an advancement of the latter's career (Kram, 1988). Deploying mentoring as an impactful activity in terms of knowledge transfer (Kram & Hall, 1996) as well as in terms of protégés' motivation and enhancement of self-competence is assumed to address the subjective aspects of career success. The transfer of critical or tacit knowledge from mentor to mentee is a particularly important function of mentoring programmes (Stromei, 2000), and it also contributes to a stronger identification with the company (Ensher et al., 2001).

In some cases, and as Coll and Zegwaard (2006) indicate, the trainee is assigned to a member of staff who acts as a mentor with the purpose of providing a comprehensive training experience. The trainee gets first-hand information of mentors who can act as role models for the future. Resolution of doubts and questions, direct and fast access to information about industry jobs and tasks, and personal advice and feedback about a future job and career in a sector are expected to be provided by mentors in face-to-face conversations. In line with the

findings of Ragins and Kram (2007) that mentored individuals had greater intentions to stay with their current organisation than did non-mentored individuals, an increased likelihood to stay in an industry is assumed if mentors succeed in socialising, promoting, and providing apprentices with knowledge and job perspectives. This is the basis for the third hypothesis.

H3: The existence of mentorship during the workplace learning of the apprenticeship positively influences the apprentice's vocational commitment.

3.3.4. Training possibilities in the firm

Organisations that train their employees overall have better outcomes than those that do not (Madera et al., 2017). Nonetheless, there are many companies not offering any training or development possibilities to their workforce due to the costs or even the fear that some trained employees could leave the firm. However, individuals that are ambitious to seek career advancement might consider training possibilities in a firm as a strong reason not to leave that firm or to apply to this firm. Scott and Revis (2008) assume that students carefully choose companies and expect efforts to be made in order to develop and retain them. A vocation is supposed to be interesting and to provide students and young professionals with the opportunity to develop new skills (Walsh & Taylor, 2007).

Academic literature provides interesting insights for the analysis of training in firms for trainees. Though Beynon et al. (2015) defend that non-firm-specific training is less attractive and even has a negative impact upon both employee loyalty and their retention, apprentices could appreciate the value of general industry-related knowledge in the training activities since it could be relevant for other firms in the sector they are specialising for. In that same line, Walsh and Taylor (2007) found that the type of learning young professionals seek occurs through actual work experience rather than through formal, isolated training activities. However, the organisational training system could be more general and prepare for other potential jobs that apprentices could get after the vocational education, increasing the value they assign to those activities. This discussion leads to the presentation of the fourth research hypothesis.

H4: The existence of training possibilities during the workplace learning of the apprenticeship positively influences the apprentice's vocational commitment.

3.3.5. *Personalised system of training in the firm*

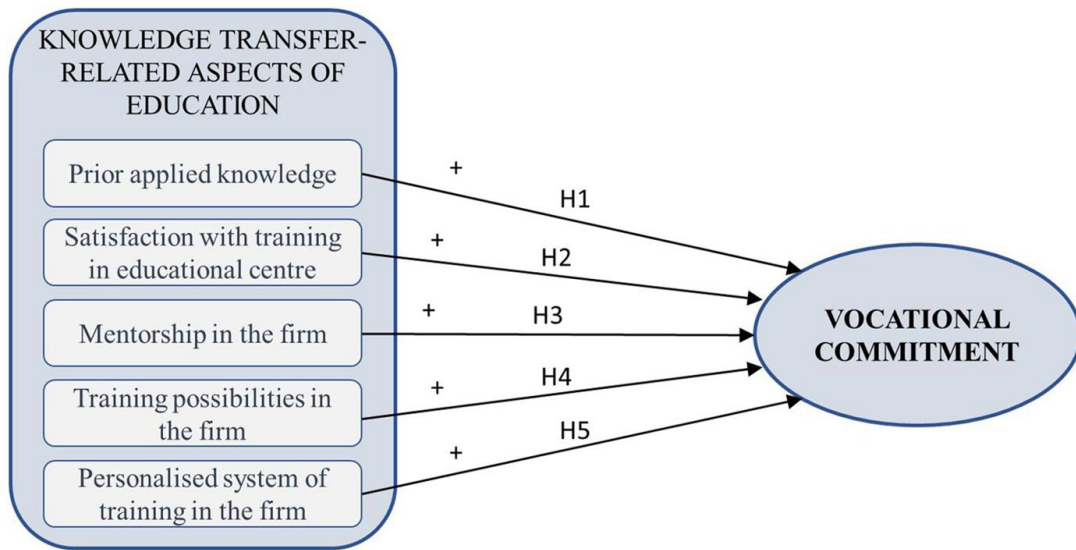
In order to maximise the benefits of organisational training, companies are urged to uncover the individual training needs of their employees and fit them into personalised training systems. Some firms open their personalised system of training to apprentices and interns based on their staff needs and positive evaluations of the interns' skills. As Kraiger (2003) argues, trainees should have sufficient understanding of their vocation to see how the tasks, knowledge, and skills covered in training are relevant to that vocation. In addition, trainees who show a lack of knowledge in certain tasks performed during the apprenticeship could be offered personalised training to improve their performance. Moreover, apprenticeship managers and mentors could translate trainees' ambiguous field preferences into identified training options, especially if there are hiring possibilities for those trainees or personal relationships have been developed.

Research shows that employees are more motivated and satisfied with their training when given the choice of what skill and knowledge gets trained (Cloutier et al., 2015) and when their preferred training method is used (Schmidt, 2007). Golubovskaya et al. (2019) indicate that leveraging the talent of each employee could enhance his/her engagement and retention. Overall, personalisation in the context of training allows for positioning young professionals in roles that best suit their capabilities by enabling them to become aware of their personal preferences and interests (Cunningham, 1999). This discussion leads to the presentation of the last hypothesis.

H5: The existence of a personalised system of training during the workplace learning of the apprenticeship positively influences the apprentice's vocational commitment.

In a graphical way, Figure 3.1. describes the potential influence of the five aspects identified as determinants of the apprentice's vocational commitment in the dual educational system.

Figure 3.1. Knowledge transfer-related factors affecting apprentices' vocational commitment



Source: own elaboration

3.4. Methodology

Data to test these research hypotheses were collected with a survey to hospitality apprentices in Bavaria (Germany).

3.4.1. Research setting

The hospitality industry in developed countries has long faced problems regarding human resource attraction and retention (e.g., Richardson, 2010). The strong service and customer orientation of hospitality employees always made them highly attractive for other industries (Baum, 1995) which often results in career changes towards a professional path outside the sector. In his empirical study Richardson (2010) found that more than 50% of undergraduate tourism and hospitality students are considering careers outside the sector, and one third indicated that they would definitely not work in the industry after graduation. Moreover, Nachmias and Walmsley (2015) call for deeper empirical studies that shed light on how career decisions in the hospitality sector are actually taken.

The survey was conducted in Bavaria, the largest state in Germany. The dual system of vocational education in Bavaria has close connections with the hospitality industry, and for many years there has been a large number of apprentices from vocational schools in the sector in this region.

3.4.2. *Participants and procedures*

Regarding the population of the study, the number of apprentices studying hospitality professions in the dual vocational education system of Bavaria was first identified. In 2017, there were 9,552 apprentices in the hospitality sector. The majority of those apprentices were enrolled in the programme of hotel clerk (4,491), followed by 3,421 apprentices in the programme leading to become cook/chef (DEHOGA Bayern, 2017). The study focused on these two vocational programmes since they are the key professions offered in the hospitality section of the German dual education and taught in 27 vocational schools in the whole region. In order to ensure that apprentices have had enough experience with the apprenticeship to be able to respond to the survey questions thoroughly, only second- and third-year apprentices were selected. Accordingly, the overall population size was 3,599 individuals. The Bavarian Hotel and Restaurant Association (DEHOGA Bayern) supported the study as independent research.

The questionnaire (see Appendix 1) was prepared after a review of the academic literature and was evaluated by selected members of the Bavarian Hotel and Restaurant Association (including the managing director for vocational education) to ensure the adaptation and adequacy of the questions to respondents.

3.4.3. *Measures*

The questionnaire included several items to measure the variables to test the research hypotheses. The dependent variable was measured with a five-point Likert scale and four items adapted from the work by McKay et al. (2007). Though the scale originally measured organisational commitment, the adaptation from the firm level to the industry one reflects the commitment to the sector, i.e., the vocational commitment to the hospitality industry. With regard to the independent variables, the applied knowledge orientation of the prior educational stage was measured with the access mode to the apprenticeship-based educational system. In this sense, a dichotomous variable was created to reflect on the one hand a positive value if the student has accessed vocational school after having completed either *Mittelschule* or *Realschule*; on the other hand, if the student accessed vocational school after having completed the more academic high school (*Gymnasium*), this dichotomous variable takes a value of zero. The satisfaction with the educational centre was measured with

the six items of the 5-point Likert scale on good teaching by Byrne and Flood (2003). The remaining three independent variables were measured with single dichotomous variables asking for the presence/absence of the indicated features; thus existence of mentorship was measured with an item referring to “mentor support”; the existence of training possibilities in the firm was operationalised with the item “In my training company, there are training possibilities offered to apprentices”; and the existence of a personalised system of training in the firm was measured with the sentence “I have my own training plan at the training company, which is based on my development needs”. The questionnaire was prepared in German.

3.4.4. Data collection

The fieldwork comprised several activities. After obtaining permission by the responsible state ministry of Bavaria, the principals of all 27 vocational schools were contacted and asked to assign time during classes for the target group (apprentices of the professions hotel clerk and chef/cook in the second and third year of the programme) to fill the questionnaire. Information material on the study as well as standardised instructions for teachers were provided. The questionnaire was applied online, anonymously, and could be accessed either via QR-Code or link. The apprentices who participated answered the questionnaire during class through their mobile devices or through computers provided by the school. The questionnaire was open for three weeks during the end of the school year (June/July). It took approximately between ten to 15 min to complete it. As a result of the fieldwork, 331 valid questionnaires were obtained. The adjusted response rate is 9%, and the margin of error is 5.13% at a confidence level of 0.95. Data were analysed using SPSS. The potential threat of common method bias was checked with Harman’s single-factor test, and the result showed an acceptable value (23.9%, which is significantly lower than 50% of the total variance of the measures).

3.5. Results and discussion

Before reporting the results of the research hypotheses of this work, some descriptive data extracted from the sample are shown. Table 3.1. displays the main characteristics of the sample. There is a slight majority of female apprentices, and the most frequent age range is the one integrated by individuals who are 18 and 19 years old. With regard to their

professional training, most apprentices are enrolled in becoming hotel clerks and the size of firms where they are employed tends to be relatively small, since 56% (143) were in firms with less than 51 employees.

Table 3.1. Characteristics of the sample

Variables		Values in the sample	
Gender	Female	168	54.2%
	Male	142	45.8%
Age	16-17 years	34	11.21%
	18-19 years	136	44.6%
	20-21 years	68	22.3%
	22-23 years	26	8.5%
	24-25 years	25	8.2%
	26-27 years	11	3.7%
	28 years or older	5	1.6%
	Type of programme	Hotel clerk	245
Chef/cook		100	29.0%
Number of firms by size	1-10 employees	49	14.3%
	11-50 employees	143	41.7%
	51-100 employees	79	23.0%
	101-200 employees	31	9.0%
	201-250 employees	6	1.7%
	251 employees or more	18	5.2%

Source: own elaboration

The descriptive values of the items to measure the apprentices' vocational commitment are displayed in Table 3.2. The absolute values to describe the apprentices' patterns in the four items asked in a Likert scale format have been grouped in three categories: low level (values 1 and 2), medium level (value 3), and high level (values 4 and 5). In general, the apprentices show relatively high levels of vocational commitment to the hospitality sector, but with a clear exception: there are objective doubts as to recommending the sector as a place to work. In that sense, the most frequent category on the item of industry recommendation is the low level one (37%) topping the medium and high level ones (31.9% and 31.0%, respectively).

Table 3.2. Descriptive analysis of the apprentices' vocational commitment

Item	Level			Mean	St. dev.
	Low	Medium	High		
The hotel/restaurant sector inspires me to do my best work every day.	18.8%	31.9%	49.3%	3.42	1.173
The hotel/restaurant sector motivates me to contribute more than is normally required to complete my work.	23.3%	32.5%	44.2%	3.30	1.186
I would recommend the hotel/restaurant sector as a place to work.	37.0%	31.9%	31.0%	2.92	1.247
I rate the hotel/restaurant sector highly as a place to work.	16.5%	25.1%	58.5%	3.63	1.194

N = 318

Source: own elaboration

The analysis of hypothesis test required the preparation of variables that were measured with a scale of several items. Specifically, exploratory factor analyses were computed for the dependent variable and the satisfaction with training in the educational centre. For the apprentice's vocational commitment (Table 3.3.), the factor analysis produced just one factor with similar component weightings (between 0.81 and 0.85) and it represents the entirety of the scale. The factor analysis on the scale of satisfaction with the training in the educational centre (Table 3.4.) also produced one factor with an eigenvalue greater than 1.0. In both cases the KMO index and the Bartlett's sphericity test present acceptable outcomes.

Table 3.3. Factor analysis of the apprentice's vocational commitment

	Vocational commitment
<i>Number of factors extracted</i>	1
<i>Items</i>	
The hotel/restaurant sector inspires me to do my best work every day.	0.841
The hotel/restaurant sector motivates me to contribute more than is normally required to complete my work.	0.840
I would recommend the hotel/restaurant sector as a place to work.	0.813
I rate the hotel/restaurant sector highly as a place to work.	0.818
<i>Other characteristics of the analysis</i>	
% of explained variance	68.561
Eigenvalue:	2.742
KMO Index:	0.798

Bartlett's sphericity test (sig.)	551.582 (0.00)
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Source: own elaboration

Table 3.4. Factor analysis of satisfaction with the training in the educational centre

	Satisfaction with the training in the educational centre
<i>Number of factors extracted</i>	1
<i>Items</i>	
The teaching staff of this course motivate me to do my best work.	0.783
The staff put a lot of time into commenting on my work.	0.830
The staff make a real effort to understand difficulties I might be having with my work.	0.816
The teaching staff normally give me helpful feedback on how I was going.	0.875
My teachers are extremely good at explaining things.	0.861
The teaching staff work hard to make their subjects interesting.	0.801
<i>Other characteristics of the analysis</i>	
% of explained variance	68.597
Eigenvalue:	4.116
KMO Index:	0.891
Bartlett's sphericity test (sig.)	1204.623 (0.00)

Source: own elaboration

A regression analysis was conducted to test the linear relationship between the apprentice's vocational commitment and the five independent variables that acted as its potential determinants stated in the theoretical framework. Three additional aspects were used in the equation as control variables: the apprentice's gender, his/her age, and whether s/he is doing his/her apprenticeship in a restaurant or not. Table 3.5. shows the main results of that analysis.

Table 3.5. Multiple regression results with standardised estimates

Variables	Vocational commitment	
	Beta coefficient	(t signif.)
Prior applied knowledge	-0.012	(0.855)
Satisfaction with the training in the educational centre	0.194	(0.001)***
Existence of mentorship in the firm	0.164	(0.006)***
Training possibilities in the firm	0.004	(0.957)
Personalised system of training in the firm	0.172	(0.009)***
Gender (male)	0.117	(0.051)*
Age	0.005	(0.938)
Firm type (rest.)	-0.057	(0.340)
R^2	0.120	
Adjusted R^2	0.094	
F	4.616 (0.000)***	

* p<0.10, ** p<0.05, *** p<0.01

Source: own elaboration

Four variables exert a significant influence on the apprentice's vocational commitment. The first one is his/her satisfaction with the training in the educational centre, and consequently Hypothesis 2 can be accepted. The relevance of the scholastic part in the apprenticeship-based educational system is then highlighted. The contact with the teachers who provide insights, trends, contextual frameworks, and techniques about the academic fields of the sector to which the apprentice is initially attracted can be paramount to make his/her vocation more solid and see him-/herself in a future career in the industry. In line with Richardson and Radloff (2015), this confirms the high relevance of the teaching staff to the student's engagement in the fields that s/he is studying in. Also Forster-Heinzer (2020) highlights the impact trainers and teachers in vocational education have on their apprentices' identification processes.

The professional part of the apprenticeship-based educational system also influences the apprentice's vocational commitment. Specifically, two factors related to the role of the work placement and the employer are significant. The first factor is the existence of a mentor or professional individual in the organisation who will guide the student in the learning process at the workplace. The significance of this variable in the regression analysis allows for accepting the third research hypothesis (Hypothesis 3) of this work. Mentors inculcate practical skills and influence the student's commitment (Ogbuanya & Chukwuedo, 2017). In

this sense, apprentices can reinforce their career decision in situations where they do not feel left out and lost in a professional setting. The mentor's intrinsic motivation about the job could serve as a passion driver for some aspects of the professional career.

The second relevant aspect in the professional setting of the apprentice is the personalised system of training in the firm. Thus, the fifth hypothesis (Hypothesis 5) can be accepted too. Personalisation of training in the firm tends to avoid redundant knowledge and tasks/activities that are of no interest for the apprentices. Personalisation interventions elicit interest in the addressed aspects through the development of feelings of positive affect and enjoyment (Walkington & Bernacki, 2014). Without a personalisation of the training system, the apprentice would face learning difficulties and/or general or undesired tasks which decrease his/her satisfaction in the professional career and vocation.

Two hypotheses have not been supported. They refer to the potential influence of the applied knowledge orientation of the prior educational stage (Hypothesis 1) and to general training possibilities in the firm (Hypothesis 4). Regarding the applied knowledge orientation of the prior educational stage, apprentices with a lack of prior sectorial knowledge could keep up due to the teaching methods in school, and the elements of learning personalisation in the firm commented above. Moreover, the longer period of industry preparation could act as a backlash for some trainees due to the redundancy, routine or even boredom in which the apprenticeship-based system would place them.

The existence of a formalised training programme in the firm does not tend to positively influence the apprentice's vocational commitment either. The unnecessary or useless knowledge offered in the courses, seminars, or other training activities organised in or by the firm in a general way could explain the lack of effect of this variable. The key idea underlying that explanation would lie in the assumption that those general training opportunities do not fit the career prospects or orientations that the apprentice keeps in mind, or at least that the apprentice does not perceive them as directly connected to his/her aspirations in the sector.

The results of the multiple regression analysis also show that the apprentice's gender influences the vocational commitment: male apprentices tend to be more committed to the career in the sector than female ones. This influence is lower than the three elements commented above and can be subject to some generational aspects and owing to specific temporary perceptions of the sector and the perks and limitations that its jobs have got. A potential explanation is that female apprentices have wider career preferences in the tourism

sector which go beyond interests in hospitality operations, opposed to male apprentices who prefer specific career paths, as Chuang et al. (2007) find. Thus, many female apprentices could have preferences in the tourism sector that are not related to food and beverage activities, for example, so the vocational behaviour in the hospitality career would decrease though they would be developing careers in other sections of the general tourism sector.

3.6. Conclusion

This work has analysed knowledge transfer processes that can have a relevant impact on the apprentices' vocational commitment and on the reduction of cases of career change. Due to the failed investments in the educational system and the level of frustration and time waste in many students' lives caused by cases of low vocational commitment, the identification of malleable factors that have a relevant impact on those career changes is necessary. The knowledge-based view is a theoretical framework that can be used to understand knowledge dynamics in many topics. Thus, regarding vocational commitment, the apprenticeship based educational system is an adequate context to explore knowledge transfer processes since two main types of knowledge sources are used for the student's knowledge construction: academic sources and firm sources.

The empirical approach of this work has revealed that knowledge transfer processes in the educational system can have an impact on apprentices' career aspirations. Thus, both academic sources and firm sources influence the decision to stay in the initial sector that has attracted them. Specifically, the satisfaction with training in the educational centre, the existence of direct mentorship and a personalised corporate training system for the apprentice tend to be relevant to keep the vocational commitment towards the sector after the educational stage. These findings have academic and practical implications.

The academic implications of the results of this work are mainly related to the usefulness of the knowledge-based view to explore educational dynamics that affect students in their career path beyond the years spent in educational institutions. Thus, regarding the study of vocational commitment, the modes and intensity of knowledge transfer in the education of young professionals can influence their decision to stay in the sector they originally chose. The identification of specific, relevant knowledge transfer aspects shed light on the evolution of vocational commitment.

From a practical perspective, the results of this work also allow for issuing some recommendations to increase the vocational commitment of students in the apprenticeship-

based educational system. Vocational schools should formulate a knowledge strategy to align their knowledge resources and capabilities to their strategy (Ferreira et al., 2018). Regarding the satisfaction with training in the educational centre, the decision makers of vocational education must be open to analyse trends and new aspects to be included in the curricula. Moreover, quality evaluation programmes should detect teachers' pedagogical needs, and training possibilities should be offered subsequently. At the same time, Richardson and Radloff (2015) indicate that lecturers should identify students' interests and training needs. Consequently, flexibility to adapt the course topics and training methods in the courses should be also granted to teachers at vocational schools.

The firm system as a complement of the education in the apprenticeship-based educational system must be carefully designed as well. One of the strategic decisions is the configuration of the network of the companies to be selected. Firms with a genuine interest to collaborate and with a disposition to assign mentors to the students should be the basis of that network. A useful tool would be the inclusion of required feedback about the mentor and the personalisation of training in the student reports about their learning experience in the companies. Participating firms could emphasise the key role of the mentor and provide flexibility in the activities to be performed by apprentices based on their interests. Some of these ideas could be also applied in the design of internship programmes of many other educational centres, including universities, especially in the context of the emerging trend to extend firm-based learning in the course of higher education.

As the empirical approach of this work has been the hospitality sector, the results also pointed to the higher vocational commitment of male apprentices towards the industry. In that sense, special attention to the needs of female apprentices should be paid to in this context, perhaps in the provision of an academic advisor to clarify career paths.

Nevertheless, there are some shortcomings in this study that are worth being mentioned. Firstly, the use of a questionnaire to collect data on the variables of the work may limit the understanding of the phenomena studied. In that line, the use of a qualitative approach could complement the results of this study, especially with regard to additional aspects of knowledge variables such as the apprentice's prior knowledge. Secondly, regarding measurement of vocational commitment there might arise the issue of artificially inflated scale reliability as two items are closely connected; however, as this scale has originally been adapted from McKay et al. (2007) who in turn adapted it from Mowday et al. (1979) and both works are renowned in their specific fields, its use could be considered

acceptable. A third limitation is the selection of the hospitality education as the basis for the empirical approach, which limits the result generalisation to other vocational fields. Generalisation is also hampered by the fact that the study was conducted among German apprentices only; the results might be different in other countries in terms of e.g., organisational culture or market dynamics. Thus, the geographical extrapolation of the results must be done with caution. Moreover, the specific characteristics of the dual apprenticeship system hamper the application of the conclusions to all programmes of vocational education.

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11. **CHAPTER IV**

12. **THE EFFECT OF PERSONALITY ON PROTEAN CAREER
ORIENTATION: A STUDY OF TOURISM AND HOSPITALITY
PROFESSIONALS**

THE EFFECT OF PERSONALITY ON PROTEAN CAREER ORIENTATION: A STUDY OF TOURISM AND HOSPITALITY PROFESSIONALS

Abstract

The career environment in many sectors, including the tourism and hospitality one, has witnessed dynamic shifts. As a response to unstable work environments individuals are seeking greater independence and flexibility with regard to their career development and so the former concept of stable organisational careers has begun to vanish. Instead, self-directed, adaptive, and flexible career management strategies included in the emergent concept of protean career are part of a contemporary career in the tourism and hospitality industry. Personality has a long tradition in the analysis of vocational behaviour, and consequently personality traits of young professionals could exert a decisive influence on their career orientation. Based on a sample of 474 individuals with degrees in tourism and hospitality management at university level in Munich (Germany), the effects of personality (based on the Five-Factor Model) on protean career orientation of industry professionals in tourism or hospitality were analysed. The results show that graduates' extraversion, conscientiousness, emotional stability, and openness to experience tend to influence their protean career orientation. In addition, gender and the number of years of work experience also has an impact on protean career. These findings allow for practical implications in terms of the creation of contemporary career environments in the tourism and hospitality sector. Moreover, the study contributes to filling the research gap of protean career orientation in a tourism and hospitality setting.

Keywords

Career attitudes; contemporary careers; protean career; responsibility; flexibility; personality traits; graduates

4.1. Introduction

The modern working world is characterised by rapid technological, organisational, and social change (Noon et al., 2017), and so is the tourism and hospitality industry (Kaspi-Baruch, 2016). Individuals are required to display ever greater levels of adaptability and self-direction in a professional context in order to keep pace with these changing trends (Chin & Rasdi, 2014). The concept of stable organisational careers thus has begun to vanish; instead,

self-guided and values driven career concepts further gain in significance (Hall et al., 2018). Beyond the effect of organisational and governmental initiatives, the individual is mostly responsible for his/her career and thereby ensures his/her employability. Concepts like protean and boundaryless career, hence, have been evolving in academia and practice (Briscoe and Hall, 2006) and have become widely acknowledged to date (Gubler et al., 2014). Those “new” (versus “traditional”) career orientations embody individual agency in career development. The protean career orientation (PCO) is focused on self-direction and values (Hall et al., 2018) and De Vos and Soens (2008) consider a protean career attitude as being a crucial determinant of career success in the contemporary career age.

Given that high turnover rates have been an ongoing key concern for the global tourism and hospitality industry (McGinley & Martinez, 2018), resilience in and sustainability of industry professionals’ careers represent desirable outcomes in order to reduce turnover, and to increase career longevity instead (Mooney et al., 2016). A protean career orientation is generally assumed to result in gains for both employees and organisations (Rodrigues et al., 2015). Today’s employees are required to pursue adaptive, flexible, and responsibility-taking career management strategies as a response to unstable and ever-changing work environments. Thus, a PCO is not just something that may be “nice to have” in this environment (Hall et al., 2018), but in fact is imperative in nearly every sector, including the tourism and hospitality one (Mooney et al., 2016).

While there is a body of research regarding professional mobility (e.g., Cassel et al., 2017; Mooney et al., 2016; Tolkach & Tung, 2019) little is known about PCO in the tourism and hospitality sector. Due to its structure, its continuous transformation and the social character of its jobs, tourism seems to be an industry that always has attracted the “ultraflexible” (Hjalager & Anderson, 2001). Studying protean career orientation in a tourism and hospitality context, therefore, is supposed to valuably contribute to the career management literature as well as in practical terms. Hirschi et al. (2017), who have investigated PCO in a student context, call for further research on the development patterns of PCO, especially of individuals with work experience, such as graduates.

Prior research on protean career has rather focused on PCO as a predictor of career behaviours and outcomes, while considerably fewer studies have analysed the antecedents and psychological correlates to PCO (Hall et al., 2018). Briscoe and Hall (2006) indicate that protean career should be thought of in terms of a career orientation or attitude. As a person’s attitude is shaped by individual characteristics among other factors (Buil et al., 2019), it

outlines the relevance of its determinants from an individual perspective. Arguably the most relevant individual trait from the psychological view is personality. Personality traits are powerful predictors of outcomes in the domains of education, work, relationships, health, and well-being (Bleidorn et al., 2019). In fact, personality has been considered relevant to the kinds of careers people choose (Wille et al., 2010). However, and as Herrmann et al. (2015) lament, the function of a PCO in conjunction with personality characteristics has not been adequately addressed. In fact, only two studies to date have examined the relationship between the Big Five dimensions of personality and PCO. The study by Briscoe et al. (2006) analysed relatively small samples of undergraduate and MBA students and merely applied one dimension of an individual's personality, namely openness to experience. Likewise, Rastgar et al.'s (2014) study on the effects of personality on protean and boundaryless career attitudes was based on a sample obtained from a single Iranian oil company, which can introduce a heavy organisational bias. Moreover, Hirschi et al. (2017) recently called for further empirical refinement of this contemporary career concept, e.g., by studying how factors like personality traits might affect career orientations and attitudes. Thus, this work contributes to the enrichment of the academic literature by studying PCO of tourism and hospitality professionals based on their personality differences.

With research on “new” career concepts in a tourism and hospitality context still being scarce, it is timely to assess PCO of tourism and hospitality professionals with a focus on potential determinants of this contemporary career attitude. The present study, therefore, addresses tourism and hospitality management graduates as protean careerists who are driven more by their own professional aspirations and desires than by organisational career management practices. Moreover, the potential influence of tourism and hospitality managements graduates' personality traits on their protean career orientation is explored. One of the most popular and widely studied taxonomies of personality traits is the Five-Factor Model, often referred to as the “Big Five” (González-González et al., 2021). Personality traits in this model are classified into five factors, which are characterised as the main dimensions of personality, namely extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (McCrae & Costa, 1996). The analysis of the influence of personality based on the Five-Factor Model results in presenting five research hypotheses, which are examined with data obtained from bachelor's and master's graduates in tourism and hospitality management. The findings of this work lead to valuable theoretical as well as practical implications for academic literature and tourism and hospitality organisations'

leaders and human resources departments.

4.2. Protean career orientation in the tourism and hospitality industry

Recognizing that stability in the work environment has been decreasing over the last decades and, concurrently, uncertainty has been increasing (Sullivan & Baruch, 2009), careers in tourism and hospitality are transforming (Barron et al., 2007). The “traditional”, psychological contract between organisation and employee, which is based on a longer-term relational understanding, has become less important and valid (Hall, 2004). Instead, employees take a more adaptive, flexible, and self-directed approach to their careers (Clarke, 2013), which results in a shorter-term transactional employer-employee relationship (Hall, 2004) and which, as affirmed by Mooney et al. (2016), is part of the contemporary career in the tourism and hospitality industry.

Apart from that, individuals are changing their career attitudes because of personal factors, such as longer life spans or altered work-life-concepts (Sullivan & Baruch, 2009). In terms of a nowadays often sought-after balanced work-life-relation, the hospitality sector in many countries scores badly due to long working hours, work-family and social pattern conflicts or supposed limited career opportunities (Marhuenda et al., 2004; McGinley & Martinez, 2018; Walsh & Taylor, 2007). Career longevity in the hospitality industry is supposed to become an increasingly vulnerable concept (Mooney et al., 2016). What is more, Generation Y employees, who have begun to dominate the job market (Gupta, 2019), are characterised by seeking career flexibility and by adopting a free agency attitude. Frequent job moves and even career changes in the course of their professional life come along with these characteristics (Richardson, 2010).

As a result, “new” career concepts characterised by greater independence and individuality in career planning and management have emerged (Gasteiger et al., 2008). One of the most notable ones is the protean career concept (Gubler et al., 2014), coined by Hall (2002). At the centre of the protean concept stands the idea that a person’s career is no longer driven by an organisation, but by the employee his-/herself (Hall, 1996). In that sense, the traditional upward career path within a single organisation is getting replaced by often non-linear, multidirectional career steps, e.g., in the form of lateral moves within or between organisations (McGinley, 2018; Tolkach & Tung, 2019). In countries where individual hospitality players prevail large chains (e.g., Germany, Italy, Switzerland (Gardini, 2018))

cross-organisational career steps, in fact, are often indispensable for professional growth. This, in turn, requires employees to be agile and adaptable. With the genesis for the term “protean career” coming from the Greek god Proteus who may change in form as the situation demands, the word “protean” can be used synonymously with flexibility (Inkson, 2006). Protean careerists, consequently, can adapt to changing work conditions in a subjective, successful way while keeping their identity (Gasteiger et al., 2008).

According to Clarke (2013) a certain degree of protean behaviour is mandatory to cope with contemporary organisational developments like restructuring or mergers and acquisitions. In that sense, Hall (2004) observes that employees have noticeably shifted from being committed to organisations to being committed to professions. Instead of valuing advancement in one firm they cherish freedom and growth, accompanied by self-directing their careers instead of letting the organisation manage them (McGinley, 2018). This flexible attitude towards one’s career is a subsidiary component of the protean career concept and is referred to as protean career orientation (Hall et al., 2018). Displaying a PCO involves self-direction on the one hand, i.e., being responsible for one’s career, and being driven by personal values on the other hand (Briscoe et al., 2006). The focus of this career attitude lies on achieving subjective (i.e., psychological) success through autonomous career management (Direnzo et al., 2015; Hall, 2004). Individuals develop their own definition of what constitutes a successful career (Direnzo and Greenhaus, 2011), and objective success criteria like position or salary generally become less important (Hall, 2004). In that sense, a PCO is also supposed to be a necessary condition for sustainable and resilient careers (Hall et al., 2018).

Individuals with a strong PCO are supposed to be stronger performers thanks to their proactive, self-directed behaviour (Hall, 2004), so that employers will benefit from this career attitude despite the notion that protean careerists might be less committed to an organisation but rather to their personal values and aspirations. Proactive and self-directed behaviour is also part of the concept of employee empowerment, which was found to have beneficial outcomes in terms of employee performance in the tourism and hospitality industry (Lin et al., 2017). In line with this, Harrington and Hall (2007) claim that an employee may enact a protean career while at the same being highly committed to the organisation s/he is working for as long as that organisation fits the employee’s personal values. The relevance of organisational commitment has been highlighted in the tourism industry, especially due to the fact that many employees interact directly with the customer in the provision of the service

(e.g., García-Almeida et al. 2015). The challenge from this perspective is to align career aspirations with the organisational culture and even policies to keep that commitment.

PCO is supposed to lead to several positive employee outcomes too. Protean-oriented careerists were found to acquire a greater sense of career authenticity, which is related to their values driven attitude (Briscoe et al., 2006). The more an individual acts with a sense of choice and self-expression the more authentic s/he feels. Authenticity in this context is supposed to entail greater levels of motivation, creativity, and knowledge acquirement and application (Sheldon et al., 1997). Furthermore, workers who take responsibility for their careers report higher levels of career satisfaction and psychological well-being (Rodrigues et al., 2015). Kang et al. (2015) claim that in hospitality organisations, employees' career satisfaction is vital due to the unique characteristics of the service sector (especially user participation and variability) and in terms of critical work outcomes such as the intention to stay/leave. Moreover, some researchers (e.g., Wickramasinghe & Jayaweera, 2010) understand career satisfaction as a degree of subjective career success, which, in turn, corresponds to the eventual goal of a protean career attitude. Additionally, protean careerists are more confident in their ability to find a new job than individuals who do not exhibit a PCO (De Vos & Soens, 2008). However, the results of prior research on career outcomes of PCO are partially inconsistent (Supeli & Creed, 2016) and require further verification.

Li et al. (2022) claim that, alongside the employee-centric career system, an employer-centric one still exists. Instead of a dichotomised conceptualisation of the career environment as either traditional (i.e., employer-centric) or modern (i.e., employee-centric) these researchers suggest a blend of the two. A blended conceptualisation not only displays practical reality more accurately but also results in the most advantageous outcomes for both parties. In that sense, with career self-directedness leading to high employee performance (Thompson, 2005) this attitude is also beneficial to the employing organisation. With regards to the values driven element of PCO, an employee's protean attitude is beneficial for both parties in case of a person-organisation values fit, and outcomes range from high productivity and job satisfaction to organisational commitment and intention to stay (Li et al., 2022). This also applies in a tourism and hospitality context, where organisational culture as a key element of person-organisation fit (Zhang & Eringa, 2022) has been found to be a meaningful predictor of a range of employee behaviours and job attitudes such as employee voice and helping behaviour (Wang et al., 2019), job satisfaction (Pawirosumarto et al., 2017), or employee turnover intention (Ozturk et al., 2014). From an organisation's angle, therefore,

providing employees with protean-oriented career opportunities could be an impactful human resources strategy in terms of employee development and staff retention (Tolkach & Tung, 2019). As Lips-Wiersma and Hall (2007) state, many organisations continue to proactively invest in employees' careers, which in a hospitality context is confirmed by a recent study of Kong et al. (2020), and those employers are supposed to gain advantages in the competition for skilled and motivated workers. In the tourism and hospitality industry, having a skilled, dedicative, and enthusiastic workforce is seen as paramount for long-term organisational success in the sector (Kusluvan & Kusluvan, 2000). With the protean career concept being rather employee-centric (Hall et al., 2018; Li et al., 2022) doing this from an individual perspective is aimed at the provision of valuable stimuli for forward-looking human resources development and retention strategies.

4.3. Personality and its effects on protean career orientation

Research generally presumes that PCO is closely related to behavioural and attitudinal variables (e.g., proactivity, adaptability, self-efficacy), and these variables are considered crucial for the development of a protean career (Hirschi et al., 2017). Personality has a long tradition in the study of occupational behaviour, and the idea that personality is meaningfully related to the kind of career an individual chooses and how s/he performs in this career is central in most person-environment fit approaches to career choice and development (Wille et al., 2010). McCrae et al. (2000) claim that personality traits remain constant over time and influence an individual's response to altering circumstances, e.g., in the work or career environment. In fact, prior studies have found that proactive personality correlates with independent career management (Briscoe et al., 2006) and adaptability (Hou et al., 2014). Personality is considered a robust predictor of career attitudes as it offers inherent relative stability (Kaspi-Baruch, 2016), and in the tourism and hospitality industries, professionals' personality traits can reveal as a relevant determinant of their PCO. Understanding the role of employee personality on PCO, therefore, is the necessary basis for tourism and hospitality organisations for their ability to provide the appropriate work-related contextual conditions to lead, develop, and retain their workforce in accordance with this career orientation.

For studying the influence of personality on PCO, the five personality dimensions of the Big Five model constitute a solid framework. The Big Five or Five-Factor Model (FFM), which has gathered sound empirical support across different fields, including the hospitality one, is one of the most popular and widely studied taxonomies of personality traits (González-González et al., 2021; Kaspi-Baruch, 2016). According to the FFM, most

personality traits can be described in terms of five basic dimensions, namely extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (McCrae & Costa, 1997). These broad Big Five traits are seen as ideal predictors of broad career-related aspects, such as career orientation, by many scholars (Judge et al., 2013). In this sense, Funder (2001) claims that the five dimensions are broad enough to measure personality while ensuring adequate psychometric evidence at the same time. Although there is overall agreement regarding the number of the factors, there is some dissent in terms of their exact meaning, which is illustrated by varying labels or names for the factors (Barrick & Mount, 1991; Goldberg, 1993). Moreover, disagreement can be found about the structure and the importance of the lower order traits of each factor (Judge et al., 2013; Roberts et al., 2006). Apart from that, some researchers criticise that the Big Five traits are generally too broad (Judge et al., 2013).

Despite the aforementioned discrepancies, the NEO-PI-R framework (Revised neuroticism, extraversion, openness (NEO) Personality Inventory) by Costa and McCrae (1992), which measures the Big Five in a hierarchical manner, remains the prevailing personality framework in academia (Judge et al., 2013). Standardised measures like these receive great acceptance due to the psychometric evidence that proves their suitability (González-González et al., 2021). And yet, some other options have emerged recently, evaluating the Big Five with a smaller pool of items (González-González et al., 2021) or integrating prior trait frameworks (DeYoung et al., 2007).

The potential effects of each of the five personality dimensions in the Big Five model regarding tourism and hospitality professionals' protean career orientation will be discussed next. The results of those discussions will lead to the presentation of the five research hypotheses of this work in a designated direction (positive or negative) on PCO.

4.3.1. Extraversion

Extraversion describes an individual's tendency to be sociable, active, and assertive (Seibert & Kraimer, 2001). Extroverted personalities like to take responsibility, are leadership-striving and act enthusiastically while experiencing positive emotionality (Judge et al., 2013). Extraversion, thus, is generally associated with agency and change behaviour (Heslin et al., 2019; Karlsen & Langvik, 2021). Moreover, extraverts are attributed to be more active and skilled in seeking job opportunities (Kaspi-Baruch, 2016) and, hence, as employees they are often less likely to settle for stable situations within organisations

(González-González et al., 2021). According to Heslin et al. (2019), the behaviours associated with extraversion are assumed to be career enabling.

With regard to protean career, extraversion is assumed to enhance this career orientation due to the high emergence of network ties that this personality trait fosters. Feiler & Kleinbaum (2015) defend that extroverted individuals are more likely to initiate social interactions and enter more social situations. Individuals who are predisposed to behaving in an outgoing, sociable manner (i.e., extraverts) may naturally attract friends since they find it easy to participate in social interactions (Landis, 2016). Extraversion is associated with larger networks (Feiler & Kleinbaum, 2015; Pollet et al., 2011), and it could generate a higher exposition to emergent, alternative, and “not-so-easy to identify” career moves. This potential access to information and the willingness to ask questions once a career change has been identified suggest a positive relationship between extraversion and protean career. As a matter of fact, several studies (i.e., Kaspi-Baruch, 2016; Mintz, 2003; Rastgar et al., 2014) have verified that extraversion is positively related to PCO. This discussion leads to the proposal of the first hypothesis in this research:

H1: Tourism and hospitality professionals’ extraversion is positively linked to protean career orientation.

4.3.2. Agreeableness

Agreeableness is an individual’s tendency to be philanthropical (Costa & McCrae, 1992). Traits associated with this personality dimension include being courteous, tolerant, trusting, cooperative, and flexible (Barrick & Mount, 1991). In the workplace, highly agreeable employees strive for maintaining harmony and positive social relationships (LePine & Van Dyne, 2001; Park et al., 2021). In line with this, they are expected to feel satisfied when they meet the expectations and desires of superiors and fellow workers. According to Park et al. (2021), agreeableness can positively affect organisational citizenship behaviour in the hospitality sector. Dimensions of organisational citizenship behaviour include altruism, courtesy, peacekeeping, and sportsmanship (Podsakoff & MacKenzie, 1997). Agreeable employees’ self-direction in terms of their career, therefore, might be lower as they rather aim for maintaining existing, positive conditions in the workplace instead of proactively and autonomously managing their professional development, which would be part of a PCO.

On the other hand, the straightforwardness attributed to agreeable individuals (McCrae & Costa, 1996) could enhance their acting and behaving in accordance with

personal values, which is the second facet of a PCO. Moreover, the flexibility trait associated with agreeableness (Barrick & Mount, 1991) might be positively related to an agreeable individual's PCO. However, and as research about the impact of agreeableness on PCO presents mixed results (Kaspi-Baruch, 2016; Rastgar et al., 2014), the strong focus on upholding positive, existing conditions in the workplace is assumed to significantly limit self-direction and adaptability in a career context. Thus, the following second research hypothesis is proposed:

H2: Tourism and hospitality professionals' agreeableness is negatively linked to protean career orientation.

4.3.3. Conscientiousness

Conscientiousness can be described by the amount of organisation, persistence, and motivation in goal-directed behaviours (Robie & Ryan, 1999). Individuals with a high level of this trait are characterised by their need for order, achievement, and perseverance and are generally hard-working and full of ideas and plans (Heslin et al., 2019). The volitional, i.e., deliberate aspect of conscientiousness has been agreed on in the literature, after this personality dimension initially reflected dependability only, and was linked to being diligent, thorough, responsible, and organised (Barrick & Mount, 1991). Conscientious employees, thus, are committed to achieving self-set goals while having a genuine interest in the success of the organisation they are working for (Nikolaou et al., 2008). Moreover, they have a tendency towards being practical and proactive (González-González et al., 2021). Proactive behaviour, in turn, has been shown to be linked to PCO (Hirschi et al. 2017). At the same time, conscientiousness is another dimension of organisational citizenship behaviour (Podsakoff & MacKenzie, 1997). The tendency to exceed formal job requirements, commonly referred to as organisational citizenship behaviour (Morrison, 1994), might also enhance an employee's level of responsibility and independence regarding his/her career.

Although Hall et al. (2018) found that conscientiousness was no significant predictor of a protean career orientation, conscientious individuals' target and achievement orientation paired with their perseverance are assumed to positively affect their orientation towards an independently and self-directedly managed career. This is underpinned by Kaspi-Baruch's (2016) finding that conscientious individuals exhibit a PCO, and by earlier research by Mintz (2003) who found a positive association between PCO and conscientiousness as well. Based on this discussion, the third research hypothesis argues that:

H3: Tourism and hospitality professionals' conscientiousness is positively linked to protean career orientation.

4.3.4. Neuroticism

Neuroticism is the tendency to experience negative emotions (Ormel et al., 2013). Neurotic individuals, thus, are attributed to be anxious, worried, upset, depressed, emotional, and insecure (Barrick & Mount, 1991). In line with these characteristics, neurotics exhibit low emotional stability when experiencing challenging situations, e.g., in the workplace (Heslin et al., 2019). Consequently, employees with a high level of this trait do not adapt well to work-related changes (Sung & Choi, 2009). Moreover, they often delay decision-making (González-González et al., 2021).

To pursue a protean career, however, decisiveness and self-direction on the one hand and adaptability on the other hand are crucial behaviours (Gubler et al., 2014; Hirschi et al., 2017). While highly protean-oriented individuals are capable of proactively coping with the uncertainty and ambiguity that characterise the contemporary career environment (Li et al., 2022), neurotic personalities avoid situations that demand taking control (Judge et al., 1997). Moreover, they rather form short-term psychological contracts that are merely economic, building upon exchanges for specific aspects of performance that do not demand high initiative and confidence (Raja et al., 2004). Values driven behaviours – another important facet of PCO, therefore, seem unlikely for neurotics. Based on this discussion and contrary to Hall et al.'s (2018) finding that neuroticism was no significant predictor of a protean career orientation, the fourth research hypothesis claims that:

H4: Tourism and hospitality professionals' neuroticism is negatively linked to protean career orientation.

4.3.5. Openness to experience

Openness to experience relates to an individual's attitude towards ambiguous situations and his/her willingness to try new things (Briscoe et al., 2006). With the increasingly unstable environment of today's working world constantly producing ambiguous situations, openness to experience actually could be the most relevant personality factor in the Big Five model affecting contemporary career orientations like PCO. Traits generally associated with this personality dimension comprise being curious, broad-minded, intelligent, and imaginative; attributes that are supposed to be linked to positive attitudes toward learning

experiences (Barrick & Mount, 1991). Open individuals, hence, actively look for new experiences diverse and authentic in nature and strive for change (Avery, 2003; McCrae & Costa, 1997). This, in turn, entails a high degree of agility and adaptability, which are key elements of a PCO. Beyond that, several researchers found that openness to experience is positively linked to a self-directed and values driven career management (Briscoe et al., 2006; Rastgar et al., 2014), reflecting further integral components of a PCO.

Having a protean orientation towards one's career also tends to involve having a learning orientation (Hall, 2004) triggered by a high degree of curiosity. With curiosity being at the core of openness to experience (Silvia & Christensen, 2020), a positive relation between openness and PCO is very likely. This assumption is underpinned by the findings of Mintz (2003) and Briscoe et al. (2006) that confirm the positive association between openness and PCO. Consequently, the fifth research hypothesis proposes that:

H5: Tourism and hospitality professionals' openness to experience is positively linked to protean career orientation.

4.4. Methodology

4.4.1. Context of the research, sample and procedures

To meet the objective of this work from an empirical perspective, a survey was conducted among tourism and hospitality professionals in Germany. Specifically, alumni from the Faculty of Tourism of Munich University of Applied Sciences were chosen as industry professionals. They have earned a bachelor's and/or a master's degree in the fields of Tourism Management (Bachelor of Arts, Master of Arts) and Hospitality Management (Master of Arts). Graduates of all degrees have gained in-depth theoretical as well as practical industry knowledge, with bachelor students completing a compulsory internship and master students engaging in several practice projects during their studies. Academization in the German hospitality industry is increasing, although the combination of academic background and hotel experience has no tradition in German-speaking countries (Gardini, 2018) where vocational education in the sector still prevails. However, with academic education becoming an increasingly important prerequisite for advanced management positions in the hospitality industry (Gardini, 2018), university graduates represent an interesting group of industry professionals and, thus, study subjects.

The Faculty of Tourism of Munich University of Applied Sciences is the biggest faculty in the country offering tourism and hospitality management programmes (Department of Tourism at Munich University of Applied Sciences, 2022). With the research and training activities of its staff having made their publications become basic material in many other faculties of tourism across Germany, the institution has an outstanding reputation.

Germany represents an interesting research setting, being a non-Anglo yet a Western culture that is coined, inter alia, by individualism and self-direction (Hofstede, 2011). With the protean metaphor speaking to agency, individualism, and flexibility (Briscoe & Hall, 2006), the concept of a PCO is assumed to fit well into this cultural context. Regarding the economic significance of the tourism and hospitality industry in Germany, the sector's share in the national accounts is higher than the ones of mechanical engineering, retail trade, or the construction industry (Borkmann et al., 2022). Bavaria, counting most touristic overnight stays out of all German states (Bayern Tourismus Marketing GmbH, 2022), is one of the most important tourism destinations within the country. During Oktoberfest for example, the total number of arrivals and overnight stays in the Bavarian capital Munich substantially exceeds those in other German tourist destinations (Harrington et al., 2017). Moreover, it is a destination where other industries besides tourism dominate, which results in valuable synergies that contribute to reinforcing the competitiveness of Bavaria as tourism destination (Pechlaner et al., 2009).

The population of the study consists of alumni who earned a bachelor's (or equivalent¹) and/or master's degree at the Faculty of Tourism of Munich University of Applied Sciences since the year 2000. The statistical department of the faculty counts a total of 4,186 graduates till 2021. With the faculty's strong interest in keeping up an active exchange with its graduates, an alumni network was established in 2006. In total 1,425 graduates were part of this network in summer 2021, when data were collected. The network communication takes place via a semi-annual alumni newsletter and via the career oriented German social networking site "Xing" (comparable to LinkedIn). Regarding the sample of this study, contact details are only known for those graduates registered in the alumni network and not for the whole population, which is why addressing the whole population was not doable. Therefore, the non-probability sampling was used, involving those alumni who have joined the faculty's alumni network.

¹ Preceding the Bologna reform in the early 2000s, undergraduate students were enrolled in diploma programmes and received a respective degree. At the Faculty of Tourism at Munich University of Applied Sciences the first bachelor's degrees were earned in 2009.

Concerning the fieldwork, alumni were contacted and invited to participate in the survey via the semi-annual alumni newsletter and via direct messages on Xing in July 2021. The survey was accessible for four weeks and the fieldwork resulted in a total of 474 valid responses, which composes the final sample. The response rate, thus, is 11.32%, and the margin of error is 4.24% with a confidence level of 95%. A basic description of the individuals in the sample shows that they are mostly female (75.1%), mainly holding a bachelor's degree (or equivalent, i.e., diploma) (67.7%), and counting an average of 8.5 years since graduation.

4.4.2. Measures and analyses

The survey was based on a questionnaire that was prepared in German (see Appendix 2). The central variable of this work (i.e., protean career orientation) was measured with the scale by Baruch (2014) that measures PCO as a unidimensional construct with seven items. Aiming to create a more concise measure for the construct than the original scale by Briscoe et al. (2006), the scale by Baruch focuses on self-direction and career success (Hall et al., 2018). Several studies have supported the scale's construct validity among university students as well as employees (Hirschi et al., 2017; Li et al., 2022). Apart from that, Hall et al. (2018) rate the scale as promising and argue for an application across different cultures, whereas the original scale by Briscoe et al. (2006) has been critiqued for its length and its "individual against organisation" mentality in some of the items, e.g., "I navigate my own career, based on my personal priorities, as opposed to my employer's priorities" (Li et al., 2022). For this study, the first item of Baruch's (2014) scale ("For me, career success is how I am doing against my goals and values") has been removed and the last one ("For me, career success means having flexibility in my job") adapted. In case of both items, the success component has been removed. Flexibility has been further distinguished and split into two items as this fundamental element of protean career may be temporal or content-related, wherefore a distinction into those two forms seems reasonable. Through skipping the success component and further itemizing flexibility, an even more concise and clearer focused measurement of PCO concentrating on the aspects of self-direction, responsibility, and flexibility of a protean career is gained.

To measure the Big Five personality traits, Rammstedt and John's (2007) 10-item scale was employed. This scale, which also offers a German version, provides an adequate assessment of personality especially in research settings in which participant time is limited

(Rammstedt & John, 2007). In terms of validity, it showed congruent validity with the most widely known measure to address the Big Five according to the NEO-PI-R model by Costa and McCrae (González-González et al., 2021). All items of the dependent as well as the independent variable were evaluated on a Likert scale ranging from 1 (“strongly disagree”) to 7 (“strongly agree”). Eventually, socio-demographic information about gender, level of education (bachelor’s or master’s degree), and number of years of work experience since graduation were collected as dichotomous variables.

The questionnaire was pretested with three graduates from different cohorts, which resulted in some minor adaptations. Data were analysed using IBM SPSS Statistics 27. Frequencies, percentages, means, medians, standard deviations, analyses of variance (ANOVA), and regression analyses were computed. To limit the occurrence of common method bias, valid and reliable measures were applied, and participants’ anonymity has been maintained. Moreover, the potential threat of common method bias was checked with Harman’s single-factor test, which resulted in an acceptable value (26.1%, which is considerably less than the recommended threshold of 50%).

4.5. Results and discussion

The central variable to be considered in this study was tourism and hospitality professionals’ PCO. In general, alumni in the fields of tourism and hospitality management exhibit a high level of PCO, as Table 4.1. shows. Five out of seven aspects of PCO considerably exceed the average value of 4. Only two aspects (“easily finding a new job if forced” and “having content-related flexibility in one’s job”) display a value close to the average of 4. The item “being in charge of one’s own career” shows remarkable values, since 84% of the professionals have expressed a highly agentic attitude towards their careers. Accordingly, nearly 75% highlight their orientation to take responsibility for their own development. However, the difficulty of finding a new job in the sector is outlined by almost one quarter of the respondents (23.8%), while, in contrast, approximately the same number of professionals (25.9%) agrees on the easiness of finding a new job if circumstances required it; the remaining half of the professionals rates this aspect neither extremely difficult nor extremely easy. The aspects of freedom and autonomy as driving forces in one’s career rank high among the majority of professionals (72.6%). At the same time, approximately one in ten graduates does not have time or content-related flexibility in their jobs. Overall, temporal flexibility is quantitatively superior to content-linked flexibility (5.41 compared to 4.88) and

more than half of the respondents (58.4%) actually have temporal flexibility.

Table 4.1. Tourism and hospitality professionals' protean career orientation

Items	Protean career orientation (PCO)					
	Mdn.	Mean	SD	Low%	Med%	High%
I navigate my own career, mostly according to my plans.	6.00	5.35	1.35	4.3	42.5	53.2
If I have to find a new job, it would be easy.	4.00	4.10	1.79	23.8	50.2	25.9
I am in charge of my own career.	7.00	6.26	1.03	0.8	15.2	83.9
I take responsibility for my own development.	6.00	5.98	1.24	2.1	23.8	74.1
Freedom and autonomy are driving forces in my career.	6.00	5.94	1.24	1.7	25.7	72.6
I have temporal flexibility in my job.	6.00	5.41	1.68	9.5	32.0	58.4
I have content-related flexibility in my job.	5.00	4.88	1.62	11.8	46.5	41.6

Notes: Mdn: Median; SD: Standard Deviation

Source: own elaboration

In order to empirically test the research hypotheses of this work, regression analyses have been conducted. The analyses required the preparation of the variables, which were measured with a scale of more than one item. Hence, and regarding the dependent variable, an exploratory factor analysis was conducted to reduce the dimensionality of protean career orientation's 7-items scale. Table 2 displays the main results. Two factors were extracted: Based on the factor loads, the first one has been labelled "responsibility dimension of PCO" whereas the second one has been named "flexibility dimension of PCO".

Table 4.2. Factor analysis of PCO

Items	Factor loadings		
	Factor 1	Factor 2	
I navigate my own career, mostly according to my plans.	0.685	0.377	
If I have to find a new job, it would be easy.	0.584	-0.243	
I am in charge of my own career.	0.797	0.186	
I take responsibility for my own development	0.845	0.230	
Freedom and autonomy are driving forces in my career.	0.628	0.393	
I have time flexibility in my job.	0.062	0.824	
I have content-related flexibility in my job.	0.212	0.785	
	Eigen Value	3.189	1.151
	Explained variance	45.562%	16.440%

Other characteristics of the analysis

Barlett's test of sphericity (sig.)	1058.91 (0.000)***
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Source: own elaboration

As Rammstedt and John's (2007) 10-item scale to measure the Big Five personality traits include 2 items for each dimension, the mean value for each corresponding paired items was computed after adjusting the values (note that this scale present some inverted scales to increase measurement validity). Thus, each individual's average value for extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience was obtained.

Since two dimensions of protean career orientation were obtained, two multiple regression analyses were performed to statistically test the research hypotheses. In the regression equations, the independent variables were the five dimensions of personality considered in this work, and graduates' gender, their highest degree, and the number of years of work experience since graduation were included as control variables. Table 4.3. and Table 4.4. illustrate the most significant aspects of the regression models.

Table 4.3. Results of the multiple regression analysis with PCO's responsibility dimension as dependent variable

Responsibility dimension of protean career orientation			
Independent variables	Standardised Beta coefficients	t-test	Sig.
Extraversion	0.053	1.165	0.245
Agreeableness	-0.022	-0.524	0.600
Conscientiousness	0.254	5.892	<0.001***
Neuroticism	-0.113	-2.502	0.013**
Openness to experience	0.184	4.176	<0.001***
Gender (Female)	-0.134	-2.992	0.003***
Highest degree (Master)	-0.023	-0.552	0.581
Number of years of work experience since graduation	-0.187	-4.395	<0.001***

$F = 13.746 (<0.001)***$
 $R^2 = 0.211$
 Adjusted $R^2 = 0.196$

*p < 0.10; **p < 0.05; ***p < 0.01

Source: own elaboration

Table 4.4. Results of the multiple regression analysis with PCO's flexibility dimension as dependent variable

Flexibility dimension of protean career orientation			
Independent variables	Standardised Beta coefficients	t-test	Sig.
Extraversion	0.212	4.446	<0.001***
Agreeableness	-0.055	-1.226	0.221
Conscientiousness	0.017	0.385	0.700

Neuroticism	-0.073	-1.542	0.124
Openness to experience	0.087	1.891	0.059*
Gender (Female)	-0.034	-0.724	0.469
Highest degree	-0.004	-0.093	0.926
Number of years of work experience since graduation	0.179	4.023	<0.001***

$F = 7.927 (<0.001)***$

$R^2 = 0.134$

Adjusted $R^2 = 0.117$

* $p < 0.10$; ** $p < 0.05$; *** $p < 0.01$

Source: own elaboration

An overview of the results of these regression analyses reveals that there are several variables that exert a significant impact on tourism and hospitality professionals' protean career orientation. Regarding the responsibility dimension of PCO, conscientiousness, emotional stability, openness to experience, the fact of being male, and a lower experience after graduation positively affect this dimension. For the case of the responsibility dimension of PCO, extraversion, openness to experience, and a higher experience after graduation influence this aspect in a positive way. These significant variables are extraversion, conscientiousness, neuroticism, openness to experience, gender, and the number of years of work experience since graduation. Hence, with regard to the hypotheses of this study, H5 is accepted, H1, H3, H4 are partially accepted, and H2 is not accepted.

The findings of this work show the relatively high levels of protean career orientation that tourism and hospitality professionals have got. In an industry experiencing dramatic changes associated with global and environmental dynamics, digitalisation, innovation, and new consumer patterns in many segments, the positive aspects linked to this orientation allows for facing these trends in a better position. Moreover, this study has identified that protean career orientation has a double component: on the one hand, a dimension linked to responsibility, and on the other hand a dimension associated with flexibility.

The results of this work show the clear positive impact that tourism and hospitality professionals' openness to experience has on their PCO. Openness to experience is related to trying new things (Briscoe et al., 2006) and striving for change (Avery, 2003). Accordingly, professionals open to experience actively look for varied work experiences that correspond to their individual set of values (McCrae & Costa, 1997). Thus, the traditional upward career path within a single organisation is unlikely to be pursued by professionals displaying a high level of this personality trait, at least in the traditional way without discarding assuming different responsibilities as promotions in the hierarchy are obtained. Moreover, curiosity and

a positive attitude towards learning experiences as typical characteristics of openness to experience (Barrick & Mount, 1991) lead to professional development journeys, in a literal sense. Occupational changes, in turn, are characteristic for contemporary career orientations like the protean one. In line with the findings of Hall (2004), this personality dimension exerted the highest influence out of the Big Five on an individual's PCO.

Apart from that, extraversion, conscientiousness, and neuroticism were found to significantly affect industry professionals' PCO, at least partially. Extroverted alumni display a very high flexibility level of PCO, while no significance in terms of the responsibility dimension was detected. This finding is surprising as extroverts usually like to take responsibility (Judge et al., 2013); however, and as they are leadership-striving, taking responsibility might rather apply in a leadership context instead of a self-agency one. The adaptability and change orientation of extroverted personalities (Heslin et al., 2019; Waters et al., 2014) can explain the high level of flexibility in terms of their PCO.

With regard to conscientiousness, organised alumni display a very high level of PCO's responsibility dimension, while this result is not paralleled for the flexibility dimension. Conscientious individuals are committed to achieving both self-set and company-set goals (Nikolaou et al., 2008), wherefore they act very diligently and responsibly. At the same time, they long for order and organisation (Heslin et al., 2019), which is validated in this study by the non-significance of PCO's flexibility dimension.

The same interpretation applies to emotionally stable professionals who do not exhibit a high level of flexibility in terms of PCO, but are significantly associated with the responsibility dimension. With neurotic personalities avoiding situations that demand taking control (Judge et al., 1997), the latter finding is plausible in terms of a reverse effect. An interesting aspect is the non-existence of a relation between emotional stability and flexibility. As neurotics do not adapt well to work-related changes (Sung & Choi, 2009) emotionally stable individuals, in contrast, could have been expected to be highly adaptable and flexible. Taking, however, Hough et al.'s (1990) understanding as a basis that emotionally stable individuals are usually calm, even-tempered, relaxed, and able to face stressful situations without becoming upset, flexibility is not an integral part of emotional stability.

Furthermore, the results show that there is no significant relation between professionals' agreeableness and their PCO. Agreeableness is linked to prosocial motives (Graziano & Tobin, 2002) and agreeable individuals strive for harmonic interpersonal

relationships and for belonging to a community (Shum et al., 2020). Hence, the trait of agreeableness might rather affect interpersonal behaviours in the workplace than career orientations, which might be an explanation for the lack of effect of this variable on PCO.

Lastly, the results of the multiple regression analyses implicate that a professional's gender and the number of years of work experience since graduation influence his/her PCO. Alumni with little work experience exhibit a high level of PCO's responsibility dimension, while for the flexibility dimension it is graduates with much work experience displaying a high level. PCO is considered an attitude (Briscoe et al., 2006) and attitudes may change over time (Crowley-Henry et al., 2019; Kaspi-Baruch, 2016). As individuals grow older and gain more extensive experience in life, they are assumed to become less concerned with the (professional) expectations of others (Button et al., 1996). Older professionals, hence, might rely on their existing knowledge and skills, taking less responsibility for their career development than in younger years. Apart from that, whereas previous generations mostly shared the responsibility for their careers with their employer, in the current environment careers get increasingly controlled by the employee (Richardson, 2010; Sullivan & Baruch, 2009). Professionals with a lower number of years of work experience by implication are often younger, following more self-directed career paths.

Regarding gender, the results do not imply any gender differences in terms of flexibility but do show that men scored higher on the responsibility dimension than women. This finding is noteworthy as in some prior studies higher scores for women on PCO were found, especially with regard to the values-driven component (Gubler et al., 2014). In this context, Valcour & Ladge (2008) suppose that the protean career model, with its emphasis on keeping one's values and following one's own path, would be more applicable for women's careers. A potential explanation for male alumni' high degree of responsibility could be the traditional family image that is still prevalent in many conservative welfare states like Austria, France, or Germany (Leira, 2020), according to which the family father – not the mother – is the breadwinner (e.g., Jaehrling et al., 2015). Moreover, males generally demonstrate more specific career preferences than females as shown by a study by Chuang et al. (2007), which can be another explanation of their high responsibility level in terms of a PCO.

4.6. Conclusion, limitations and future research

This study has analysed the influence of tourism and hospitality management

professionals' personality on contemporary career attitudes through PCO. Adaptive and self-directed career strategies are part of a contemporary career in the tourism and hospitality industry (Mooney et al., 2016), and new career concepts such as the protean one come to the fore both in the academic literature and in practice. As Richardson (2008) states the tourism and hospitality industry traditionally has had limited internal career opportunities, which limits career growth. This circumstance seems to conflict with PCO's core value of growth (Hall, 2004). However, as employees have shifted from valuing advancement in one organisation to valuing cross-organisational freedom and growth, incorporating PCO with more lateral moves within the industry can be a chance to counteract workforce exit behaviour. With PCO being understood as an attitude (Briscoe & Hall, 2006), personality becomes relevant in understanding what affects industry professionals' contemporary career behaviours like the protean one, as personality is suggested to shape an individual's attitude (Buil et al., 2019). The framework provided by the FFM of personality provides a solid theoretical approach for the analysis of tourism and hospitality graduates' personality traits with regard to their PCO.

Hence, this work has shown that tourism and hospitality management graduates' extraversion, conscientiousness, neuroticism, and openness to experience exert a relevant influence on their PCO. Apart from personality traits, a graduate's gender and work experience were found to have an impact on his/her PCO. These findings have interesting theoretical and practical implications. The theoretical implications mainly refer to the two different dimensions of PCO that were extracted: the responsibility and the flexibility dimension. The two original and consolidated dimensions of a protean attitude entail a self-directed and values driven career development (Briscoe et al., 2006). However, by creating more and more accurate categories of modern careers that do not simply dichotomise careerists as "protean" or not, the identification of career identities, opportunities, and structures gets reinforced (Briscoe & Hall, 2006). Another major implication of this work is that a professional's personality should not be neglected when establishing contemporary career environments within the tourism and hospitality industry. The tenet that individuals choose work environments as a result of their personality, besides e.g., job characteristics or organisational structures, thus is strengthened. Moreover, as Kaspi-Baruch (2016) notes, personality may have an adaptive role in contemporary organisational environments, in that certain personalities can adapt more smoothly to certain career attitudes such as PCO. Thus, by studying the influence of personality on protean career attitudes, the current study further extends the theoretical body of knowledge on career self-management. A further theoretical

contribution lies in the need for observing the influence of each individual personality trait within both dimensions of PCO that were extracted in this study, as their impact to some extent is partial.

From a practical perspective, the results of this work allow for issuing some recommendations for individuals and their employers regarding the development and incorporation of a strong PCO. The quantitative relevance of tourism and hospitality professionals with high academic qualifications and with a protean career orientation that this work has identified, calls for a different strategic human resource approach in the sector. Thus, although protean-oriented employees manage their careers in a much more self-directed manner than in the context of “traditional”, employer-centric career management practices, some employers continue to actively support the career development of their employees (Lips-Wiersma & Hall, 2007). In fact, career is influenced by a range of organisational variables (Larsson et al., 2001); modern organisations, therefore, should try to create a blended career environment. This would imply giving their employees the opportunity to act in a more self-directed and flexible way than traditionally and so reinforcing professionals’ PCO, and at the same time proactively offering learning and development opportunities that meet today’s employees’ desire for professional growth and employers’ strategic priorities. The blending of the two “worlds” has also been suggested by Li et al. (2022) in their integrative meta-analysis of contemporary career attitudes and environments. Tourism or hospitality organisations’ managements and human resources departments, thus, need to reflect on the current strategic human resources approach. With tourism and hospitality graduates generally exhibiting a strong PCO, the incorporation of content-related and temporal flexibility, which were found to form an integral part of tourism and hospitality management graduates’ PCO, seems recommendable. While content- and/or time-related flexibility sometimes cannot be entirely granted, especially in operational departments, an employee’s PCO can get reinforced by empowering individual responsibility. Leadership styles are required to bring empowerment and trust to the fore, however, not without providing a transparent and reliable framework for action. Managers, department leaders and supervisors are urged to exemplify a corporate culture that is characterised by empathy, a culture of trust, and constructive criticism in order to make it credible and trustworthy. Reverse feedback conversations of superiors and subordinates, buddy programmes, or mixed-hierarchy advisory circles can be useful tools in this context. Moreover, and in line with Hall’s (2004) propositions, protean careerists should be offered challenging job tasks and room for professional growth, e.g., through formal learning and

development opportunities. Learning and development activities, however, should take into account protean-oriented tourism and hospitality professionals' desire for freedom and autonomy. The provision of location- and time-independent learning programmes and environments can meet this desire. Beyond that, employees should be proactively provided with future career prospects within the organisation, while leaving them enough room for choice in order to fulfil their intrinsic need to manage their careers in a self-directed and flexible manner. Regarding the recruitment of new employees, the selection process should comprise the evaluation of personality traits for the positive effect that tourism and hospitality professionals' extraversion, conscientiousness, emotional stability, and openness to experience have on contemporary career orientations like the protean one. This can be put into practice by means of personality- and strengths-based assessments of job applicants. For those personalities not displaying a significantly high level of contemporary career attitudes, PCO can be cultivated through self-reflection throughout one's career (Sargent & Domberger, 2007). Developmental relationships like mentorship programmes or career dialogues with charismatic leadership personalities from the industry can encourage self-confidence and, subsequently, self-directedness and -responsibility in terms of career development.

The finding that male tourism and hospitality management graduates' degree of responsibility in terms of their PCO is significantly higher than the one of female graduates allows for the implication that particularly female professionals should be provided with diverse opportunities in terms of developing a strong PCO. Offering them the participation in career networks that reinforce female leadership and self-reflection, or career coaching sessions can be impactful options. Apart from that, actively contributing as an employer to overcoming the general gender gap that is still existent in nearly every industry, including the tourism and hospitality one (Rinaldi & Salerno, 2020) should be a central value. With regard to work experience an individualised approach is recommendable: professionals with little work experience who display a high degree of responsibility in terms of PCO can be encouraged to take responsibility not only for their formal job contents but also for their career development. Career plans (e.g., for one year) could be created jointly, i.e., by the employee and the employer; the realisation, eventually, should be assigned to the employee who, subsequently, is in charge of his/her professional development. Nevertheless, the employer should be ready to assist whenever the employee asks for support. Professionals with much work experience were found to exhibit a high level of flexibility in terms of PCO. Offering those employees diverse tasks and environments, e.g., through job enlargement, job

enrichment, or – particularly in tourism and hospitality – overseas postings, can help considering their need for flexibility.

Overall, nourishing factors that foster psychological contracts that meet the goals of both the company and the employee (Baruch & Rousseau, 2019) and, thus, contribute to a blended career environment considering employee- and employee-centric elements (Li et al., 2022) should be the ultimate goal of any future-oriented human resources policy. This is a major challenge for tourism and hospitality organisations, but the external environmental and competitive pressures along with the evolution of the workforce in the sector require progression in its adoption.

This study is one of the first ones to explore the interrelation between personality and PCO in a tourism and hospitality setting. However, several limitations must be mentioned. Firstly, self-reported measures and a cross-sectional design were used. Future research, thus, could involve collecting data from multiple sources and/or at different time points. Second, the social and economic context in which the data were collected may have affected the outcomes. A repetition of the study in different geographical, cultural, and economic settings could add value to the research issue in terms of an international comparison. Moreover, tourism and hospitality professionals in this study are individuals who hold an academic degree. The study of professionals without university degree marks another interesting object of research, especially in countries like Germany where the system of dual vocational education still prevails (Kirchknopf, 2020). Furthermore, as this work focused on bivariate relationships between personality and career orientation, a multivariate investigation might be an interesting avenue of future research. Eventually, further research is required to shed light on the hitherto unanswered question how PCO changes over time or as a result of career events like career shocks (for example during and after the Covid-19 pandemic), or career transitions, or because of life events. In fact, prior research has found that PCO does change over time, namely over durations as short as six months (Supeli & Creed, 2016), or after a career transition (Waters et al., 2014). The tourism and hospitality industry with its multi-faceted and generally volatile career environments represents an interesting research setting for this examination.

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13. CHAPTER V

**14. LIFELONG LEARNING AMONG TOURISM AND
HOSPITALITY PROFESSIONALS: AN ANALYSIS OF PROFILES
BASED ON LEARNING ORIENTATION**

LIFELONG LEARNING AMONG TOURISM AND HOSPITALITY PROFESSIONALS: AN ANALYSIS OF PROFILES BASED ON LEARNING ORIENTATION

Abstract

The fast-changing environment of many sectors, including the tourism one, has produced the emergence of new jobs and novel aspects of existing jobs. Consequently, employees need new knowledge to face these new labour aspects, and lifelong learning has become a required need for many employees in the tourism sector. However, not all employees are willing to engage in a continuous learning process. This is strongly associated to their level of learning orientation. In fact, the different degrees of learning orientation can result in the identification of different groups of professionals. With a sample of 474 professionals with degrees in tourism and hospitality management at the university level in Munich (Germany), three groups of employees have been identified based on their learning orientation: super learners, medium learners, and graduates not open to learn. Regarding the patterns associated with the identified groups based on the learning orientation, protean career orientation, risk aversion and varying personality traits allows for identifying variations in the three groups. No relationship between the belonging to the identified learning orientation groups and sociodemographic characteristics has been found. These results allow for the provision of practical implications in terms of a future-oriented human resources development.

Keywords

Lifelong learning; learning orientation; human resources development

5.1. Introduction

The fast-changing environment of many sectors, including the tourism one, is a reality, especially after the rapid evolution of information communications technologies, the changes unleashed by the Covid-19 pandemic, and further long-term developments like global warming or looming overpopulation. This has led to the emergence of new jobs and novel aspects of existing jobs in the tourism industry (Hsu, 2018). Consequently, employees need new knowledge to face these new labour aspects (Zaitseva et al., 2022), and lifelong learning has become a required need for nearly all professionals in the sector. Those who do not have access to opportunities to learn are not only deprived of choice but also of the ability

to contribute to the further development of the industry, as Christou (1999) claims. Employees, however, are a crucial driver of innovation and organizational change (González-González et al., 2021).

Knowledge and intellectual capital, hence, have become a major competitive advantage (Alonderienė & Navickienė, 2009) and need to be considered as key organizational resources in any tourism or hospitality organization (Cooper, 2005). As a matter of fact, many companies in the sector have realised this potential and for a long time have encouraged their employees to actively pursue continuous professional development (Christou, 1999). Continuous professional development comprises an ongoing progression in knowledge and skills development, which tourism and hospitality professionals across all levels of the value-creation chain are expected to engage with in today's Information Age (Stead et al., 2010). Apart from that, it can serve employers as a starting point for the implementation of the concept of lifelong learning (Christou, 1999). Lifelong learning on the one hand contributes to sustain tourism development in the face of global change and on the other hand to make the sector a sustainable and long-term career path for skilled labour (Su, 2014). From an individual's perspective an ongoing knowledge and skills enhancement is central for the ability to anticipate and adapt to change (Cuffy et al., 2012) and to keep pace with the dynamic evolution of the business environment.

Although the concept of lifelong learning is considered as a means of ensuring personal growth to respond to change and uncertainty in the work environment (Stead et al., 2010), not all employees in the tourism sector are willing to engage in a continuous learning process (Marhuenda et al., 2004). This is strongly associated to their level of learning orientation. Learning orientation depicts an individual's predisposition to seek knowledge (Jha & Bhattacharyya, 2013). In fact, individual learning orientation is a crucial facilitator of creativity and innovation, and ultimately supports the motivation to try new ways of resolving the various challenges and issues at work (Mutonyi et al., 2020). A relevant academic concern is to know the factors that affect an individual's learning orientation and which implications these findings might have for the enhancement of skills and knowledge in the context of human resources development. Research on those topics could be strategic in the human resource field of the tourism sector. In that broad research gap, the goal of this study is to analyse profiles of tourism and hospitality professionals based on their learning orientation and to obtain career-related patterns to characterise the identified groups.

Much of the research on learning and training in tourism focuses on higher education. Even though adult and continuing education encompasses more individuals than formal schooling and higher education combined (Cuffy et al., 2012), relatively few studies have been conducted on learning beyond the paths of formal and higher education. A greater understanding of organizational skill development, therefore, is required. As not only employers but society in general would benefit from a high level of learning orientation of as many individuals as possible (Cuffy et al., 2012), a relevant academic and professional challenge is to find the characteristics and aspects associated with the individual's learning orientation. The present study addresses tourism and hospitality professionals as learners and examines their involvement in lifelong learning in an occupational context. Moreover, the potential relationship of sociodemographic characteristics, protean career orientation, risk aversion, and personality traits with the employees' level of learning orientation has been addressed. The study of those potential association has led to an interesting theoretical analysis that points to the potential existence of relationships. These assumptions are empirically tested with information obtained from professionals who graduated in the fields of tourism and/or hospitality management.

The work is structured in different sections. First, the necessity for and the concept of lifelong learning is introduced, which is followed by the discussion of the relationship of that concept with socio-demographic characteristics, protean career orientation, risk aversion, and personality. Next, the conceptual model of the study is presented, followed by the methodology. After reporting the findings of the study, the work concludes with practical implications for tourism and hospitality organisations' leaders and human resources managers.

5.2. Lifelong learning in tourism and hospitality professions

The requirements for tourism and hospitality professions have changed along with the ongoing transformation of work and career environments in the sector (Su, 2014). New and fast evolving information and communication technologies, changes unleashed by the Covid-19 pandemic, and global mega trends that affect the industry make staying in a tourism or hospitality profession hardly feasible without continually updating one's knowledge and skills (Laal & Salamati, 2012). Also, from an organizational perspective up-to-date knowledge is crucial for efficient operations and in order to remain competitive (Paschek et al., 2018).

Globalisation forces tourism and hospitality organisations to compete internationally, and new ways to stand up to global competitors must be developed (Lee-Ross & Pryce, 2005). This often goes in line with technological advancements, e.g., in the context of “smart tourism”. With the advent of smartphones, artificial intelligence or the metaverse, the guest experience has entered a new dimension (Xiang & Fesenmaier, 2017). Tourism professionals need to be capable of mastering these new technologies (Femenia-Serra, 2018). Moreover, competencies in data analytics and database management are essential for the comprehension of the meaning of big data (Hsu, 2018). With the rise of online marketing, advanced web design or social media managing (Femenia-Serra, 2018) more and more knowledge workspaces arise both in administrative and operational departments. Along with that, the so-called digital citizenship skills have begun to turn into basic professional skills and new positions like Chief Digital Officers have been created (exemplary hotel groups: Prizeotel, Best Western, B&B Hotels). Also, the number of virtual workspaces in the tourism and hospitality industry grows (e.g., mobile receptionist). This does not implicate that traditional tourism jobs are disappearing. However, they get redefined and, beyond that, new roles that require new skill sets are emerging (Hsu, 2018). In this context, Baum et al. (2016) criticize the misperception that skills are not required for many lower-level tourism and hospitality jobs. As a matter of fact, a professionally trained and educated workforce is needed across all levels of the value-creation chain.

Additionally, Hsu (2018) claims that knowledge in ethics and sustainable behaviour becomes more important as sustainable tourism has become a focus of attention (Baum et al., 2016). The aggravation of the climate change forces the tourism and hospitality industry to rethink common business practices. Managerial as well as operational staff is required to contribute to more sustainable (and therefore often novel) practices on both a daily and strategic basis, which is based on relevant knowledge about latest developments in this field, such as the rise of economic social governance (ESG) or corporate social responsibility (CSR) (Tuan, 2018).

Another aspect affecting the present and future of tourism professions is the transformed travel behaviour that has been raised by the Covid-19 pandemic. Industry professionals need to understand and meet travellers’ respective new expectations and demands, which include the longing for increased safety and health standards, more purposeful and mindful traveling in combination with a growing desire for customization of traveling experiences (Shamshiripour et al., 2020). At the same time, the tourism industry is

recording an increased movement of labour to other sectors, which results in the aggravation of the already existing labour shortage². The provision of the remaining workforce with the necessary up-to-date knowledge therefore becomes a paramount aspect of human resources management to ensure a company's long-term survival (Garcia-Almeida & Yu, 2015). From an employee's perspective, increasing one's knowledge, understanding and skills helps developing the ability to actively influence the surrounding environment. Thereby, individuals become controllers of change, rather than victims of it. Professionals must recognize this challenge of change and make the commitment to constantly upgrade their knowledge and skills (Christou, 1999).

Tourism and hospitality organisations, hence, are prompted to take this opportunity and create learning and training possibilities for their employees. To maximise the mutual benefits of organisational training (i.e., from an organisation's and from an individual's viewpoint), employees' individual training needs are to be found so that a customised system of training can be developed (Salas et al., 2012). Personalised learning journeys can close the biggest skill gaps while saving learning time for employees (Jost et al., 2022). In addition, the assessment of skill gaps should not only consider skills currently needed in the organisation, but skills needed in the future, in order to meet strategic goals, digital agendas, etc. (De Smet et al., 2021). Organisations that reframe human resources processes to match skill needs were found to boost employee engagement, lower training and development programme costs, and raise productivity to a significant extent (Jost et al., 2022). Training, along with employee empowerment and enhancing employees' willingness to develop, can move a company's culture towards an asset that provides a significant competitive advantage (Kyriakidou & Gore, 2005).

Furthermore, with Munar's and Bødker's (2015) critique that tourism education often fails to provide students with the necessary knowledge to think and act future-oriented, the role of firm provided learning and training becomes even more paramount, not least in order to address these educational shortcomings. Moreover, initial qualifications anyhow will no longer last throughout a lifetime's career, therefore the education and training of tourism professionals need to be understood as a continuing, lifelong task (Christou, 1999). With today's professionals' desire for an exciting and challenging career (Brown et al., 2015) that involves jobs providing training and development opportunities (Barron et al., 2007). The concept of lifelong learning, which first gained prominence in the 1990s (Cuffy et al., 2012),

² The World Travel and Tourism Council (WTTC) estimated that in 2020, the travel and tourism market lost 75 million jobs worldwide, 6.4 million jobs in the EU (Niestadt, 2020), and 216,000 in Germany (Jansen & Risius, 2022).

becomes an ever more relevant one in the context of human resource development.

In today’s workplace, learning has become an integral part of everyday life (Carnevale et al., 1990). Tourism professionals at all job levels, therefore, need to have both the ability and possibility for lifelong learning (Hsu, 2018). In fact, the promotion of lifelong learning opportunities for all is part of the United Nations Sustainable Development Agenda Goals (Baum et al., 2016). The concept of lifelong learning links education to daily life and aims at the empowerment of individuals to become motivated and proactive learners who strive for personal improvement and development (Stead et al., 2010). Although no exact definition of the term ‘lifelong learning’ can be found in the literature, some definitions in the institutional and academic literature provide cumulative nuances to understand this broad concept. Table 5.1. shows some of these definitions.

Table 5.1. Selected definitions of the term lifelong learning

Source	Definition of ‘lifelong learning’
OECD, 2001	“(…) all purposeful learning activity, from the cradle to the grave, that aims to improve knowledge and competencies for all individuals who wish to participate in learning activities.”
European Communities, 2005	“(…) all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and or employment related perspective.”
Knapper & Cropley, 2000	“(…) deliberate learning that can and should occur throughout each person’s life.”
Nordin et al., 2010	“(…) the training of a workforce capable of adapting to a rapidly changing world.”
Falk et al., 2012	“(…) a lifelong and life-wide process”

Source: own elaboration

Education, thus, is not limited to a specific number of years of formal education, but rather should occur throughout an individual’s life (Cuffy et al, 2012). The concept of lifelong learning comprises formal, non-formal and informal education and learning (Alonderienė & Navickienė, 2009). To understand the differences of these types of lifelong learning, these three concepts are further presented (European Communities, 2005; Su, 2014). Formal education includes education that is provided in the system of schools, colleges,

universities, and other formal educational institutions. Non-formal education involves any organized educational activity that takes place within or outside educational institutions and caters to persons of all ages in a professional context (e.g., on- and off-the-job trainings, workshops, or seminars). Informal education is intentional, but less organised and therefore often accidental; it comprises learning activities that occur in the family, in the workplace, or in everyday life of an individual on a self-directed, family-directed, or socially directed basis.

The initial part of lifelong learning, hence, consists of informal education in the family and the early stages of formal education. For individuals with higher ambitions and economic possibilities, vocational education and university studies mark relevant pursuing learning paths (Waters, 2009). After getting enough qualifications to enter the job market with solid professional knowledge, many individuals put an end to their formal education. However, and especially for this group of people, this is the moment when the most strategic part of lifelong learning can start: updating or developing one's knowledge and work-oriented skills in the long term. This traditional learning path tends to be different in some countries. For example, in the American or German context it is very popular that young professionals enter the job market full time after the bachelor's degree. Following the first years of work experience, some of them study a master's programme to increase their expertise in a certain field and to aspire for very expert jobs or managerial positions (Edirisinghe & Fraser, 2014). These advanced formal studies can be done on a part-time basis. Apart from that, there are others who go back to university in full time long after having obtained their vocational education certificates or bachelor's degrees (Jung & Li, 2021). In this context, Hsu (2018) recommends an integration of formal and informal learning spaces in the field of tourism and hospitality as the distinction between the two gets increasingly blurred due to more flexible and engaging learning environments that are on the rise.

The greatest challenge of lifelong education, however, lays in going beyond formal educational paths and in integrating alternative ways to construct knowledge instead (Svetlik, 2009). In that non-formal and informal education, many agents provide strategic learning opportunities. With regard to the learning environment in an organisational context, corporate culture plays an important role. If it favours learning and knowledge acquisition it can serve as a promoter of lifelong learning. Along with open communication and the free flow of information, lifelong learning at the workplace gets further encouraged and employees begin to participate in goal-setting processes as well as in the formulation of business strategies (Kyriakidou & Gore, 2005).

This knowledge supply, however, must imperatively be matched by the demand; that is, working individuals must feel the need for or the pleasure in engaging in those learning experiences. In the field of tourism and hospitality, not all professionals are willing or able to engage in a continuous learning process (Marhuenda et al., 2004). The former aspect – the desire to learn, is embedded in the concept of learning orientation. Learning orientation depicts an individual's predisposition to seek knowledge (Jha & Bhattacharyya, 2013) and can be high or low (DeRue & Wellman, 2009). In a service context, Hennig-Thurau and Thurau (2003) view learning orientation as a continuous aspiration of staff members to advance their knowledge, skills, and abilities; a viewpoint that closely relates to lifelong learning. The higher an employee's learning orientation the more advantageous the outcomes both for the employee him-/herself and the employing company (Mutonyi et al., 2020). From a human resource perspective, it is important to understand that any workforce is made up by employees with a high learning orientation and such team members with a low(er) orientation towards learning and knowledge development.

The idea of categorizing learners is not new; it was already applied by Kolb back in the 1980s, though from a different approach: Kolb's categories of learners are particularly relevant to problem-solving skills (Carnevale et al., 1990).

5.3. Identification of learners' profiles based on learning orientation

The academic literature points to the existence of several factors or attributes that allow for distinguishing among varying levels of an individual's learning orientation. Thus, in this section the potential relationships between learning orientation and several variables (i.e., an individual's sociodemographic characteristics, protean career orientation, risk aversion, and personality) are discussed.

5.3.1. Sociodemographic characteristics

An individual's sociodemographic characteristics could relate to varying degrees of learning orientation. Tourism or hospitality employees' age, gender, number of employers since graduation, and academic degree, therefore, could have implications on their level of learning orientation.

As individuals grow older and gain more extensive experience in life, they are assumed to become less concerned with the (professional) expectations of others (Button et

al., 1996). Thus, older professionals might focus on what they have specialised in throughout their career and rely on their existing knowledge and skills. For this group of employees, learning is more about utilizing existing skills, rather than continually acquiring new ones (Canning, 2011). Younger professionals, in contrast, bring to the fore their personal advancement and foster the enhancement of their occupational knowledge and skills (Hertel et al., 2013). They are on the lookout for the career path matching their personal values and ambitions most, wherefore they keep on trying out new things and enlarging their knowledge base.

With regard to gender, various studies have provided evidence that the career development process of female individuals is different from that of male ones (Chuang et al., 2007). Females were found to be more willing to explore different career choices than males (Patton et al., 2004). Thus, the necessity and desire for knowledge enhancement and learning is supposed to be higher among female individuals. Moreover, women tend to exhibit a lower level of undirected learning than men (Severiens & ten Dam, 1998). An undirected learning pattern is characterized by ambivalent learning orientation and a focus on cooperation in learning (Vermunt & Vermetten, 2004).

The tourism and hospitality industry is known to be suffering from high turnover rates (Hjalager & Andersen, 2001). As an employer, retaining employees for the long term is as desirable as challenging. However, staff turnover and career changes within the sector may also be positive both for individuals and organisations or even the industry as such, if they result in more motivated and eager to learn employees (Mooney et al., 2016). The exploration of different job positions at different companies may positively affect an individual's continuous learning process as he/she gets challenged over and over. In contrast, staying with one and the same employer for a long time might indicate a lower orientation towards learning something new and personally advancing.

Lastly, the relationship between learning orientation and the professional's academic degree is explored. Generally, university graduates are expected to possess a higher level of learning orientation than individuals who do not opt for university studies (DeRue & Wellman, 2009). However, in some countries the professionalization in the strategic jobs in the tourism sector increasingly requires university degrees in some cases. Moreover, in recent years many countries and industries have experienced an expansion of master's degree education (Jung & Li, 2021). One reason for studying a master beyond a mere bachelor-level programme is the striving for personal development, problem-solving abilities, and

independence (Wu, 2014). Master's education, therefore, is considered as a notable possibility to enrich a professional's knowledge and skills, being more specific than undergraduate-level education (Kasworm & Hemmingsen, 2007) and providing continuing education (Drennan, 2012). Based on those ideas, the learning orientation of an employee with a master's degree could be higher than the one of employees who have only earned a bachelor's degree.

5.3.2. Protean career orientation

In times of ever decreasing stability in the work environment, the idea of stable organisational careers has begun to vanish. Instead, self-guided and values driven career concepts gain in significance (Hall et al., 2018). These "new" career concepts are characterized by greater independence and individuality in career planning and management (Gasteiger et al., 2008). One of the most notable ones is the concept of protean career (Gubler et al., 2014). The key idea of that concept is that a person's career is no longer driven by an organisation, but by the employee his-/herself (Hall, 1996). This, in turn, requires employees to be agile and adaptable. According to Mooney et al. (2016) adaptive and self-directed, i.e., protean, career management strategies are part of a contemporary career in the hospitality industry.

Adaptability not only helps to adjust to new or changing career environments but also facilitates continuous learning and development (Hirschi et al., 2017). Another fundament for continuous education and lifelong learning is self-directed learning (Cuffy et al., 2012). The results of a study by Button et al. (1996) imply that individuals who perceive greater personal control over outcomes or events hold a strong learning goal orientation. Eventually, Hall (2004) asserts that exhibiting a protean career means having a learning orientation. This is underlined by a study of Briscoe et al. (2006) who found that protean attitudes were positively correlated with mastery goal orientation such as emphasizing learning.

5.3.3. Risk aversion

Individuals differ in terms of the amount of risk they are willing to take on in a given situation. This predisposition toward risk is referred to as risk aversion (Mandrik & Bao, 2005). In addition, risk aversion can be understood as an individual's attitude towards uncertainty (Ross, 1975). The feeling of uncertainty often occurs in challenging situations

that go beyond one's occupational routine and learned processes. The handling of such challenging, uncertain situations allows for drawing conclusions about an individual's orientation towards learning, as implied by De Rue & Wellman (2009): those professionals viewing errors as feedback and opportunities for learning exhibit a strong learning orientation and additionally often enhance their effort with regards to the development of new skills. In contrast, professionals who lack a strong orientation towards learning experience challenging tasks at work as rather overwhelming and risky. Consequently, they tend to withdraw and shut themselves off to learning (Button et al., 1996). Risk-averse individuals could exhibit a lower degree of learning orientation than venturesome individuals.

5.3.4. Personality

A specific characteristic of lifelong learning is the fact that it centres around the individual (Nordin et al., 2010) and thus brings to the fore the learner and his/her corresponding personal learning needs (Cuffy et al., 2012). Studying individual differences in terms of learning has also become of interest from a personality psychology perspective (Jensen, 2015). Apart from that, personality has a long tradition in the study of occupational behaviour (Wille et al., 2010). Personality, thus, is another relevant variable to be examined in the context of the identification of patterns of groups with varying degrees of learning orientation.

One of the most accepted personality frameworks is the five-factor model of personality, often referred to as the "Big Five" (González-González et al., 2021). This framework categorizes several personality traits into five groups, which are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (McCrae & Costa, 1996). In the following section, the potential effects of the five personality dimensions on learning orientation are discussed.

Extraversion

Extraversion describes an individual's sociability and positive emotionality (McCrae & John, 1992). From a neurological viewpoint, extraversion is linked to dopamine secretion, which is associated with attention, working memory and learning (Jang et al., 2001; Kaspi-Baruch, 2016). Extroverts tend to be sociable, assertive, and positive (Watson & Clark, 1992), and with learning being more likely to occur when being positive (Winberg et al., 2014), a relation between extraversion and learning orientation is suggested. This suggestion

is underpinned by Kaspi-Baruch's (2016) finding that extroverted individuals are oriented towards learning.

Agreeableness

Agreeableness is the tendency to be philanthropical (Costa & McCrae, 1992). Agreeable individuals are characterized as courteous, sympathetic, and cooperative (Barrick & Mount, 1991). They tend to be sociable and open to other people, and Kaspi-Baruch (2016) suggests that agreeable individuals are open to learning from others. In fact, they learn via social interaction. With highly agreeable individuals being prone to uphold positive social relationships at work (Park et al., 2021), their rates of social interaction are high. These high interaction rates, in turn, might result in a continuous learning process, based on cooperative and team-oriented learning.

Conscientiousness

Conscientiousness, sometimes called 'will to achieve' (Digman, 1990), can be described by the amount of organisation, persistence, and motivation in goal-directed behaviours (Robie & Ryan, 1999). Apart from being careful, diligent, responsible, and well-organised, conscientious individuals demonstrate the will to achieve and complete tasks (Barrick & Mount, 1991). Moreover, employees high in conscientiousness are assumed to be striving for continuous skills improvement in the context of achieving their professional goals (Kaspi-Baruch, 2016). With learning orientation in the service context describing the ongoing aspiration of staff members to advance their knowledge, skills, and abilities (Hennig-Thurau & Thurau, 2003) an interrelation between learning orientation and conscientiousness could have a sound academic basis.

Neuroticism

Neuroticism represents an individual's inability to emotionally adjust to the environment (Costa & McCrae, 1992). Neurotics are typically anxious, angry, depressed, emotional, and worried (Barrick & Mount, 1991) and rather focus on behaviour avoidance (Kaspi-Baruch, 2016). With the assertion of Sung and Choi (2009) that neurotic individuals do not adapt well to changes in the workplace, professionals scoring high in neuroticism are expected to exhibit poor adaptability. As adaptability is considered as a facilitator of continuous learning (Hirschi et al., 2016), it seems unlikely that neurotics prize lifelong learning highly.

Openness to experience

Openness to experience is characterized by open-mindedness, intellectual curiosity, and active imagination (Barrick & Mount, 1991). Like extraversion, openness to experience is linked to dopamine secretion, which is associated with attention, working memory and learning (Jang et al., 2001). Professionals with a high level of this trait are willing to take into account information from multiple sources and show positive attitudes towards learning experiences, and conversely, consider new experiences as valuable learning opportunities (Barrick & Mount, 1991; Kaspi-Baruch, 2016). Individuals open to experience are curious, broad-minded, and intelligent. In fact, Jensen (2015) found that an individual's openness to experience is positively correlated to a deep approach to learning (versus a surface approach to learning).

5.4. Methodology

5.4.1. Context of the study

To achieve the objective of this study, a survey was conducted among tourism and hospitality professionals in Germany. Specifically, alumni from the Faculty of Tourism of Munich University of Applied Sciences were chosen as industry professionals. Alumni in this work comprise individuals who have earned a bachelor's degree and/or a master's degree. Graduates of both degrees have both in-depth theoretical and practical sectorial knowledge with the bachelor's degree embracing 7 study semesters and the master's degree comprising 3. The Faculty of Tourism of Munich University of Applied Sciences has an excellent reputation in Germany. Apart from being one of the biggest faculties in the country offering tourism and hospitality management programmes (Department of Tourism at Munich University of Applied Sciences, 2022), the research and training activities of its staff have made their publications become basic material in many other faculties of tourism across Germany.

5.4.2. Participants, procedures and data collection

The population of this study was composed of alumni who earned a bachelor's (or equivalent³) and/or master's degree at the Faculty of Tourism of Munich University of

³ Preceding the Bologna reform in the early 2000s, undergraduate students were enrolled in diploma programmes and received a respective degree. At the Faculty of Tourism at Munich University of Applied Sciences the first bachelor's

Applied Sciences since the year 2000. The Faculty of Tourism was established in 1997, with the first students graduating in 2000. In total, the statistical department of the Faculty counts 4,186 graduates till 2021. The Faculty has a strong interest in maintaining an active exchange with its graduates for which it has started an alumni network in the year 2006 via the career-oriented social networking site “Xing” and via a semi-annual alumni newsletter. In total 1,425 graduates were part of the faculty’s alumni network in summer 2021. Due to the difficulties in addressing the whole population with a self-selection method or a probability sampling method since contact details are not known for the whole population, the non-probability sampling was used, involving those alumni who have joined the Faculty’s alumni network. This decision entails a slight over-representation of more recent alumni; however, it allows to overcome the barrier caused by the lack of contact details of early graduated alumni.

Regarding the fieldwork, alumni were contacted and invited to fill in the questionnaire (see Appendix 2) via the semi-annual alumni newsletter and via Xing direct messages in July 2021. The survey was active for four weeks and the fieldwork resulted in 474 valid responses, which composes the final sample. The response rate, thus, is 11.32%, the margin of error is 4.24% with a confidence level of 95%. Data were analysed using IBM SPSS Statistics 27. Frequencies, percentages, means and standard deviations, cluster analyses, Chi-square statistics, and analyses of variance (ANOVA) were computed.

5.4.3. Measures

The survey was based on a questionnaire that was prepared in German. The central variable of this work (i.e., learning orientation) was measured with five items taken from the work of Jha and Bhattacharyya (2013). Regarding the additional variables, protean career orientation was measured with Baruch’s (2014) scale with seven items; the first item of the original scale was removed and the last one adapted to meet the study’s goals as concretely as possible. Risk aversion was assessed with the General Risk Aversion Scale by Mandrik and Bao (2005). To measure the Big Five personality traits Rammstedt’s and John’s (2007) 10-item scale, which also offers a German version, was applied. For all the scales a seven-point Likert scale was used. The socio-demographic characteristics, eventually, comprised age group (four groups ranging from 21 years to 41+) and the dichotomous variables gender,

degrees were earned in 2009.

highest degree (i.e., master), and number of employers since graduation.

5.5. Results and discussion

To meet the goal of this research the presentation of the data analysis and results is done in two parts. The first part addresses the potential existence of different profiles of tourism and hospitality graduates based on their learning orientation and is shown in the first subsection (i.e., 5.5.1.). The second part (i.e., from 5.5.2. to 5.5.5.) deals with the possible career-related characteristics that allow to present patterns for the different groups of graduates with varying learning orientation.

5.5.1. Groups of learners (cluster analysis)

To discover the existence of groups of alumni based on their level of lifelong learning attitude, a two-step cluster analysis of their learning orientation was conducted (Table 5.2). To that end, the five items of the scale were input in the analysis. Three groups of alumni have been identified. The first one includes 36.1% of the combined cases of the cluster study, the second one covers 54.6%, and the third one comprises 9.3%. These three groups can be described by the different patterns of their learning orientation that were used in the two-step cluster analysis.

Table 5.2. Cluster distribution and learning orientation by group

Learning orientation	Group 1 [Super learners]		Group 2 [Medium learners]		Group 3 [Not open to learn]	
	Mean	SD	Mean	SD	Mean	SD
I enjoy learning about new topics.	6.87	0.359	6.29	0.645	4.68	1.567
I like to read diverse topics.	6.53	0.671	5.15	0.844	3.09	1.395
I find pleasure in learning.	6.97	0.169	6.10	0.582	4.20	1.268
I get intrinsically motivated to constantly expand my knowledge.	6.82	0.381	5.71	0.777	3.52	1.131
I seek deep-seated conceptual knowledge for the task assigned to me.	6.33	0.840	5.20	1.004	3.64	1.251
<i>Cluster distribution</i>		<i>N</i>		<i>% of the combined cases</i>		<i>% of the total cases</i>
Group 1 [super learners]		171		36.1%		35.9%
Group 2 [medium learners]		259		54.6%		54.4%
Group 3 [not open to learn]		44		9.3%		9.2%
Combined		474		100.0%		99.6%
Excluded cases		2		-		0.4%
Total		476		-		100,0%

Source: own elaboration

The members of Group 1 display the highest level of learning orientation out of the three groups. They find great pleasure in learning in general, with distinctly high scores in the enjoyment of learning about new topics and their intrinsic motivation to constantly expand their knowledge. The pleasure in learning about new topics also met with approval of the members of Group 2, being only in medium levels for the individuals in Group 3. In fact, alumni allocated in Group 3 evince the lowest level of learning orientation. Out of all items measuring learning orientation, the members of the third group dislike most reading diverse topics and constantly expanding their knowledge out of an intrinsic motivation to do so. The members of Group 2 in general enjoy learning about new topics and find pleasure in learning; however, they display a notably lower interest in reading diverse topics and seeking deep-seated conceptual knowledge for the task assigned to them than the alumni allocated in Group 1 do.

Based on the detailed values of learning orientation, the members of Group 1 have been labelled as ‘super learners’, the ones of Group 2 as ‘medium learners’, and the members of Group 3 could be considered as ‘not open to learn’. The exceptionally high levels of all characteristics of learning orientation were decisive for the label for individuals in Group 1. In contrast, the low values in terms of a continuous expansion of knowledge, e.g., by reading diverse topics, or in terms of seeking deep-seated conceptual knowledge for the tasks assigned to the members of Group 3 highlight these individuals’ reticence towards learning. Alumni of the second group display a level of learning orientation just in between the ones of Group 1 and 3, though with a tendency towards the high level of Group 1.

5.5.2. Relationship between learning orientation and sociodemographic characteristics

Descriptive analyses were conducted to shed further light on the profiles of tourism and/or hospitality alumni included in the three groups, respectively (see Tables 5.3. and 5.4.). The *not open to learn* group shows a slightly lower proportion of individuals aged 25 years or younger than the *super* and *medium* learners. Whereas about one in ten *super* or *medium* learners is 25 or younger, this age group makes up only 7% in the *not open to learn* cluster. In terms of gender, all three groups are mostly female with the highest proportion of males among those alumni *not open to learn* (30%). Males make up about 27% of the *super* learners and only 22% of all *medium* learners. With regards to their highest academic degree earned (Bachelor of Arts or Master of Arts), every group of learners counts about one third of

master graduates and two thirds of bachelor graduates (*super learners*: 67% Bachelor of Arts; *medium learners*: 69% Bachelor of Arts; *not open to learn*: 66% Bachelor of Arts). 39% of those graduates *not open to learn* count only one employer during their professional career so far. This fact applies to 30% of the *medium learners* and 32% of the *super learners*. A reason for the latter finding could be a potential interrelation between an individual's willingness to learn and develop and their willingness to change in a professional context; the lower one's interest in learning and developing the lower the willingness to occupationally move on and vice versa.

However, and despite the values commented above, no significant relationship was found between the sociodemographic characteristics presented above and the belonging to the identified learning orientation groups. To determine this, a chi-squared test was computed to observe the relationship between the membership to those groups and gender, their highest degree, the number of employers up to now, and age groups. These findings indicate that key sociodemographic variables such as those used in this work are not relevant to observe patterns in the groups obtained in the cluster analysis presented above and shows diversity across all the groups identified.

Table 5.3. Age groups to describe the identified learning orientation groups

Age Group	Group 1 [Super learners]				Group 2 [Medium learners]				Group 3 [Not open to learn]			
	21-25	26-31	32-40	41+	21-25	26-31	32-40	41+	21-25	26-31	32-40	41+
	19	67	51	34	29	114	78	38	3	17	16	8
X ²	3.629 (0.727)											

Source: own elaboration

Table 5.4. Further sociodemographic characteristics to describe the learning-orientation groups

	Group 1 [Super learners]		Group 2 [Medium learners]		Group 3 [Not open to learn]	
	Male	Female	Male	Female	Male	Female
Gender	47	124	58	201	13	44
X ²	1.989 (0.370)					
Highest degree	Bachelor of Arts	Master of Arts	Bachelor of Arts	Master of Arts	Bachelor of Arts	Master of Arts
	114	57	178	81	29	15
X ²	0.273 (0.873)					
Number of employers	Only one	2+	Only one	2+	Only one	2+

	55	109	78	175	17	43
X ²			1.367 (0.505)			

Source: own elaboration

5.5.3. Relationship between learning orientation and protean career orientation

Another interesting aspect is to study the existence of an interrelation between an individual's learning orientation and their protean career orientation. In order to do so, an exploratory factor analysis was conducted at first to reduce the dimensionality of protean career orientation's 7-items scale. Two factors were extracted: the responsibility dimension and the flexibility dimension of protean career orientation. On the one hand, the responsibility dimension of an employee's protean career orientation is associated with the perception of being in charge of one's own career and with taking the responsibility for one's personal advancement. On the other hand, the flexibility dimension refers to the professional's time- and content related flexibility in his/her job. For each of these two dimensions, an analysis of variance (ANOVA) was then conducted to figure out the differences regarding each of the three groups with varying levels of learning orientation. Table 5.5. shows the main results of this ANOVA. The values show that there is a direct, significant relationship between learning orientation and protean career orientation. Both for the responsibility and the flexibility dimension, the factors indicate that *super learners* display a higher level of protean career orientation, with this group showing the highest values for both factors. Members of Group 2 (*medium learners*) tend to have a lower value of protean career orientation and alumni *not open to learn* display the least protean career orientation. Thus, protean oriented graduates, who are more responsible and more flexible, find more pleasure in learning than their non-protean counterparts.

Table 5.5. Results of the ANOVA for the responsibility and flexibility dimensions of Protean career orientation (PCO) by groups based on learning orientation

Characteristics	Group 1 [Super learners]		Group 2 [Medium learners]		Group 3 [Not open to learn]	
	Mean	SD	Mean	SD	Mean	SD
Responsibility dimension factor of PCO	0.349	0.849	-0.098	0.948	-0.816	1.303
F(p)			28.943 (<0.001)***			
Flexibility dimension factor of PCO	0.121	1.020	-0.013	0.922	-0.558	1.186
F(p)			8.315 (<0.001)***			

*** p<0.01

Source: own elaboration

5.5.4. Relationship between learning orientation and risk aversion

In order to analyse the existence of a pattern between the individual's learning orientation and their risk aversion, some preparation of this latter variable was required. Again, an exploratory factor analysis was computed for the six items included in the scale of risk aversion in the first place, and only one factor was extracted. The results of the ANOVA are displayed in Table 5.6., where a significant relationship between learning orientation and risk aversion is observed. The members of Group 1 (*super learners*) tend to have a lower value of risk aversion, and alumni *not open to learn* display the highest value of risk aversion out of the three groups. Venturesome individuals, hence, enjoy learning more than risk-averse ones.

Table 5.6. Results of the ANOVA for risk aversion by groups based on learning orientation

Characteristic	Group 1 [Super learners]		Group 2 [Medium learners]		Group 3 [Not open to learn]	
	Mean	SD	Mean	SD	Mean	SD
Risk aversion factor	-0.170	1.055	0.112	0.896	0.235	1.179
	F(p)		5.381(0.005)***			

*** p<0.01

Source: own elaboration

5.5.5. Relationship between learning orientation and personality

In order to prepare the personality dimensions for the bivariate analysis, mean values were computed for each personality dimension. ANOVA were computed for each relationship between the respective personality dimension and the alumni groups extracted in the cluster analysis (Table 5.7.). Four personality dimensions out of five show a relevant relationship with the average learning orientation of the three alumni groups.

Although it seems there is a direct relationship based on the descriptive data, extraversion is not significantly associated with the levels of learning orientation across the employee groups. There is, however, a significant relationship between all other dimensions of personality and an individual's learning orientation. With regards to agreeableness, unfriendly individuals tend to be more willing to learn than their philanthropic, agreeable counterparts. Agreeable employees prize social relationships and harmony in the workplace

highly (LePine & Van Dyne, 2001), wherefore they might invest more efforts into socializing and maintaining good relationships instead of withdrawing to learn. Another explanation for this result is the tendency to avoid conflicts that characterizes agreeable individuals, since credentials obtained in learning processes could be perceived as the endeavour to promote and introduce undesired conflicts and rivalry with fellow colleagues. The less conscientiousness an individual is, the less their learning orientation (Group 3 and 2). Conscientious personalities, in contrast, attach high importance to expanding their knowledge (Group 1), which might be linked to their achievement orientation and self-discipline. Emotionally stable alumni exhibit a higher level of learning orientation than their neurotic counterparts. The more neurotic an individual is, the less pleasure they find in learning, which might be caused by a neurotic's inability to adapt to changes in the workplace (Sung & Choi, 2009). Consequently, they do not long for expanding their knowledge. Eventually, a significant association was found between the graduate's openness to experience and their learning orientation. Those alumni being very open to experience (Group 1) display a higher level of learning orientation than the members of Group 2 (*medium learners*) and 3 (*not open to learn*).

Table 5.7. Results of the ANOVA for personality dimensions by groups based on learning orientation

Characteristics		Group 1 [Super learners]		Group 2 [Medium learners]		Group 3 [Not open to learn]	
		Mean	SD	Mean	SD	Mean	SD
Extraversion		5.313	1.423	5.218	1.310	5.023	1.474
	F(p)			0.827 (0.438)			
Agreeableness		4.047	1.137	4.322	1.030	4.511	1.349
	F(p)			4.689 (0.010)**			
Conscientiousness		6.094	0.936	5.759	0.964	4.898	1.433
	F(p)			25.181 (<0.001)***			
Neuroticism		3.161	1.289	3.606	1.118	3.932	1.213
	F(p)			10.760 (<0.001)***			
Openness to experience		5.643	1.262	5.160	1.215	4.602	1.686
	F(p)			14.142 (<0.001)***			

** p<0.05, *** p<0.01

Source: own elaboration

The findings of this work help to understand the relevance or irrelevance of the studied variables to analyse profiles of tourism and hospitality graduates based on their learning orientation and subsequently to obtain career-related patterns to characterize the identified groups. From a practical perspective, the results of this work also allow for issuing some recommendations within the scope of a future-oriented human resources management,

which will be presented in the next section.

5.6. Implications for a future-oriented human resources management and conclusion

This study has examined the influence of tourism and hospitality professionals' sociodemographic characteristics, protean career orientation, risk aversion, and personality on lifelong learning through learning orientation. In the context of the fast-changing environment of the tourism and hospitality industry, the need for undertaking lifelong learning efforts from a professional's perspective is patent due to its relationship with the development of abilities to keep pace with the ongoing changes. A qualified workforce with up-to-date knowledge and skills is paramount to remain competitive. Therefore, also from an employer's viewpoint, the promotion of lifelong learning is relevant, as future professionals and citizens need to be critical, creative, innovative, and at the same time problem-solving and practical (Dredge et al. 2014). Thus, leaders are encouraged to create learning environments that emphasize and motivate learning by valuing it (Mutonyi et al., 2020).

However, in the first place it becomes important to recognise that not all professionals in the tourism and hospitality industry exhibit a high level of learning orientation. As this work has shown and for the case of graduates in that field, there are individuals that have a high willingness to learn and see learning activities and opportunities as a challenge and a source of personal satisfaction. In contrast, some other individuals do not feel so comfortable in learning activities and prefer to avoid that kind of experiences. Between those two groups, an additional category encompasses individuals who are open to learn though their enthusiasm to develop new skills and construct knowledge is not as high as the members of the first group. Despite the high level of formal education that characterises all these individuals and that has led to earning academic degrees, lifelong learning is not accepted in the same way across all the graduates. This finding and the characteristics of each group have relevant implications for the human resources development in a tourism or hospitality organisation.

Starting to present the implications of this work, the general training approach of an organisation should consider the existence of the three groups of individuals characterised by a high, medium, and low desire to learn in a general way, respectively. A key aspect here is to consider the nature of the training activities, as two major orientations could be presented: employee-driven training and strategy-driven training. Related to employee-driven training, human resources managers should implement systems to identify employees' training needs,

especially targeting the interests and lack of knowledge of individuals not so open to learn. The elements of this system could range from the collection of employees' suggestions, whether online or with the classical system of suggestion boxes, to thorough screening of training needs through quantitative (i.e., employee surveys) and qualitative (e.g., interviews with formal and informal leaders, focus groups) means. Employee-driven training has the advantage that it could overcome the resistance of employees with a low learning orientation in an easier way and to be well received, though it requires an additional filtering process to assure the alignment of the identified training needs with the short- and long-term organisational goals and interests at least in a broad sense.

As for strategy-driven training, a top-bottom approach would be sound since it is based in the top management teams' assumptions and preferences to increase the organisational performance. However, these training activities can encounter much resistance among the collectives not so open to learn since their reluctance to learning activities could be more evident when the learning options offered do not fit their interests. Moreover, strategy-driven training limits the opportunities of innovative ideas regarding training put forward by employees in contact with basic operations and customers (e.g., frontline employees). The challenge for human resources managers and professionals is to balance both categories to combine the training needs identified by the top management team and the indifference and sometimes direct reluctance to learn hold by a significant proportion of employees.

Another relevant implication extracted from the results of this work is that the design of organisational training activities cannot follow a "one-size-fits-all approach". Instead, learning paths and experiences should be carefully designed and customised for employee groups, or in some cases of strategic employees, even for the respective learner, in order to successfully initiate and maintain a process of continuous learning. As a helpful tip on this task, designing location- and time-independent learning environments can meet different learners' preferences and lay the foundation for a future-oriented, mobile lifelong learning system (Nordin et al., 2010). In that sense, formal and informal learning spaces should get integrated as proposed by Hsu (2018). A mixture of e.g., training sessions in lecture-style that can take place online and offline (formal learning), learning by doing/watching or browsing the company intranet (informal learning), and team discussions or case studies (non-formal learning) foster an integration of the different learning types and spaces. Especially protean-oriented professionals who are characterised by a high level of self-direction and flexibility

and who were found to be *super learners* will appreciate location- and time-independent learning environments. The leadership of those individuals, furthermore, should imperatively involve learning-related incentives.

One of those incentives is their implication on others' learning. With lifelong learners not being merely consumers of learning facilities (Fischer & Ostwald, 2002), *super learners* can be invited to actively contribute to the training activities themselves and thereby promoting cooperative learning. Their passion for learning can be extended to observing how some other employees not so open to learn find barriers in the learning content and subsequently to accepting responsibility to help those employees overcoming these barriers by analysing and improving their constructed knowledge. This mentorship could be also well perceived by fellow employees not so enthusiastically oriented to learning as their colleagues engage in these activities. Thus, it is also recommendable to build up learning communities within the organisation, as such communities foster staff members' interaction and collaboration as well as the continuous and joint generation and sharing of new knowledge (Wilson & Ryder, 1998). Especially informal learning spaces provide a platform for community learning (Hsu, 2018). With regards to learning communities or networks it is pivotal that they offer the right balance between usability, flexibility, and complexity, e.g., in terms of information/training facilities, adaptable user-interfaces, or error free technologies (Koper et al., 2005). Relying on existing, yet contemporary, community learning tools like LinkedIn Learning or Udemy can facilitate the establishment of learning communities in a cost-efficient way.

Empowering and putting employees in charge is another effective way to foster lifelong learning. The effects of empowerment have been found to be positive both for employees and the employing organisation (Geralis & Terziovski, 2003). With venturesome professionals being very eager to learn (*super learners*), giving them the chance to discover their own way to complete tasks, meet budget targets etc., is supposed to enhance their knowledge development. What is important in the context of employee empowerment is the provision of a marked framework that provides orientation. An organisational manifest or mission statement addressing empowerment guidelines in the firm can fulfil this requirement.

Another great leverage effect in terms of continuous knowledge enhancement is likely to be achieved by considering an employee's personality when creating organisational learning and development journeys. Surly, conscientious, stable, and curious employees are keener to update their knowledge. These personality characteristics could be used as relevant

elements in the job description of strategic jobs where a rapid change of external and internal conditions require high and continuous levels of training to obtain high performance. In addition, complex tasks that also require new knowledge could be assigned to individuals that rank high in those personality traits. To that end, most of those personality characteristics could be identified by managers in direct contact with their subordinates after some time in their departments, and it could be the basis to identify the *super learners* in the design of training activities as explained above.

Overall, adjusting career models and performance evaluations towards incentivising knowledge construction and skills improvement (Jost et al., 2022) is a mandatory shift in human resources management. In that line, fostering an organisational culture that sincerely and visibly promotes learning and development is mandatory to keep up *super learners'* high learning orientation and to covert *medium learners* into *super learners*.

This leads to some final important implications in terms of employee selection. While the ultimate goal with regard to the existing workforce should be the stimulation of employees not open to learn to kick off their personal learning journey and to covert *medium learners* into *super learners* by means of, e.g., learning-focused reward and feedback structures, future-oriented recruiting should focus on hiring staff members with high levels of learning orientation. The level of learning orientation, however, is not easy to be measured during the recruitment process. By means of personality and strengths-based assessments of job applicants, also considering their levels of protean career orientation and risk aversion, the evaluation of learning orientation may be facilitated. At the same time, showing potential employees during the application process that their personality traits, their individual strengths, and the continuous development of talents and skills are decisive factors for hiring them helps building a future-proof employer brand.

Similar to any organisational change, adoption of human resources strategies and structures often is slow and requires specific benchmarks, skills, incentives, resources, and action plans (Hsu, 2018). Since dynamic, continuous changes in the environment and the disruptive emergence of new business models threaten the survival of traditional firms and even subsectors in the tourism and hospitality industries, lifelong learning should be integrated as a strategic priority. Learning orientation is becoming a paramount individual and organisational characteristic and firms should view it at the similar level of “existing talent”.

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15. **CHAPTER VI**

16. **GENERAL CONCLUSIONS**

GENERAL CONCLUSIONS

This doctoral dissertation has explored contemporary professional careers in the tourism and hospitality industries through the analysis of young professionals' vocational commitment, protean career orientation, and lifelong learning. Career environments have become increasingly volatile and uncertain, wherefore the actors of the career ecosystem are forced to flexibly adapt to changing circumstances and requirements with the aim of long-term employability from an individual perspective, sustained competitive advantage from an organisational viewpoint, and a knowledgeable student body and workforce from an educational and labour-market angle. Moreover, the long-standing challenge of retaining skilled workers to the tourism and hospitality industries has come to a head and calls for the creation of career environments that particularly meet the needs and desires of the sectors' future workforce. In the context of contemporary career patterns and trajectories, young professionals' vocational commitment, protean career orientation and engagement in continuous, lifelong learning activities have become integral features.

The theoretical analysis of this work, which is based on the review of the academic literature, has highlighted the increasing career instability in the tourism and hospitality industries due to labour shortages and individuals' transforming career attitudes. The latter are characterised by greater degrees of flexibility, self-direction, value orientation, and the fundamental need for continuous knowledge enhancement. With careers becoming more permeable, professionals' desire to working in the sector, or vocational commitment, is developing in a much more dynamic way. Facing these transforming career attitudes and patterns from a human resources perspective is especially challenging in the tourism and hospitality sector, where a lack of comprehensive advanced human resource strategies can be observed. Moreover, additional industry-specific particularities with regard to nature and characteristics of careers and employment make human resources work in the sector challenging. However, the increasing significance of self-directed and values driven careers can serve as an unprecedented opportunity for tourism and hospitality firms. Shared responsibility for vocational advancement, increasing meaning of personal values and commitment, and the desire for continuous knowledge enhancement can contribute to greater service quality and, subsequently, customer satisfaction and loyalty. The labour-intensity of product and service provision in the tourism and hospitality industries, thus, can turn from challenge to chance, as the employee's cooperation in delivering a service is an indispensable characteristic of services. The question how to enhance employees' dedication, career

agency, and occupational knowledge makes professionals' vocational commitment, protean career orientation, and engagement in lifelong learning activities important concepts, especially in the case of young professionals who have just started their careers in the sector and are to be sustainably retained.

The empirical findings of this doctoral dissertation have been obtained with the aim to meet its three formal objectives. Regarding the first objective related to vocational commitment, several determinants of tourism and hospitality apprentices' (as representatives of young talent in the industry) vocational commitment were found. First, the apprentices' satisfaction with training in their educational centres as determining factor for their vocational commitment highlights the relevance of the scholastic part in the apprenticeship-based, also called dual, educational system. This system attached equal importance to school-based and workplace learning. The significance of the learning experience in school illustrates the role of education as main mechanism in forming young professionals' vocational commitment. Second, the occupational (i.e., non-educational) part of this dual educational system influences an apprentice's vocational commitment. Precisely, two determinants were found. The first one was the existence of a mentor or professional individual in the organisation who would guide the trainee in the learning process at the workplace, likely underlining the impact of social influences and situational characteristics on vocational commitment. The second relevant aspect in the professional setting was a personalised system of training within the firm, pleading for the importance of specific, instead of general or redundant, vocational knowledge. Lastly, the apprentice's gender was found to influence the commitment to their vocation. This finding highlights the observation that career is a gendered construct with gender being interwoven into the structure, functions, and social meaning of career.

Regarding the second objective of this work related to the potential influence of tourism and hospitality graduates' personality traits on their protean career orientation, the methodological approach and the following results have shown that four out of the five personality dimensions in the Big Five model impact this career orientation. This finding reinforces the assumption that individual factors contribute to shaping a protean attitude towards one's career, both in its responsibility and flexibility dimensions that this research has evidenced. While no significant relation between graduates' agreeableness and their protean career orientation was found, extraversion, conscientiousness, neuroticism, and openness to experience were found to exert a relevant influence on this career orientation.

The latter, openness to experience, exerted the highest influence out of the Big Five on an individual's PCO, probably emphasising the great importance of the ability to cope with ambiguous situations in contemporary work and career environments. Extraversion's significant influence on protean career orientation within the flexibility dimension may underline the notion of "not-so-easy to identify" career moves in the context of contemporary careers, considering the association with larger networks of extraverts. The significant influence of conscientiousness on the responsibility dimension of protean career orientation is assumed to bring to the fore contemporary careerists' goal-directed and achievement-oriented behaviours, which are particularly beneficial for the employing organisation. Eventually, emotional stability has been identified as another relevant personality dimension that impacts on the responsibility aspect of protean careers, since tourism and hospitality graduates who rank high in this trait are supposed to be extremely stress-resistant, calm, and even-tempered employees. Apart from personality traits, a graduate's gender and work experience were found to have an impact on his/her protean career orientation. This result shows yet again that career is a gendered construct and, furthermore, that attitudes (e.g., career attitudes) may change over time, as it was found that alumni with little work experience exhibit a high level of protean career's responsibility dimension, while for the flexibility dimension it is graduates with much work experience displaying a high level.

In the context of the third objective of the doctoral dissertation, the existence of alumni groups based on their level of learning orientation has been stated. The initial result of that taxonomy is the recognition of the presence of a group of graduates who are not willing to engage in a continuous, lifelong learning process. Moreover, in the broader category of tourism and hospitality graduates who do engage in an ongoing learning process, it is possible to observe a varying level of learning orientation. Some individuals can be described as *super learners*, displaying exceptionally high levels of all characteristics of learning orientation. The remaining majority of alumni can be described as exhibiting a medium learning orientation, though with a tendency towards the high level of the *super learners*. Regarding the patterns associated with the identified groups based on their learning orientation, protean career orientation, risk aversion, and varying personality traits allow for identifying variations in the three groups. Protean oriented professionals scoring high both in the responsibility and the flexibility dimension of this career orientation find more pleasure in learning than their non-protean counterparts, underlining the self-agentic and flexible approach of protean oriented individuals regarding their career development. In terms of risk

aversion, venturesome alumni enjoy learning more than risk-averse ones, highlighting the significance of giving daring employees the freedom to discover their own way in completing work-related tasks. Finally, four personality dimensions out of five in the Five-Factor Model show a relevant relationship with the average learning orientation of the three alumni groups, implicating the relevance of studying individual differences in terms of learning from a personality psychology perspective. No relationship between the belonging to the identified learning orientation groups and sociodemographic characteristics has been found, indicating that sociodemographic variables such as those used in this work are not relevant to observe patterns in the postulated categorisations.

The findings obtained in the development of this dissertation provide theoretical and practical contributions. The main conceptual implications that have been derived from this work refer to the changing nature of the career environment including the psychological contract, the significance of knowledge transfer-related aspects with regard to vocational behaviour, the relevance of constant and durable aspects such as personality traits in the study of contemporary career orientations, the identification of profiles and patterns that characterise the different degrees of professionals' learning willingness, and the creation of greater interdependencies among the different research streams within the field of career research.

The main practical implications obtained in this work focus on the proposition that educational institutions and human resources managers in the tourism and hospitality industries should take advantage of young talent's vocational commitment, proactively foster the factors enhancing professionals' commitment to their vocation, and turn into account employees' extraversion, conscientiousness, emotional stability, openness to experience, and orientation towards lifelong learning in terms of remaining attractive and competitive employers in contemporary career environments. More precisely, these practical contributions result in recommendations about apprentices' vocational education and training including workplace learning, the recruitment and selection of new employees, job design and task assignments, learning environments, organisational training and development strategies, and leadership style and managerial relations.

17. **CHAPTER VII**

18. **SUMMARY IN SPANISH – RESUMEN EN ESPAÑOL**

RESUMEN EN ESPAÑOL

7.1. Objetivos

Las carreras profesionales son un elemento central en la vida laboral de cualquier individuo, así como en la realidad organizativa y social (Baruch & Bozionelos, 2011; Iellatchitch et al., 2003). La cuestión de cómo se desarrollan las carreras profesionales sigue siendo primordial para académicos y profesionales. En este sentido, las carreras profesionales contemporáneas se ven afectadas por la globalización, la evolución demográfica, la digitalización y muchos otros aspectos de una nueva era económica. Las actitudes profesionales contemporáneas, el compromiso vocacional y un proceso de aprendizaje continuo a lo largo de toda la vida se convierten así en elementos cruciales en términos de trayectorias y modelos profesionales actuales. Con respecto a las carreras profesionales y el empleo en las industrias del turismo y la hostelería, es necesario considerar algunas particularidades adicionales en términos de naturaleza y características. Así, las cuestiones relacionadas con la atracción y la retención de personal valioso en los sectores del turismo y la hostelería se consideran complejas (Richardson, 2009), y hay muchos retos que abordar. Las empresas turísticas y hosteleras necesitan urgentemente agilidad y flexibilidad organizativa (Baum, 2015) combinadas con estrategias de recursos humanos con visión de futuro.

Los retos identificados en relación con las tendencias de los recursos humanos y las trayectorias y patrones de carrera de los individuos señalan algunas lagunas de investigación en la literatura académica y son la base de los objetivos de esta investigación doctoral. De forma más específica, los objetivos de la tesis doctoral son los siguientes:

1. Identificar los determinantes de la transferencia de conocimiento en el compromiso vocacional de los aprendices de turismo y hostelería.
2. Analizar la influencia potencial de las dimensiones de personalidad de las personas cualificadas en turismo y hostelería en su orientación profesional proteica.
3. Explorar los perfiles de los graduados en turismo y hostelería en función de su orientación de aprendizaje como elemento asociado al aprendizaje continuo y obtener patrones relacionados con la carrera profesional para caracterizar los grupos identificados.

7.2. Resumen de la tesis

Este trabajo explora las carreras profesionales contemporáneas en las industrias del turismo y la hostelería a través del análisis del compromiso vocacional de los jóvenes profesionales, la orientación proteica de la carrera y el aprendizaje a lo largo de la vida. Un principio fundamental de la "nueva carrera profesional" es el hecho de que la vida laboral de un individuo ya no está vinculada a una única organización (Cooper-Hakim & Viswesvaran, 2005; Rousseau, 1998). En su lugar, la movilidad profesional y los cambios de carrera se han convertido en fenómenos comunes (Rousseau, 1998; Savickas, 2012). En el contexto de las carreras profesionales contemporáneas, los profesionales deben tener una orientación al aprendizaje continuo, ser capaces de trabajar y de comprometerse con una empresa durante un determinado período de tiempo, así como mostrar un carácter profesional en la realización de un trabajo emocional y, al mismo tiempo, ser capaces de adaptarse rápidamente a los cambios (Savickas, 2012). Este nuevo tipo de realidad ha dado lugar a la conceptualización de varios términos novedosos en la carrera profesional, como el que hace referencia a la carrera proteica. Este trabajo, por lo tanto, estudia la orientación profesional proteica de los graduados en turismo y hostelería y, en concreto, la posible influencia de la personalidad en esta orientación profesional emergente. Además, el compromiso vocacional representa un concepto central para comprender el desarrollo de la carrera de un individuo y los comportamientos, actitudes y elecciones relacionados (Blau, 1988; Cooper-Hakim & Viswesvaran, 2005; Mowday et al., 1979). Por consiguiente, este trabajo analiza los posibles determinantes de la pasión profesional de los jóvenes talentos que acaban de incorporarse al sector, en particular de los aprendices de formación profesional. Además, el trabajo aborda el impacto de la orientación al aprendizaje en las actividades de aprendizaje permanente de los titulados en turismo y hostelería.

Como base conceptual genérica, se revisa la literatura académica sobre carreras profesionales y el empleo, el compromiso vocacional, la carrera proteica y el aprendizaje a lo largo de la vida conectándolo con la orientación al aprendizaje. Además, se han desarrollado marcos teóricos específicos para abordar de forma diferenciada los objetivos de la investigación y las hipótesis de investigación derivadas de los mismos.

En cuanto al planteamiento metodológico del trabajo, los objetivos de la tesis doctoral se abordan empíricamente con una encuesta a aprendices de hostelería en Baviera (Alemania), y con otra encuesta a personas cualificadas en turismo y dirección de empresas

turísticas de la Universidad de Ciencias Aplicadas de Múnich. Los datos cuantitativos recogidos se analizan con técnicas estadísticas univariantes, bivariantes y multivariantes.

Los resultados del estudio ponen de relieve la influencia de la educación en el comportamiento profesional de los jóvenes profesionales, especialmente en su compromiso vocacional. El compromiso vocacional de los aprendices se ve afectado tanto por los aspectos académicos como por los laborales del sistema dual de formación profesional. Además, los resultados de este estudio revelan que la personalidad tiene un impacto significativo en las orientaciones profesionales contemporáneas, como la proteica. Así, la extraversión, la meticulosidad, el neuroticismo y la apertura a la experiencia influyen en la orientación profesional proteica de los titulados en turismo y hostelería. Además, los resultados del estudio muestran la existencia de tres grupos de egresados en turismo y dirección de empresas turísticas en función de su grado de orientación al aprendizaje. Los perfiles obtenidos ayudan a descubrir patrones relacionados con la carrera profesional para caracterizar los grupos identificados.

Estos resultados permiten realizar interesantes contribuciones en dos niveles: implicaciones teóricas relacionadas con el desarrollo del campo académico de la investigación de la carrera profesional, e implicaciones prácticas basadas en recomendaciones a los responsables de recursos humanos, a los directivos de las empresas turísticas y hosteleras, y a los directivos de centros educativos.

7.3. Conclusiones generales

Esta tesis doctoral ha explorado las carreras profesionales contemporáneas en las industrias del turismo y la hostelería a través del análisis del compromiso vocacional de los jóvenes profesionales, la orientación profesional proteica y el aprendizaje a lo largo de la vida. Los entornos profesionales se han vuelto cada vez más volátiles e inciertos, por lo que los actores del ecosistema profesional se ven obligados a adaptarse con flexibilidad a las circunstancias y necesidades cambiantes al objeto de lograr la empleabilidad a largo plazo desde una perspectiva individual, una ventaja competitiva sostenible desde un punto de vista organizativo, y un alumnado y una mano de obra bien formados desde el punto de vista educativo y del mercado laboral. Además, el tradicional reto de retener a los trabajadores cualificados en los sectores del turismo y la hostelería ha llegado a su punto álgido y exige la creación de entornos profesionales que satisfagan especialmente las necesidades y los deseos de su futura mano de obra. En el contexto de los modelos y trayectorias profesionales

actuales, el compromiso vocacional de los jóvenes profesionales, su orientación profesional proteica y su participación en actividades de aprendizaje continuo a lo largo de toda la vida se han convertido en características fundamentales.

El análisis teórico de este trabajo se basa en la revisión de la literatura académica y ha puesto de relieve la creciente inestabilidad profesional en las industrias del turismo y la hostelería debido a la escasez de mano de obra y a la transformación de las actitudes profesionales de los individuos. Estas últimas se caracterizan por un mayor grado de flexibilidad, autodirección, orientación hacia valores y la necesidad prioritaria de mejorar continuamente los conocimientos. Con carreras cada vez más permeables, la dedicación de un profesional a trabajar en el sector, es decir, su compromiso vocacional, evoluciona de forma mucho más dinámica. Afrontar los cambios en estas actitudes y modelos profesionales desde la perspectiva de los recursos humanos es especialmente difícil en el sector del turismo y la hostelería, ya que en ellos se observa una falta de estrategias globales avanzadas de recursos humanos. Además, las particularidades específicas del sector en lo que respecta a la naturaleza y las características de las carreras profesionales y el empleo dificultan la labor de los recursos humanos en él. Sin embargo, la creciente importancia de las carreras autodirigidas e impulsadas por valores puede constituir una oportunidad sin precedentes para las empresas del sector turístico y hostelero. La responsabilidad compartida en la promoción profesional, el creciente significado de los valores y el compromiso personales y el deseo de mejorar continuamente los conocimientos pueden contribuir a una mayor calidad del servicio y, por consiguiente, a la satisfacción y fidelidad de los clientes. Así pues, la intensidad de mano de obra en la prestación de productos y servicios en las industrias del turismo y la hostelería puede pasar de ser un reto a convertirse en una oportunidad, ya que la cooperación del empleado en la prestación de un servicio es una característica indispensable para ofrecer niveles de alta calidad. La cuestión de cómo mejorar la dedicación de los empleados, la agencia de carrera (entendida como su discrecionalidad y autodirección) y el conocimiento ocupacional hace que el compromiso vocacional de los profesionales, la orientación proteica de la carrera y la participación en actividades de aprendizaje continuo sean conceptos importantes, especialmente en el caso de los jóvenes profesionales que acaban de iniciar su carrera en el sector y a los que se quiere retener de forma duradera.

Los resultados empíricos de esta tesis doctoral se han obtenido con el fin de cumplir sus tres objetivos formales. Respecto al primer objetivo relacionado con el compromiso profesional, se han encontrado varios determinantes del compromiso profesional de los

aprendices de turismo y hostelería (como representantes de los jóvenes talentos del sector) en el sistema educativo dual que combina educación y prácticas laborales intensas. En primer lugar, la satisfacción del aprendiz con la formación en el centro educativo como factor determinante de su compromiso profesional pone de relieve la relevancia de la parte escolar en el sistema educativo basado en el aprendizaje, en este caso llamado sistema dual. Este sistema concede la misma importancia al aprendizaje en la escuela y al impulsado en el lugar de trabajo. La importancia de la experiencia de aprendizaje en la escuela ilustra el papel de la educación como mecanismo principal en la formación del compromiso profesional de los jóvenes profesionales. En segundo lugar, la parte ocupacional, es decir, no educativa, de este sistema educativo dual también influye en el compromiso profesional del aprendiz, pues se pusieron de manifiesto dos factores determinantes. En primer lugar, la existencia de un mentor o un individuo profesional en la organización que guiará al aprendiz en el proceso de aprendizaje en el lugar de trabajo, lo que probablemente subraye el impacto de las influencias sociales y las características situacionales en el compromiso vocacional. El segundo aspecto relevante en el entorno profesional es un sistema personalizado de formación dentro de la empresa, que aboga por la importancia de unos conocimientos profesionales específicos, en lugar de generales o redundantes. Por último, se constató que el sexo del aprendiz influye en el mantenimiento de su vocación. Este hallazgo pone de relieve que la carrera profesional es una construcción de género, en la que este está imbricado en la estructura, las funciones y el significado social de la carrera profesional.

En cuanto al segundo objetivo de este trabajo, relacionado con la posible influencia de los rasgos de personalidad de los egresados en turismo y hostelería en su orientación profesional proteica, el enfoque metodológico y los resultados que se exponen a continuación han demostrado que cuatro de las cinco dimensiones de la personalidad del modelo de los Cinco Grandes influyen en la orientación profesional proteica de estos profesionales. Este resultado refuerza la hipótesis de que los factores individuales contribuyen a conformar una actitud proteica hacia la carrera profesional. Aunque no se halló una relación significativa entre la simpatía de los titulados universitarios y su orientación profesional proteica, se observó que la extraversión, la meticulosidad, el neuroticismo y la apertura a la experiencia ejercían una influencia relevante en esta orientación profesional. Esta última mostró la mayor influencia de las Cinco Grandes sobre la orientación proteica de los individuos, lo que probablemente subraya la gran importancia de la capacidad para afrontar situaciones ambiguas en los entornos laborales y profesionales contemporáneos. La influencia

significativa de la extraversión en la carrera profesional proteica dentro de la dimensión de flexibilidad puede subrayar la noción de movimientos profesionales "no tan fáciles de identificar" en el contexto de las carreras profesionales contemporáneas, teniendo en cuenta la asociación con redes más amplias de los extravertidos. Se supone que la influencia significativa de la meticulosidad en la dimensión de responsabilidad de la orientación profesional proteica pone de relieve los comportamientos orientados a objetivos y logros de los profesionales contemporáneos, que son especialmente beneficiosos para la organización que los emplea. Por último, la estabilidad emocional se ha identificado como otra dimensión relevante de la personalidad en este trabajo, ya que se supone que los titulados en turismo y hostelería con un alto nivel en este rasgo son empleados extremadamente resistentes al estrés, tranquilos y de temperamento equilibrado. Además de los rasgos de personalidad, el sexo y la experiencia laboral de los titulados influyen en su orientación profesional. Este resultado demuestra una vez más que la carrera profesional es un constructo de género y, además, que las actitudes, por ejemplo, las directamente relacionadas con la carrera profesional, pueden cambiar con el tiempo, ya que se comprobó que los titulados con poca experiencia laboral muestran un alto nivel en la dimensión de responsabilidad de la carrera profesional proteica, mientras que en el caso de la dimensión de flexibilidad son los titulados con mucha experiencia laboral los que muestran un alto nivel.

En el contexto del tercer objetivo de la tesis doctoral, se ha constatado la existencia de grupos de egresados en función de su nivel de orientación al aprendizaje. El resultado inicial de dicha taxonomía es el reconocimiento de la presencia de un grupo de titulados que no están dispuestos a comprometerse en un proceso de aprendizaje continuo y permanente. Además, en la categoría más amplia de titulados en turismo y hostelería que sí se implican en un proceso de aprendizaje continuo, es posible observar un nivel variable de orientación al aprendizaje. Algunos individuos pueden ser descritos como *superaprendedores*, mostrando niveles excepcionalmente altos de todas las características de la orientación al aprendizaje. La mayoría restante de los antiguos alumnos pueden describirse como personas con una orientación media hacia el aprendizaje, aunque con una tendencia hacia el alto nivel de los *superaprendedores*. En cuanto a los patrones asociados a los grupos identificados en función de su orientación al aprendizaje, la orientación profesional proteica, la aversión al riesgo y los distintos rasgos de personalidad permiten identificar variaciones en los tres grupos. Los profesionales con orientación proteica que puntúan alto tanto en la dimensión de responsabilidad como en la de flexibilidad de esta orientación profesional encuentran más placer en el aprendizaje que sus homólogos no proteicos, lo que subraya el enfoque

autodeterminado y flexible de los individuos con orientación proteica respecto al desarrollo de su carrera profesional. En cuanto a la aversión al riesgo, los antiguos alumnos aventureros disfrutaban más aprendiendo que los que tienen aversión al riesgo, lo que pone de relieve la importancia de dar a los empleados aventureros la libertad de descubrir su propio camino a la hora de completar las tareas relacionadas con el trabajo. Por último, cuatro de las cinco dimensiones de personalidad del Modelo de los Cinco Factores muestran una relación relevante con la orientación media al aprendizaje de los tres grupos de antiguos alumnos, lo que implica la pertinencia de estudiar las diferencias individuales en términos de aprendizaje desde la perspectiva de la psicología de la personalidad. No se ha encontrado relación entre la pertenencia a los grupos de orientación al aprendizaje identificados y las características sociodemográficas, lo que indica que variables sociodemográficas como las utilizadas en este trabajo no son relevantes para observar patrones en las categorizaciones planteadas.

Los hallazgos obtenidos en el desarrollo de esta tesis aportan contribuciones teóricas y prácticas. Las principales implicaciones conceptuales que se han derivado de este trabajo hacen referencia a la naturaleza cambiante del entorno de la carrera profesional incluyendo el contrato psicológico, la importancia de los aspectos relacionados con la transferencia de conocimientos en relación con el comportamiento vocacional, la relevancia de aspectos constantes y duraderos como los rasgos de personalidad en el estudio de las orientaciones profesionales contemporáneas, la identificación de perfiles y patrones que caracterizan los diferentes grados de disposición al aprendizaje de los profesionales, y la creación de mayores interdependencias entre las diferentes corrientes de investigación dentro del campo de la investigación de la carrera profesional.

Las principales implicaciones prácticas obtenidas en este trabajo se centran en la propuesta de que las instituciones educativas y los gestores de recursos humanos de las industrias del turismo y la hostelería deberían aprovechar el compromiso vocacional de los jóvenes talentos, fomentar proactivamente los factores que mejoran el compromiso de los profesionales con su vocación y tener en cuenta la extraversión, la concienciación, la estabilidad emocional, la apertura a la experiencia y la orientación hacia el aprendizaje permanente de los empleados para seguir siendo empleadores atractivos y competitivos en los entornos profesionales contemporáneos. Más concretamente, estas contribuciones prácticas se traducen en recomendaciones sobre la educación y formación profesional de los aprendices, incluido el aprendizaje en el lugar de trabajo, el reclutamiento y la selección de nuevos empleados, el diseño de los puestos de trabajo y la asignación de tareas, los entornos de

aprendizaje, las estrategias organizativas de formación y desarrollo, y el estilo de liderazgo y las relaciones directivas.

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19. **APPENDIXES**

APPENDIX 1

Studie zur Ausbildungszufriedenheit von Hotelfachkräften und KöchInnen in Bayern

vielen Dank, dass Sie sich die Zeit nehmen, an dieser Befragung teilzunehmen. Das Ziel der Befragung ist es, zu erfassen, wie zufrieden Sie mit Ihrer Ausbildung sind, welche Faktoren Sie für eine erfolgreiche Ausbildung als wichtig erachten und wie Sie sich selbst zukünftig in die Branche einbringen möchten. Durch Ihre Teilnahme leisten Sie einen wichtigen Beitrag zur Erhaltung und zur Verbesserung der Ausbildungsqualität im Gastgewerbe in Bayern.

Die Studie wird im Auftrag des Bayerischen Hotel- und Gaststättenverbands **DEHOGA Bayern e.V.** von der **Hochschule München** im Juni/ Juli 2017 durchgeführt und richtet sich an Auszubildende zum/zur Hotelfachmann/-frau und zum/zur Koch/Köchin im zweiten und dritten Ausbildungsjahr.

Die Befragung ist **anonym**. Damit Ihre Angaben auch anonym bleiben, machen Sie bitte keine personenbezogenen Angaben bei den offenen Fragen. Alle Daten unterliegen dem Datenschutz und werden **streng vertraulich** behandelt. Die Befragung wird in etwa **10-15 Minuten** Zeit in Anspruch nehmen. Die Teilnahme ist **freiwillig**.

Bitte beantworten Sie die Fragen nacheinander und lassen Sie möglichst keine Fragen aus. Auch wenn keine der vorgegebenen Antwortmöglichkeiten Ihrer Meinung nach ganz zutrifft, klicken Sie bitte die Antwortmöglichkeit an, der Sie spontan am ehesten zustimmen. Es gibt keine richtigen und falschen Antworten, sondern es geht um Ihre subjektive Einschätzung.

Die Befragung wird bis zum **07.07.2017** online zur Verfügung stehen.

Besten Dank für Ihre Unterstützung!

Fragen zur Ausbildungsbetrieb

1. Ist Ihr Ausbildungsbetrieb ein Hotel- oder Restaurantbetrieb?

Bitte klicken Sie die zutreffende Antwortmöglichkeit an.

- Hotelbetrieb
- Restaurantbetrieb

→ Wenn Hotelbetrieb: Frage 2

2. Ist ihr Ausbildungsbetrieb nach DEHOGA-Kriterien klassifiziert?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja, Ein Stern (Tourist)
- Ja, Zwei Sterne (Standard)
- Ja, Drei Sterne (Komfort)
- Ja, Vier Sterne (First Class)
- Ja, Fünf Sterne (Luxus)
- Weiß ich nicht
- Nein

3. Wie viele Beschäftigte hat Ihr Ausbildungsbetrieb?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- 1-10
- 11-50
- 51-100
- 101-200
- 201-250
- >250
- Weiß ich nicht bzw. kann ich nicht einschätzen

4. Kennen Sie die fachliche und zeitliche Gliederung Ihrer Ausbildung (Ausbildungsplan), d.h. wissen Sie, wie lange und wann Sie in welche Abteilungen kommen?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja
- Nein

5. Wie schätzen Sie Ihre jetzige Ausbildungsvergütung ein?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Nach Tarif
- Übertariflich
- Untertariflich
- Kann ich nicht einschätzen

Fragebogen Studie Ausbildungszufriedenheit - 1

6. Wann erhalten Sie in der Regel Ihren Dienstplan?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- 1-2 Tage vorher
- 3-4 Tage vorher
- 5-7 Tage vorher
- >7 Tage vorher
- >14 Tage vorher

7. Wie bewerten Sie folgende Aussagen zum Thema Arbeitszeit?

Bitte kreuzen Sie jeweils die für Sie zutreffende Antwortmöglichkeit an.

	stimme zu	stimme eher zu	stimme teilweise zu	stimme wenig zu	stimme nicht zu
Ich kenne die gesetzlichen Regelungen zur Arbeitszeit.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Der Dienstplan wird in der Regel eingehalten.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Überstunden werden in meinem Betrieb angekündigt.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Überstunden werden in meinem Betrieb mit Freizeit ausgeglichen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Überstunden werden in meinem Betrieb ausgezahlt.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die wechselnden Arbeitszeiten im Hotel stören mich nicht.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Überstunden sind für mich in Ordnung.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

8. Bitte schätzen Sie folgende Aussagen zum Lernen im Betrieb ein.

Bitte kreuzen Sie jeweils die für Sie zutreffende Antwortmöglichkeit an.

	stimme zu	stimme eher zu	stimme teilweise zu	stimme wenig zu	stimme nicht zu
Insgesamt lerne ich viel in meinem Ausbildungsbetrieb.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Es wird sich Zeit genommen, mir etwas zu zeigen und beizubringen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich kann eigene Ideen einbringen und umsetzen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Der Ausbildungsplan wird eingehalten, so dass ich immer wieder Neues lernen kann.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
In meinem Betrieb werden meine Stärken, bzw. Interessen gefördert.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
In meinem Ausbildungsbetrieb finden regelmäßig Schulungen statt, an denen ich teilnehmen kann.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
In meinem Ausbildungsbetrieb werden Schulungsmöglichkeiten speziell für Auszubildende angeboten.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich habe im Ausbildungsbetrieb einen eigenen Schulungsplan, der sich nach meinem Entwicklungsbedarf richtet.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich bin zufrieden mit dem Schulungsangebot in meinem Ausbildungsbetrieb.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

9. Unterstützung durch einen Mentor

Haben Sie im Rahmen Ihrer Ausbildung einen Ansprechpartner (Mentor) in Ihrem Ausbildungsbetrieb? Jemanden, der Sie in Ihrer Entwicklung im Betrieb begleitet, Ihnen Aufgaben erklärt und den Sie um Rat fragen können?

- Ja
- Ja, mehrere
- Nein

→ Wenn ja, wer ist für Sie Ihr wichtigster Ansprechpartner (Mentor)?

- Mein Ausbilder
- Eine Führungskraft
- Ein erfahrener Kollege
- Ein anderer Auszubildender
- Ein Berufsschullehrer

Bitte beziehen Sie sich bei folgenden Fragen auf diese Person:

	stimme zu	stimme eher zu	stimme teilweise zu	stimme wenig zu	stimme nicht zu
Ich nutze meinen Mentor, um mich erfolgreich zu entwickeln.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Mein Mentor erfüllt meine Erwartungen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich bin zufrieden mit meinem Mentor.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Fragen zur betrieblichen Ausbildung

10. Sie sind momentan mitten in Ihrer Ausbildung zur Hotelfachkraft bzw. Koch. Was macht Sie heute in diesem Beruf besonders zufrieden?

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	stimme zu	stimme eher zu	stimme teilweise zu	stimme wenig zu	stimme nicht zu
Was ich in der Ausbildung lerne bzw. bereits gelernt habe.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die abwechslungsreiche Arbeit	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Der tägliche Gästekontakt	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die Anerkennung/ Wertschätzung durch die Gäste	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Eigeninitiative bei der Arbeit	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die Anerkennung/ Wertschätzung durch Kollegen oder Vorgesetzte	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Sonstiges, und zwar:

Fragen zur Zufriedenheit mit der Ausbildung

11. Wie würden Sie folgende Aussagen in Bezug auf Ihre eigene Ausbildung bewerten?

Bitte kreuzen Sie jeweils die für Sie zutreffende Antwortmöglichkeit an.

	stimme zu	stimme eher zu	stimme teilweise zu	stimme wenig zu	stimme nicht zu
Die Arbeit in der Hotellerie/Gastronomie inspiriert mich, jeden Tag mein Bestes zu geben.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Es müsste schon viel vorgefallen, dass ich die Branche verlassen würde.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die Arbeit in der Hotellerie/Gastronomie motiviert mich, mich mehr zu engagieren als normalerweise für die Erledigung meiner Arbeit notwendig wäre.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich kann die Hotellerie/Gastronomie als berufliches Tätigkeitsfeld empfehlen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich schätze die Hotellerie/Gastronomie als berufliches Tätigkeitsfeld.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich denke selten daran, die Branche zu verlassen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Meine Familie und Freunde finden es gut, dass ich diese Ausbildung mache.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Eine Ausbildung zum Hotelfachmann bzw. zum Koch kann ich weiterempfehlen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Insgesamt bin ich mit der Ausbildung zufrieden.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ich würde die Ausbildung wieder machen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

12. Wurden Ihre Erwartungen an den Ausbildungsberuf bisher erfüllt?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Übertroffen
- Erfüllt
- Teilweise erfüllt
- Eher nicht erfüllt
- Überhaupt nicht erfüllt

Bitte schreiben Sie einen Kommentar zu Ihrer Auswahl:

13. Haben Sie schon mindestens einmal ernsthaft darüber nachgedacht, die Ausbildung abzubrechen?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja
- Nein

→ Wenn ja, aus welchem Grund?

Zufriedenheit mit dem Ausbildungsbetrieb

14. Wie zufrieden sind Sie insgesamt mit Ihrem Ausbildungsbetrieb?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Sehr zufrieden
- Zufrieden
- Teilweise zufrieden
- Unzufrieden
- Sehr unzufrieden

15. Welche Wünsche, Empfehlungen und Anregungen haben Sie an Ihren Ausbildungsbetrieb?

Bitte geben Sie Ihre Antwort hier ein:

Zufriedenheit mit der Ausbildung in der Berufsschule

16. Wie zufrieden sind Sie insgesamt mit Ihrer Ausbildung in der Berufsschule?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Sehr zufrieden
- Zufrieden
- Teilweise zufrieden
- Unzufrieden
- Sehr unzufrieden

Bitte schätzen Sie folgende Aussagen zum Berufsschulunterricht ein:

	stimme zu	stimme eher zu	stimme teilweise zu	stimme wenig zu	stimme nicht zu
Die Berufsschullehrer motivieren mich, in der Schule mein Bestes zu geben.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die Berufsschullehrer nehmen sich Zeit, mir Feedback zu meiner Arbeit zu geben.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die Berufsschullehrer geben sich Mühe die Schwierigkeiten zu verstehen, die ich mit der Arbeit habe bzw. haben könnte.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Meine Berufsschullehrer geben mir in der Regel hilfreiches Feedback zu meinen Leistungen.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Meine Berufsschullehrer erklären die Themen sehr gut.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Die Berufsschullehrer bemühen sich, ihre Fächer interessant zu gestalten.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Fragen zur Ausbildungsmotivation und Arbeitgeberattraktivität

17. Welche der nachstehenden Punkte finden Sie wichtig, um Sie in der Ausbildung zusätzlich zu motivieren (unabhängig davon, ob die Punkte in Ihrem Ausbildungsbetrieb angeboten werden)?

Bitte kreuzen Sie die jeweilige für Sie zutreffende Antwortmöglichkeit an.

	sehr wichtig	ziemlich wichtig	teilweise wichtig	wenig wichtig	nicht wichtig
Eine Vertrauensperson (Mentor) zu haben	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Lob und Anerkennung	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Abwechslungsreiche Aufgaben	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Überstundenausgleich durch Freizeit	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Gutscheine (wie bspw. Hotelübernachtungen, Frühstück etc.)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Teamarbeit	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Ausflug für die Mitarbeiter	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Teilnahmemöglichkeit an Schulungen/ Weiterbildungen	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Finanzieller Zuschuss (wie bspw. Prämien, Boni)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Auszeichnungen (wie bspw. Azubi des Monats)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Gute und abwechslungsreiche Verpflegung für die Mitarbeiter	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Schöner Aufenthaltsraum	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Attraktiver Standort	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Eine gute Work-Life-Balance	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Höhe des Entgelts	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Sonderleistungen (z.B. Sachleistungen, Konsumvorteile)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Unbefristeter Arbeitsvertrag	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Selbstständiges Arbeiten	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Fragebogen Studie Ausbildungszufriedenheit - 9

Positives Arbeitsklima	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Flexible Arbeitszeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1

Fragen zur Berufswahl und Betriebswahl

18. Was war Ihnen vor Ausbildungsbeginn bei der Wahl des Ausbildungsberufes besonders wichtig?

Bitte kreuzen Sie jeweils die für Sie zutreffende Antwortmöglichkeit an.

	sehr wichtig	ziemlich wichtig	teilweise wichtig	wenig wichtig	nicht wichtig
Regelmäßiger Gästekontakt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Die Möglichkeit, später im Ausland zu arbeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Wechselnde Arbeitszeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Abwechslungsreiches Arbeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Gute und schnelle Karrieremöglichkeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Zusammenarbeit im Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Ein ausgewogenes Verhältnis zwischen Lernen und Arbeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Angesehener Beruf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1

19. Was war Ihnen bei der Betriebswahl besonders wichtig?

Bitte kreuzen Sie jeweils die für Sie zutreffende Antwortmöglichkeit an.

	sehr wichtig	ziemlich wichtig	teilweise wichtig	wenig wichtig	nicht wichtig
Nähe zur Heimatstadt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Der Betrieb sollte in einer Stadt sein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Positive Erfahrungsberichte von Anderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Bekanntheit des Betriebs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Es sollte eine Hotelkette / Gastronomiekette sein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Es sollte ein privat geführtes Hotel / ein privat geführter Gastronomiebetrieb sein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1
Klassifizierung des Hotels bzw. Gastronomiebetrieb mit Auszeichnungen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1

Fragebogen Studie Ausbildungszufriedenheit - 10

20. Wollten Sie diesen Beruf erlernen?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja, es ist mein Wunschberuf
- Es war ein Beruf unter mehreren, die für mich in Frage kamen
- Nein, es ist eine Notlösung, da ich keinen anderen Ausbildungsplatz gefunden habe

21. Haben Sie vor Ihrer Ausbildung ein Praktikum, Schnuppertag o.ä. im Hotel absolviert?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja
- Nein

22. Plant Ihr Betrieb Sie nach der Ausbildung zu übernehmen?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja
- Nein
- Weiß ich nicht

23. Möchten Sie nach Ihrer Ausbildung in der Hotellerie/Gastronomie weiterarbeiten?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja und zwar bei meinem jetzigen Arbeitgeber
- Ja, aber in einem anderen Betrieb in Deutschland
- Ja, aber in einem Betrieb im Ausland
- Ja, aber zuerst möchte ich eine Auszeit nehmen, um zu reisen.
- Ja, aber zuerst möchte ich studieren.
→ Wenn ja, was:
 - Hotelmanagement bzw. Tourismusmanagement
 - Allgemeine Betriebswirtschaftslehre
 - Anderes und zwar
- Nein. Ich plane eine Tätigkeit bei einem Betrieb in einer anderen Branche anzunehmen.
- Nein. Ich werde eine andere Ausbildung machen.
- Nein. Ich werde ein Studium beginnen, welches nichts mit der Branche zu tun hat.

Sozio-demographische Angaben

24. Geschlecht

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Weiblich
- Männlich

25. Alter

Bitte geben Sie Ihr Alter an:

26. Welchen Ausbildungsberuf erlernen Sie?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Hotelfachmann
- Koch
- Sonstiges und zwar: _____

27. Haben Sie schon mal den Ausbildungsbetrieb gewechselt?

- Nein
- Ja, einmal
- Ja, mehrfach

28. Welche Berufsschule besuchen Sie?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Staatliche Berufsschule Altötting
- Staatliches Berufliches Schulzentrum Aschaffenburg
- Städtische Berufsschule II Augsburg
- Staatliche Berufsschule Bad Kissingen
- Staatliche Berufsschule Mindelheim, Außenstelle Bad Wörishofen
- Staatliche Berufsschule II Bamberg
- Staatliche Berufsschule Donauwörth
- Staatliche Berufsschule Erding
- Staatliche Berufsschule Berchtesgadener Land
- Staatliche Berufsschule Garmisch-Partenkirchen
- Staatliche Berufsschule Immenstadt
- Staatliche Berufsschule I Ingolstadt
- Staatliche Berufsschule Kitzingen
- Staatliche Berufsschule I Landshut
- Staatliche Berufsschule Lindau
- Städtische Berufsschule für das Hotel-, Gaststätten- und Braugewerbe München
- Städtische Berufsschule III Nürnberg
- Staatliche Berufsschule I Passau

Fragebogen Studie Ausbildungszufriedenheit - 12

- Staatliche Berufsschule Pegnitz
- Staatliche Berufsschule II Regensburg
- Staatliche Berufsschule I Rosenheim
- Staatliche Berufsschule Rothenburg Dinkelsbühl
- Staatliche Berufsschule I Traunstein
- Staatliche Berufsschule Viechtach
- Staatliche Berufsschule Vilshofen/Fachakademie
- Staatliches Berufliches Schulzentrum Wiesau
- Staatliche Berufsschule Miesbach

29. In welchem Ausbildungsjahr befinden Sie sich?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- 1. Lehrjahr
- 2. Lehrjahr
- 3. Lehrjahr

30. Welchen Schulabschluss haben Sie?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Erfolgreicher oder qualifizierender Abschluss der Mittelschule
- Mittlerer Schulabschluss
- Fachhochschulreife
- Fachgebundene Hochschulreife
- Allgemeine Hochschulreife
- Sonstiges: _____

31. Mit welchem Notendurchschnitt haben Sie sich für die Ausbildung beworben?

Bitte geben Sie Ihre Antwort hier ein: _____

32. Haben Sie vor dieser Ausbildung bereits eine andere Ausbildung bzw. ein Studium begonnen?

- Nein
- Ja, ich habe eine andere Ausbildung begonnen, aber nicht abgeschlossen.
- Ja, ich habe eine andere Ausbildung abgeschlossen.
- Ja, ich habe ein Studium begonnen, aber nicht abgeschlossen.
- Ja, ich habe ein Studium abgeschlossen.

Sie sind nun am Ende der Umfrage angekommen.

Falls es noch Punkte gibt, die bislang nicht angesprochen wurden und die Sie zum Thema der Befragung wichtig finden, können Sie diese gern im folgenden Kommentarfeld aufzeigen.

Vielen Dank für Ihre Teilnahme und weiterhin alles Gute!

Berufliche Karrieren von Hochschulabsolvent:innen aus den Fachbereichen Tourismus und Hospitality Management: Eine Untersuchung von Alumni der Hochschule München

IHR BERUFLICHES TÄTIGKEITSFELD

Als Absolvent:in der Fakultät für Tourismus stehen Ihnen viele Karrierewege offen. Deshalb interessiert uns zunächst, ob Sie eine Karriere in der Tourismus- oder Hospitality-Branche oder in einer anderen Industrie eingeschlagen haben.

Hinweis: Wenn Sie ein MOBILES ENDGERÄT im Hochformat verwenden, müssen Sie möglicherweise im Raster scrollen, um alle möglichen Antwortwerte anzuzeigen. Verwenden Sie andernfalls das Querformat.

Sind Sie aktuell hauptberuflich in der Tourismus-/ Hospitality-Branche tätig? *

- Ja, seit Abschluss meines Studiums an der Fakultät für Tourismus der Hochschule München.
- Ja, nach einem Wechsel in eine andere Branche bin ich nun wieder in der Tourismus-/ Hospitality-Industrie tätig.
- Nein, ich habe mittlerweile die Tourismus-/ Hospitality-Industrie verlassen und eine Tätigkeit in einer anderen Branche aufgenommen.
- Nein, ich habe nach meinem Studienabschluss an der Fakultät für Tourismus an der Hochschule München nie eine Tätigkeit in der Tourismus-/ Hospitality-Industrie aufgenommen.

SIE SIND IN DER TOURISMUS-/ HOSPITALITY-INDUSTRIE BERUFSTÄTIG.

In welchem Zweig der Tourismus-/ Hospitality-Industrie sind Sie aktuell hauptberuflich tätig? *

- Hotellerie/ Beherbergung
- Gastronomie
- Reiseveranstalter
- Luftfahrt
- Messe/ Events
- Beratung
- Projektentwicklung
- Zulieferer
- Kreuzfahrt
- PR / Medien
- Bildung und / oder Forschung
- Ich studiere in Vollzeit.
- Ich bin arbeitssuchend.
- Ich befinde mich in Elternzeit.
- Derzeit befinde ich mich in einer Orientierungsphase.
- Other: _____

Wie viel Berufserfahrung in der Tourismus-/ Hospitality-Industrie haben Sie seit Ihrem Abgang von der Fakultät für Tourismus der Hochschule München gesammelt? *

Choose ▼

Sind Sie zum aktuellen Zeitpunkt hauptberuflich angestellt oder selbstständig? *

- Angestellt
- Selbstständig / Freiberufler:in

ALS ANGESTELLTE:R UNTERLIEGEN SIE ORGANISATIONSBEZOGENEN REGELN UND RICHTLINIEN.

Mithilfe von organisationsbezogenen Richtlinien definieren Unternehmen, wie sich Mitarbeiter:innen am Arbeitsplatz verhalten sollten. Typischerweise finden Verhaltenskodizes, Compliance-Richtlinien zu Gesundheit und Sicherheit oder zu Gleichberechtigung am Arbeitsplatz, Regelungen zur Nutzung von Social-Media und Internet am Arbeitsplatz und weitere vergleichbare Richtlinien Eingang in dieses Regelwerk.

Bitte geben Sie den Grad Ihrer Zustimmung zu den folgenden Aussagen auf einer *
 Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“ an.
 Die Werte zwischen 1 und 7 ermöglichen Ihnen eine nuancierte Bewertung jeder
 Aussage.

	1	2	3	4	5	6	7
Sie befolgen die Unternehmensrichtlinien Ihres Arbeitgebers bereitwillig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie befolgen die Unternehmensrichtlinien auch dann, wenn Sie es nicht tun müssen und wenn niemand weiß, ob Sie sie tatsächlich befolgt haben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie befolgen freiwillig die organisationsbezogenen Richtlinien in Bezug auf die konkrete Verrichtung Ihrer Arbeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ihnen sind die organisationsbezogenen Richtlinien und Regeln vollumfänglich bekannt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie finden sich bereitwillig damit ab, wie Ihre Vorgesetzten Ihre Arbeitsbelastung einschätzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie fügen sich bereitwillig den Vorstellungen Ihrer Vorgesetzten bezüglich Ihrer Arbeitsverantwortlichkeiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie akzeptieren bereitwillig die Entscheidungen Ihrer Vorgesetzten in Bezug auf zeitliche Fristen im Arbeitskontext.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FRAGEN ZU IHREN KARRIERE-ENTSCHEIDUNGEN UND IHRER ZUFRIEDENHEIT MIT DIESEN

Bitte geben Sie den Grad Ihrer Zustimmung zu folgenden Aussagen in Bezug auf Ihre BERUFSWAHL an, wobei Sie Ihre Zustimmung auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“ ausdrücken können.

	1	2	3	4	5	6	7
Sie sind davon überzeugt, dass Sie in der Tourismus-/ Hospitality-Branche bleiben werden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie sind unschlüssig, ob die Entscheidung für den Beruf, den Sie momentan hauptamtlich ausüben, die richtige war.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sie ziehen eine hauptberufliche Tätigkeit außerhalb der Tourismus-/ Hospitality-Branche in Erwägung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geben Sie den Grad Ihrer Zustimmung zu jeder der folgenden Aussagen an, um Ihre LEIDENSCHAFT FÜR DIE TOURISMUS-/ HOSPITALITY-BRANCHE zu bewerten. Nutzen Sie wieder die Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“.

	1	2	3	4	5	6	7
Meine Arbeit inspiriert mich, jeden Tag mein Bestes zu geben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit motiviert mich, mich mehr zu engagieren als normalerweise für die Erledigung meiner Aufgaben notwendig wäre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann die Branche als berufliches Tätigkeitsfeld empfehlen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich schätze die Branche als berufliches Tätigkeitsfeld.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geben Sie den Grad der Zustimmung zu jeder dieser Aussagen an, um Ihre *
ZUFRIEDENHEIT MIT IHRER KARRIERE zu beschreiben. Antworten Sie auf einer
 Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“.

	1	2	3	4	5	6	7
Ich bin zufrieden mit dem Erfolg, den ich in meiner Karriere bisher erzielt habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin zufrieden mit der bisherigen Erreichung meiner Karriereziele.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin zufrieden mit den Fortschritten, die ich beim Erreichen meiner Einkommensziele gemacht habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin zufrieden mit den Fortschritten, die ich bei der Erreichung meiner Aufstiegsziele gemacht habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin zufrieden mit meinem Fortschritt beim Erwerb neuer Fähigkeiten und Kenntnisse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FRAGEN IM ZUSAMMENHANG MIT IHREM ARBEITSALLTAG

Bitte geben Sie an, wie stark die folgenden Aussagen auf Sie zutreffen. Beziehen *
Sie diese Aussagen bitte auf Ihre HAUPTAMTLICHE TÄTIGKEIT. Antworten Sie auf
einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz
zu“.

	1	2	3	4	5	6	7
Bei der Arbeit bin ich voller Energie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin begeistert von meiner Arbeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich vertiefe mich in meine Arbeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich freue mich jeden Tag darauf, zur Arbeit zu gehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit macht mich sehr zufrieden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Im Allgemeinen entspricht meine Stelle den Vorstellungen, die ich hatte, als ich die Stelle annahm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geben Sie den Grad der Zustimmung zu jeder dieser Aussagen an, um Ihre **ARBEITSPRODUKTIVITÄT** zu bewerten. Antworten Sie auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“.

Beziehen Sie Ihre Antworten dabei auf die letzten 3 Monate (eventuelle Monate der Corona-bedingten Kurzarbeit nicht mitgezählt).

	1	2	3	4	5	6	7
Ich habe es geschafft, meine Arbeit so zu planen, dass sie pünktlich von mir erledigt wurde.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Aufgabenplanung war dabei inhaltlich und zeitlich für mich optimal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Ergebnisse, die ich mit meiner Arbeit erreichen musste, behielt ich stets im Fokus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich war in der Lage, bei der Arbeit Hauptthemen von Nebensächlichkeiten zu trennen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich wusste, wie ich die richtigen Prioritäten setzen konnte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich konnte meine Arbeit mit minimalem Zeit- und Arbeitsaufwand gut erledigen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Zusammenarbeit mit anderen war sehr produktiv.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bewerten Sie bitte auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“.

*

1 2 3 4 5 6 7

Ich verfüge über einen sehr guten Kenntnisstand bezüglich neuer Trends und Konzepte, die Einfluss auf die Branche, in der ich tätig bin, nehmen.

Das Niveau meiner akademischen Ausbildung steht in einem guten Verhältnis zu den Tätigkeiten, die ich bei meiner Arbeit ausführen muss.

Ich verfüge über einen sehr großen Erfahrungsschatz im Hinblick auf die von mir auszuführenden Tätigkeiten.

Meine Fähigkeiten, die zur Erfüllung meiner beruflichen Aufgaben erforderlich sind, sind sehr stark ausgeprägt.

Beurteilen Sie Ihren GESUNDHEITZUSTAND IM ARBEITSKONTEXT, indem Sie die *
 folgenden Aussagen auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 =
 „stimme voll und ganz zu“ bewerten.

	1	2	3	4	5	6	7
Ich hatte bisher noch keine größeren gesundheitlichen Probleme, die von der Arbeit herrührten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Im Kontext meiner beruflichen Tätigkeit fühle ich mich ausgeglichen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich melde mich selten bis gar nicht krank.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FRAGEN ZU IHRER GENERELLEN KARRIEREORIENTIERUNG, ZU IHRER RISIKOBEREITSCHAFT IM BERUFLICHEN KONTEXT UND ZU IHRER PERSÖNLICHKEIT

Bitte geben Sie den Grad Ihrer Zustimmung zu den folgenden Aussagen in Bezug *
 auf Ihre KARRIERE an. Diese kann unter Umständen mehrere berufliche
 Tätigkeiten umfassen. Beziehen Sie sich bei Ihren Antworten daher auf ihre
 HAUPTBERUFLICHE TÄTIGKEIT. Antworten Sie auf einer Skala von 1 = "stimme
 überhaupt nicht zu" bis 7 = "stimme voll und ganz zu".

Bitte geben Sie den Grad Ihrer Zustimmung zu den folgenden Aussagen in Bezug *
auf Ihre KARRIERE an. Diese kann unter Umständen mehrere berufliche
Tätigkeiten umfassen. Beziehen Sie sich bei Ihren Antworten daher auf ihre
HAUPTBERUFLICHE TÄTIGKEIT. Antworten Sie auf einer Skala von 1 = "stimme
überhaupt nicht zu" bis 7 = "stimme voll und ganz zu".

	1	2	3	4	5	6	7
Ich lenke meine Karriere selbstbestimmt und meistens entsprechend meiner Pläne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich einen neuen Job, der meinem jetzigen gleichwertig ist, finden müsste, wäre das einfach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fühle mich für meine eigene Karriere verantwortlich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich übernehme proaktiv Verantwortung für meine berufliche Entwicklung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freiheit und Selbstbestimmung sind für mich treibende Kräfte in meiner Karriere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe zeitliche Flexibilität in meinem Job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe inhaltliche Flexibilität in meinem Job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bitte bewerten Sie, wie stark die folgenden Aussagen auf Sie zutreffen. Antworten *
 Sie auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und
 ganz zu“.

	1	2	3	4	5	6	7
Ich bin gut darin, mich auf neue oder andere räumliche Arbeitsumgebungen einzustellen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich komme mit Veränderungen in meinen Karriereplänen gut klar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich traue mir zu, mögliche Stolpersteine in meiner beruflichen Karriere aus dem Weg zu räumen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es macht mir Spaß, neue Aufgaben bei der Arbeit auszuprobieren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann mich an Veränderungen in der Arbeitswelt anpassen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich passe mich leicht an wechselnde Anforderungen bei der Arbeit an.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andere würden sagen, dass ich hinsichtlich meiner Karrierevorstellungen nicht festgefahren bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mein beruflicher Erfolg wird von meinem Einsatz bestimmt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich lasse mich nicht unterkriegen, wenn meine Karrierepläne nicht ganz aufgehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe nur wenig Kontrolle über meinen beruflichen Werdegang.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe keine Kontrolle über meinen tatsächlichen beruflichen Erfolg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geben Sie den Grad Ihrer Zustimmung zu den folgenden Aussagen in Bezug auf Ihre BERUFLICHE LERNMOTIVATION an. Antworten Sie auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“.

	1	2	3	4	5	6	7
Ich bin generell dafür offen, mich mit neuen Themengebieten auseinanderzusetzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich beschäftige mich auch gerne intensiv mit verschiedenen Themenbereichen, z.B. durch Lektüre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es bereitet mir Freude, (dazu-) zu lernen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin intrinsisch motiviert, mein Wissen ständig zu erweitern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Für die mir jeweils gestellte Aufgabe eigne ich mir gern im Vorfeld so viel Wissen an wie möglich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bitte bewerten Sie, wie stark folgende Aussagen auf Sie zutreffen. Nehmen Sie * die Bewertung auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“ vor.

	1	2	3	4	5	6	7
Ich fühle mich nicht wohl dabei, Risiken im Kontext meiner beruflichen Laufbahn einzugehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bevorzuge Situationen, deren Ausgang vorhersehbar ist.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bevor ich eine Entscheidung treffe, möchte ich absolut sicher sein, wie sich die Dinge entwickeln werden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich vermeide Situationen, die einen ungewissen Ausgang haben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fühle mich wohl dabei, in neuen Situationen zu improvisieren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich werde nervös, wenn ich in unsicheren Situationen Entscheidungen treffen muss.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geben Sie den Grad Ihrer Zustimmung zu jeder dieser Aussagen an, um Ihre **PERSÖNLICHKEIT** zu beschreiben. Bewerten Sie auf einer Skala von 1 = „stimme überhaupt nicht zu“ bis 7 = „stimme voll und ganz zu“.

	1	2	3	4	5	6	7
Ich bin eher zurückhaltend, reserviert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich schenke anderen leicht Vertrauen, glaube an das Gute im Menschen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin bequem, neige zur Faulheit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin entspannt, lasse mich durch inneren oder äußeren Stress nicht aus der Ruhe bringen.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe nur wenig gestalterisches Interesse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich gehe aus mir heraus, bin gesellig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mir fällt es leicht, Kritik zu üben, wenn es erforderlich ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich erledige Aufgaben gründlich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich werde leicht nervös und unsicher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ich habe eine
aktive
Vorstellungskraft,
bin phantasievoll.

SOZIODEMOGRAPHISCHE ANGABEN

Bitte beantworten Sie abschließend die nachfolgenden soziodemographischen Fragen.

Geschlecht *

- Divers
- Männlich
- Weiblich

Alter *

- 21 - 25 Jahre
- 26 - 31 Jahre
- 32 - 40 Jahre
- 41 Jahre oder älter

Welchen Abschluss haben Sie? (Mehrfachauswahl möglich) *

- Diplom-Betriebswirt (FH)
- Bachelor of Arts (B.A.) der Fakultät für Tourismus, Hochschule München
- Bachelor of Arts (B.A.) oder Bachelor of Science (B.Sc.) einer anderen Hochschule
- Master of Arts (M.A.) der Fakultät für Tourismus, Hochschule München
- Master of Arts (M.A.) oder Master of Science (M.Sc.) einer anderen Hochschule

Durchschnittsnote Ihres (höchsten) Bildungsabschlusses an der Fakultät für Tourismus der Hochschule München *

- 1,0 - 1,9
- 2,0 - 2,9
- 3,0 - 3,9

Abschlussjahr Ihres (höchsten) Studienabschlusses an der Fakultät für Tourismus der Hochschule München *

Anzahl Arbeitgeber:innen (in Festanstellung) seit Ihrem (höchsten) *
Bildungsabschluss an der Fakultät für Tourismus der Hochschule München

- 1
 - 2
 - 3
 - 4
 - 5 oder mehr
 - Ich bin seit Abschluss meines Studiums selbstständig
-

Vielen herzlichen Dank für Ihren wertvollen Beitrag zu diesem für uns wichtigen Forschungsgebiet! Bleiben Sie mit unserem Alumni-Newsletter auf dem Laufenden und erfahren Sie dort demnächst die zentralen Ergebnisse dieser Untersuchung.