Re-Conceptualising Hospitality Management: Analysing and Predicting Career Progression and Success in Hospitality

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Submitted in fulfilment of the requirements of the Degree of Doctor of Philosophy

December 2010

<u>ABSTRACT</u>

Developing a cohort of competent managers and leaders is a perennial problem in the hospitality industry. This thesis seeks to address this problem by identifying the personal characteristics, attributes and features that impact upon on career progression and success. The impact of these phenomena will be explained by a constructivist model.

The model will incorporate a range of phenomena such as:

- behaviours (for example, career management and development practices),
- skills and competencies (for example, emotional intelligence, cognitive intelligence), and
- socioeconomic variables (for example, family background, size, and structure, current domestic arrangements, education, employment history, amongst others).

Data were gathered by way of a series of online and pencil and paper surveys. In order to explicitly focus on the key themes of the research, 522 respondents were recruited using a profiled convenience sample from Melbourne people. The recruitment focussed on persons aged 25 to 55, with more than five years industry experience and more than two years organisational service who are currently employed. This profiling technique removed the mitigating impact of external phenomena such economic situation, geographic setting, industry setting and age from the analysis.

The results suggest that no one single attribute or behaviour drives career progression. Rather, combinations of attributes, skills and behaviours were found to be important. In particular, those related to maintaining a strong and positive sense of self, transformational and proactive leadership practices, critical thinking skills, emotional intelligence, and a suitable amount of experience and education, were found to have the strongest relationship to career progression and success.

Despite some methodological limitations, the research can assist those seeking to advance their career in hospitality. It can also help the hospitality industry improve its career development and promotion policies and strategies.

Thirteen conference presentations and papers, and journal articles have been produced from this research to-date.

DECLARATION

"I, Paul A Whitelaw, declare that the PhD thesis entitled **Re-Conceptualising Hospitality Management: Analysing and Predicting Career Progression and Success in Hospitality** is no more than 100,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work".
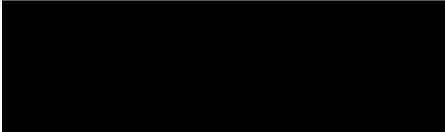
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13 December 2010

FORMAL ACKNOWLEDGEMENTS

PERSONAL ACKNOWLEDGEMENTS

"I have stood on the shoulders of giants…."
<div align="right">Isaac Newton</div>

I formally express my deepest gratitude to my supervisors for their critically important roles on the "Committee to save Paul's PhD", Associate Professor Sue Gillet, Professor Marg Deery and Professor Leo Jago. They provided me with direction, encouragement, support and friendship in this life changing passage. They are good friends, great mentors and fine companions for any journey.

I am very grateful to Multi-Health Systems Inc. (MHS) of North America, and in particular, Lynlee Spencer, Matias Mariana and Lisa Sorensen, who provided invaluable assistance in processing the data from their instruments. In the same vein, Mr Ray Elliott of MLQ has been very generous in his support and assistance. Similarly, I am indebted to those who have gone before me and have granted me permission to use their research instruments. I am also indebted to all those who helped me recruit participants for my research and I offer an especially heart felt thank you to Paul, Geoff, Halinka, Mark, Nina, Reinhold, and Troy for their outstanding efforts in recruiting volunteers.

The Faculty of Business and Law at Victoria University, granted me six months leave in early 2002 that was invaluable in making substantial headway with my data gathering and again in late 2006 for "the big push" to finish the thesis, even though I did not finish it then – entirely my fault that. None the less, this support was essential to the eventual completion of this work and is greatly appreciated. Thanks also to Emma, "the super midwife extraordinaire", Barb and Penny for their assistance at the end and Tony for finally pushing me over the line.

I acknowledge the support and camaraderie of my many colleagues within the School of Hospitality, Tourism and Marketing and a special thank you to Romana Morda, a fellow PhD traveller. Roger, thanks for the honesty, integrity and friendship. Thank also to Brian for the constant encouragement and support. Special thanks to Associate Professor Linda Roberts and to Carolyn Thompson and my friends at Cesar Ritz for offering me sanctuary during the 2006 big push; even though we did not quiet get it out the door then.

A big thank you to Judy for being at my shoulder during the long nights; *nessun dorma.* Kevin, you played your part as well – no more *needs* to be said – we understand. Thanks also to Gigantor, Big Willy, The Flivver, and Barack for your hard work, and Billy, Neil, Freddie, Brian, Roger, and John for your company.

Thanks is offered to the 1,535 people who agreed to participate in my research, a big thank you to the 1,218 people who got deeply involved and a very special thank you to the "final 522" who "went all the way" and let me into your heads and hearts. I am humbled by your generosity.

I also want to apologise to my immediate and extended family and network of friends for constantly being late, cancelling social engagements, rambling on incessantly about my hypotheses, being duller and more boring than usual, and generally not finishing the blessed thing sooner. To my children, Natasha and Lachlan, who have borne much of the brunt of this thesis in the form of an absent and distracted father during their teens, a special thank you for your love and support. Whilst I have studied career development and leadership from an academic perspective, I have been very fortunate to have two perfect examples of future leaders grow up right before my eyes to challenge, captivate and inspire me. Thanks Tash and Lachie, this is for you.

Finally, I am deeply indebted and eternally grateful to my wife, Andrea "*primoris supremus totus*". The words "thank you" cannot ever hope to convey my gratitude. That she loves me and tolerates me is a miracle in itself. Her joyous celebration of life has made this arduous, even tedious journey not just possible but ultimately, worthwhile and meaningful. Now for some fun, Girl; you have earned it, and I certainly owe it to you.

"Knowing is not enough; we must apply. Willing is not enough; we must do."
<div align="right">Johann Wolfgang van Goethe</div>

PUBLICATIONS EMANATING FROM THE THESIS

A number of refereed journal articles and conference presentations have been produced from this thesis, including:

Whitelaw, P. A. and S. R. Gillet (2003). The Reflective Hospitality Manager. CAUTHE Conference. Riding the Wave of Tourism and Hospitality Research, Coffs Harbour, NSW, Australia, Southern Cross University.

Whitelaw, P. A. and R. Morda (2003). An Emotionally Intelligent Industry? Assessing the Emotional Intelligence of Hospitality Employees and Students. CAUTHE. Riding the Wave of Tourism and Hospitality Research, Coffs Harbour, NSW, Southern Cross University.

Whitelaw, P. A. and R. Morda (2004). "Leadership in the Hospitality Industry. Boadecia v Attila - Bring it on!!" Journal of Hospitality and Tourism Management **11**(2): 139-148.

Whitelaw, P. A. and R. Morda (2005). Competent and Sensitive Leaders? I'd Like to See That!! Exploring Leadership Styles and Emotional Intelligence in Hospitality CAUTHE 2005, Alice Springs, Charles Darwin University.

Whitelaw, P. A. (2005). Career Choice, Progression, and Management, and their Relationships to Psychological Types: An Australian Study. 40th. Annual Conference of the Australian Psychological Society, Melbourne, APS Ltd.

Whitelaw, P. A. (2005). A Research Based Approach to Management of Hospitality Management Education. PATA Educators' Forum. Education and Industry Partnerships for Tourism, Macao.

Whitelaw, P. A., C. Thompson, and S. R. Gillet, (2005). But Are They Ready for Change? Assessment of the Capacity of Hospitality Management Students to Manage Change. EuroCHRIE.

Whitelaw, P. A. and R. Morda (2006). Leading Hearts not Bleeding Hearts! Understanding the Relationship between Leadership Style and Emotional Intelligence in Hospitality. CHME Research Conference Promoting excellence in scholarship, teaching and learning in hospitality, leisure and tourism, Nottingham, UK, Nottingham Trent University.

Whitelaw, P. A. (2007). Just Keep Climbing: Investigating the Career Management Strategies of Hospitality Workers and Managers. APacCHRIE - APTA Joint Conference. Beijing, Beijing International Studies University.

Whitelaw, P. A. (2007). "Smarter than the average bear?" - Investigating the critical thinking skills of hospitality workers and managers. EuroCHRIE Leeds 2007, Leeds, Leeds Metropolitan University.

Whitelaw, P. A. (2007). Use Your Heart to Manage your Career: Exploring Career Trajectory and Emotional Intelligence in Hospitality. CHME 2007 International Conference. Oxford, Oxford Brookes University.

Whitelaw, P. A. (2008). Developing a Model for Career Progression and Success in Hospitality. APacCHRIE, Perth, Southern Cross University.

Whitelaw, P. A. (2008). Psychological Type and Career Trajectory: A Comparison of Hospitality and Non-Hospitality Workers and Managers. 17th. Annual CHME Research Conference, Glasgow, UK, Department of Hospitality and Tourism Management, Strathclyde Business School.

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This chapter starts by introducing the aims of the research, then the justification for the research question, followed by the context of the research and finally, the structure of the thesis.

1.01   AIMS OF THE RESEARCH

This thesis seeks to contribute to a perennial, rhetorical and apocryphal debate framed by the question; "Why do some people succeed in organisations, despite their seeming 'lack of ability' whilst other, 'more able' people do not achieve career success?"

It does this by exploring a range of personal characteristics, skills and behaviours and how these may contribute to career progression and success. More specifically, the research reported in this thesis used advanced quantitative methods to statistically assess whether those who have enjoyed career success (namely positions of power and influence, i.e. senior management positions) in the hospitality industry are significantly different in terms of various personal characteristics, attributes and skills to those who have not been as successful. At the same time, the research sought to assess whether there were any differences between those enjoying the same level of career progression and success in the hospitality industry compared to those in other service-based industries.

By better understanding the relative contributions of these factors to career progression and success, educators, trainers and human resource professionals will be able to enhance the career development opportunities of students, employees and those seeking to enter the hospitality industry. It is then hoped that those workers who avail themselves of this insight and knowledge will go on to become high quality managers who, in turn, will lead their organisations and the industry to long term success. As well, by better understanding the similarities and differences with other industrial settings, more efficacious use of the career progression research can be achieved by transferring the findings from one setting to the other. By better understanding what characteristics, skills and behaviours are rewarded with promotion, the hospitality industry may have the opportunity to reflect on whether it is valuing and rewarding the "right" characteristics, skills and behaviours currently deemed necessary for the long-term success of the industry. Finally, these aims can be expressed in terms of four key research questions:

1. Is it possible to identify a number of recurring themes related to career success and promotion into the managerial ranks in the hospitality industry by looking at certain common characteristics, attributes and behaviours of those who have enjoyed career success and those who have not?
2. Is it possible to analyse these differences and similarities and find that there is considerable commonality with other perspectives, industries and research settings?
3. Is it possible that these themes and behaviours point to the role, and importance, of a number of fundamental, innate personal characteristics, that combine in a constructivist manner to produce skills, knowledge and subsequent behaviours that drive the individual's career success?
4. Finally, is it possible to predict likely career outcomes based upon a combination of the aforementioned innate characteristics, learned skills and behaviours?

1.02   JUSTIFICATION FOR THE RESEARCH

The identification and development of high potential individuals has long been a matter of key strategic interest to businesses, organisations and institutions. The importance of foundation technical skills is not questioned and thus is not a central part of this research. Instead, the primary focus is on those personal characteristics, skills (such as inter- and intra- personal skills, management and leadership skills) and behaviours that help drive a person's career and success rather than their technical competence.

Australian governments have, over the years, conducted various investigations and commissions with a view to developing a more entrepreneurial and dynamic labour force. This approach has focused on industry, such as the Karpin Report (Karpin, 1994, 1995), on immigration policy, such as the Gonczi Enquiries (Gonczi, Hager, & Athanasou, 1990, 1993), on industry driven professional development programs such as that sponsored by Tourism Training Victoria (Murphy & Dore, 2000; Nankervis, 1999), and on teaching and education, such as the West Report (West, 1998).

The Australian Learning and Teaching Council (ALTC – originally known as the Carrick Institute) was established in the late 1990s by the Australian Commonwealth Government to support learning and teaching in the university sector. With the support of the ALTC in recent years, the university sector has more explicitly focussed on the development of graduates with industry specific, job ready skills, usually expressed by the term "Core Graduate Attributes" or "Graduate Capabilities". With the broad support of the ALTC, the university sector has conducted extensive research into graduate capabilities from a variety of perspectives, including, conceptualisation (Barrie, 2005), embedding in the business curriculum (Barrie, Hughes, & Smith, 2009; Papadopoulos, 2008), the development of intercultural skills (Freeman et al., 2009) and even assessment tools (Barrie, et al., 2009).

This research clearly indicates the recognition by the tertiary education sector of the importance of such broad skills in the development of graduates' careers. Furthermore, many professional organisations have some form of professional development activities to ensure that their members are not just technically skilled, but have a range of inter and intra personal skills that transcend technical competence that drive career success (Anon., 1998; Birkett, 1993; Danvers & Keeling, 1995). Even large corporations make substantial investments in the development of their high potential staff (Hilgert, 1995; McKenna, 1994; Ready & Conger, 2003).

Each of these activities clearly suggests that the identification and development of high potential graduates, employees, managers and leaders is of vital importance. However, for the most part, these reviews adopt a skills-based perspective, which leads to an inevitable conclusion that more training, education and professional development is needed. Whilst the value of these factors is not disputed, this thesis argues that other factors such as innate characteristics (e.g. personality and psychological type) and learned behaviour (e.g. leadership style and career management strategies) can also drive career progression.

As noted, whilst this research is generally broad in perspective, it has a particular focus on the hospitality industry and the extent to which it is similar to, or different from, other industries. This focus is a consequence of the researcher's keen interest in this industry sector, born of a life long family, personal, and professional involvement, and, more recently, academic involvement for the last 18 years. The supply of adequately trained and developed managers is a perennial problem in most industries, none more so than the hospitality industry in Australia. In 2006, the Australian Government commissioned a national enquiry into the challenges confronting the hospitality and tourism workforce in Australia. The terms of reference for this enquiry included:

- Current and future employment trends in the industry;
- Current and emerging skill shortages and appropriate recruitment, coordinated training and retention strategies;
- Labour shortages and strategies to meet seasonal fluctuations in workforce demands;
- Strategies to ensure employment in regional and remote areas; and
- Innovative workplace measures to support further employment opportunities and business growth in the tourism sector.

Implicit in these terms is the need for a high quality, professional cohort of managers.

At much the same time, the Sustainable Tourism Cooperative Research Centre (STCRC) commissioned a wide ranging study into the training and professional development needs of the hospitality industry in Australia (Whitelaw, Barron, Buultjens, Cairncross, & Davidson, 2009). This need for a high quality, professional cohort of managers is not unique to Australia. Many post-industrial western nations have also attempted to address this challenge over a considerable period of time (Antil, 1984; Connolly & McGing, 2006; Nebel, Lee, & Vidakovic, 1995; Sparrowe & Popielarz, 1995).

As well, developing a cohort of competent managers has been a focus in many established tourist destination countries such as France (Seymour, 1985), Hong Kong (Ruddy, 1989), Mauritius (Ladkin & Juwaheer, 2000), India (Jauhari & Manaktola, 2009), Greece (Vlachos, 2009) Slovenia (Ivankovic & Novel, 2006; Uran & Testa, 2006), Croatia (Seohanovic, Zugaj, Krizman, & Bojanic-Glavica, 2000), and more broadly Asia (Lan Li & Leung, 2001). Finally, a raft of emerging countries, such as Ghana (Boohene, Sheridan, & Kotey, 2008), Iran (Tajeddini, 2009), Libya (Naama, Haven-Tang, & Jones, 2008) and Egypt (Kattara, 2005) have also sought to improve the quality of hotel and tourism managers.

Against this backdrop of government, industry, education, employer, employee and academic interest, the research sought to add further, quantitative evidence-based insight into this significant and important issue.

1.03   CONTEXT FOR THIS RESEARCH: THE HOSPITALITY INDUSTRY

As noted, this research investigated career progression and success in both the hospitality industry and other service-oriented sectors of the economy. There is a body of evidence suggesting that the hospitality industry has a number of idiosyncratic characteristics which place particular demands on the successful manager.

In the first instance, hospitality is a service industry in which production and delivery typically take place within the same location and timeframe. This creates periods of intense pressure on staff and management (Dienhart, Geregorie, & Downey, 1990; Larsen & Bastiansen, 1992; Susskind, Borchgrevink, Brymer, & Kacmar, 2000). At the same time, it is one of the few industries that describe its customers as "guests", thus adding an unusual dimension to the customer-service provider relationship (Susskind, et al., 2000; C. White & Rudall, 1999; Yuan, 1999).

It is a 24 hour a day, seven day a week business, which can place considerable strain on the personal relationships of employees (Brymer, 1982; Krone, Tabacchi, & Farber, 1989; Ross, 1995b; Tabacchi, Krone, & Farber, 1992; Vallen, 1991). Further, it is an international industry wherein ethnic, cultural and religious diversity of both staff and guests is commonplace. This places demands on the interpersonal and communication skills of staff and management (Baum, 2006; Fritz, 1988; N. Johns & Henwood, 2007; Mallinson, 1999; Mallinson & Weiler, 1999, 2000; Testa, 2004).

The hospitality industry is also replete with occupational and public health and safety issues that require high levels of competence in certain skills, particularly those relating to the safe handling of food and beverages (G. Johns, 1996; N. Johns, 1992a, 1992b; N. Johns, 1993a, 1993b; Tranter, 2002). It is an industry that is driven largely by discretionary expenditure and is therefore subject to considerable fluctuations in demand (Bull & Alcock, 1993; Hwang & Wilkins, 2002; Shi, 1997). This requires high levels of strategic planning, yet tactical flexibility on the part of its managers and staff.

From a structural perspective, it is an industry characterised by large, fixed capital costs and highly volatile, variable operating costs. This demands considerable diligence and the prudential management of capital, operational and human resources (Abouzid, 1988; W. G. Kim, 1995; P. Mitchell & Ingram, 2002; Nilsson, Harris, & Kett, 2001). The industry also has relatively low barriers to entry for both capital investment and labour (Christensen Hughes, 2002; W. G. Kim, 1995; S. Mitchell, 2002; Nilsson, et al., 2001; Powell & Wood, 1999; Sciarini, 1993; Sciarini, Woods, Boger, Gardner, & Harris, 1997; Shaban, 1993), thus heightening the competitive and precarious nature of the industry.

In recent years, the hospitality industry has also had to deal with a suite of complicating and confounding issues, such as: the emergence of advanced computer technology (Breiter & Hoart, 2000; Cheung & Law, 2000; Whitelaw, 2008), globalisation and growth into non-traditional markets with non-western cultures (Boohene, et al., 2008; Kattara, 2005; Naama, et al., 2008; Tajeddini, 2009), the increasingly prominent role played by women (R. J. Burke, Koyuncu, & Fiksenbaum, 2008; Gillet & Whitelaw, 2003; Kattara, 2005; Mooney & Ryan, 2009) and social dilemmas such as the rise of AIDS (Yap, Ineson, & Stewart, 2006) and the dark side of tourism such as child prostitution (Cabezas, 2006) and sex tourism (Pettman, 1997; Rao, 1999) as well as broader environmental challenges (Kirk, 1995; Prabhu, 1996). Each of these phenomena presents the hospitality manager with challenges for which there are few established precedents thus requiring the application of critical thinking, analysis and strategic synthesis.

The hospitality industry also waxes and wanes between being highly dynamic and highly stable. Whilst the demand for hospitality services, as a function of economic well-being is volatile, the core, underlying function of hospitality operations is relatively stable. According to Stacey (1993), stable industries are likely to produce managers who have risen through the ranks whilst dynamic industries are likely to more rapidly promote their managers.

Given that managers in hospitality tend to serve a long apprenticeship of up to 12 or more years (Ladkin, 1999, 2000; Ladkin & Juwaheer, 2000; Ladkin & Riley, 1996b; Nebel, Braunlich, & Zhang, 1994; Nebel, et al., 1995). In fact, Harper and her colleagues (2005) found that even with formal qualifications, the hotel general manager was still expected to serve a long apprenticeship in the key operational areas.

This stability is likely to give rise to deeply entrenched customs and practices which may stifle creativity and innovation. Therefore, whilst the industry may speak of being innovative and creative and needing the managers to drive this (Antonakis, 2000; Jones, 1996; Ottenbacher & Gnoth, 2005; Ottenbacher, Gnoth, & Jones, 2006), its craft based, long apprenticeship model and hierarchical structure long may, in fact, unwittingly stifle creativity and perpetuate the status quo (Gamble, 1991; Tesone, 2000).

Finally, hospitality is an industry with two inherent intellectual conflicts. In the first instance, the provision of free hospitality to strangers is seen in all societies and cultures as a noble act, yet the provision of hospitality for money is seen as somewhat demeaning of the service provider (Telfer, 2000). This raises a raft of issues in terms of recruiting and retaining high quality employees and managers and providing them with meaningful and enriching employment and career opportunities. Secondly, the industry on the one hand strives for consistency of service and product, which can be readily achieved with discipline and strict adherence to systems, yet on the other hand it seeks to provide a form of personalised service that requires a relatively high level of discretion on the part of the service provider (Lashley, 1999, 2000, 2002; Lashley & McGoldrick, 1994).

All of these characteristics combine to suggest that the hospitality industry is an industry with a particular dynamic and competitive drive in which the successful hospitality manager needs a repertoire of skills. These include, front-line operational (e.g., service and administrative functions), interpersonal, communication, marketing, finance, strategic planning and human resource management skills as well as specific, individual characteristics and personal attributes.

More to the point, this analysis suggests that the successful hospitality industry manager has to confront and resolve two considerable, contradictory challenges. On the one hand, the industry appears to be traditional, rigid and bureaucratic. The fundamental nature of the industry remains relatively unchanged despite the advent of operational and information technologies. Many of the tasks are relatively low level and repetitious.

Furthermore, the industry prospers on a mantra of consistency of service, which can give rise to rigidity in the way things are done. On the other hand, the industry operates in a highly competitive environment. Whilst many of the physical work processes remain constant, digital and information based technologies have the potential to change the way the industry is organised and engages with its guests (Whitelaw, 2008).

Despite the focus on consistency of service, sectors of the industry pride themselves on being able to proactively respond to the unpredictable demands of guests. Such an environment suggests that the industry needs managers and leaders who are proactive, dynamic, and quick witted, yet deeply thoughtful and strategic; leaders who are creative and disciplined. Furthermore, it needs managers who are sufficiently mindful to protect their staff from these stresses, without succumbing to them themselves and "burning out" and thus leaving the industry (Buick & Thomas, 2001; Carbery, Garavan, O'Brien, & McDonnell, 2003; Deery, 2002a, 2002b, 2008; Deery & Shaw, 1997, 1998; Hoffman, Ineson, & Stewart, 2007; Hogan, 1992; McFillen, Riegel, & Enz, 1986; Rowley & Purcell, 2001; Stalcup & Pearson, 2001; Timo, 1996; Vallen, 1991).

It is likely that navigating these contradictions, challenges and pressures will be the essence of success in the hospitality industry. Therefore, this research may help assess whether just more training, education and professional development is sufficient to drive career progression in the hospitality industry; or whether more care needs to be taken in selecting future leaders. The above factors point to a raft of intra- and inter- personal and physical challenges that confront hospitality workers. They suggest that factors other than simple skills acquisition may help drive career progression and success. It is possible that assessing deeply innate characteristics such as personality and cognitive and emotional intelligence can provide benefits additional to traditional training, education and professional development. To that end, the ensuing discussion on career progression and success will focus on a raft of innate, personal elements such as personality, career orientation and leadership styles; aspects that will help enhance career progression and success.

1.04   CONTEXT FOR THIS RESEARCH: HOSPITALITY RESEARCH

This thesis explores career progression and success within the hospitality industry. This exploration needs to be seen against the backdrop of the evolution of research about various aspects of employment in the hospitality industry.

As will be discussed in this section, research into hospitality employment, ranging from what hospitality managers actually do, through to how to recruit, develop and retain high quality personnel has evolved over the last 117 years in terms of scope, focus and sophistication.

As far back as 1893, hotel management publications sought to provide insight into the functions undertaken and skills required of hotel managers (Shiring, 1995). However, whilst formal hospitality education institutions have operated since 1893 (Johnson, 1998), it was not until the mid-1960s that hotel management emerged as an area worthy of scholarly research. Nailon (1968) studied the managerial activities undertaken in hotel divisions. Ley (1978, 1980) used the participant observation approach to replicate Mintzberg's (1973) work in his study of hotel general managers. The attitudes of hotel managers was investigated further by Signorelli (1978).

At the same time and continuing to the present day, the personal profile has remained a key method of conveying the rich, complex characteristics of the hospitality manager, albeit in a conversational style (Bentivenger & Sluder, 1989; Bernstein, 1982; Cichy & Schmidgall, 1997; Dube, 1999; Dube & Renaghan, 1999a, 1999b, 1999c; Lefever & Schroeder, 1986; Nebel, 1991; Petrick, 1998; Woods, Rutherford, Schmidgall, & Sciarini, 1998). More recently, the personal profile has been embellished with the corporate profile, particularly with regards to identifying high performance hotels, teams and managers. The reporting of the *Cornell Quarterly's* Annual Excellence Awards provides personal and biographical profiles on its winners, that is, the managers and senior executives of the winning establishments. In so doing, it implies that such background knowledge about the individual may provide a key insight into the reason for the individual's and, subsequently, the business' success (Enz, 2000; Enz & Siguaw, 2000).

Furthermore, in each edition of *The Journal of Hospitality and Tourism Education*, the premier hospitality and tourism education research journal, a brief biography of a prominent industry practitioner is presented as a means by which these key drivers of success in the hospitality industry can be enunciated.

As can be readily noted, much of this type of research, to date, has tended to be descriptive and qualitative. Whilst such research is important, in order to expand the body of knowledge, more rigorous and theory-based research is required to fully explore the key factors that drive career progression and success in hospitality.

From a more theory based perspective, in the 1980s Berger (1981), Riegel (1982), Keegan (1982) and Worsfold (1989) identified the psychological profile of hospitality managers. Such research legitimises the inclusion of both psychological constructs in the development of a model of career progression, as well as the adoption of a statistical based, positivist approach. Importantly, in the 1990s and beyond, this vein of research sharpened its focus away from the broader setting of the organisation to such specific areas as: market dynamic (Roper & Hampton, 1997); multicultural community (Groschl & Doherty, 1999; Holt, 1993; C. Lee & Chon, 2000; Testa, 2004); strategic management (Olsen, 1999); and the impact of technology (Breiter & Hoart, 2000; Cheung & Law, 2000). Again, such developments indicate that future modelling of career progression and success will need to address the nature of work undertaken in, as well as some of the broader environmental issues confronting, the hospitality industry.

Umbreit (1992) argued that in order to provide high quality service and maintain a competitive advantage, the hospitality industry needed to place a greater emphasis on the understanding and development of leadership. Subsequently, the discourse since the 1990s has focused on attempting to relate the aforementioned attributes of the hospitality manager to issues of leadership (Hill & van Hoof, 1997; Kay & Russette, 2000; Ladkin & Laws, 2000; Pittaway, Carmouche, & Chell, 1998) and the likely performance and success of emerging managers and leaders (Cichy & Schmidgall, 1996; Emenheiser, Clay, & Palakurthi, 1998; Ladkin, 1999; Mount & Bartlett, 1999; Tracey & Hinkin, 1994; Woods, Sciarini, & Breiter, 1998). However, whilst not rejecting the underlying thesis of this research, Pittaway, Carmouche and Chell (1998) undertook an extensive critique of leadership research in the hospitality industry and found much of it poorly conceptualised and operationalised and subsequently argued for a more structured and disciplined approach in the conduct of leadership research.

More recently, academics have looked at the processes on creativity and innovation as key contributors to corporate success in hospitality (Berger, Ferguson, & Woods, 1989; Buhalis, 2002; Christou & Sigala, 2002; Gamble, 1991; L. Roberts & Jago, 2007; Sigala, Airey, Jone, & Lockwood, 2000; Tremblay, 2000). By implication, this suggests that leaders in and of hospitality organisation need to have the skills and disposition to manage creativity and innovation in their organisation (Antonakis, 2000; Jones, 1996; Ottenbacher & Gnoth, 2005; Ottenbacher, et al., 2006). Finally, several meta-analyses of the research into hospitality management have been undertaken over the past 20 years. Guerrier and Lockwood (1991), undertook a sweeping review of the research into hospitality management which was updated eight years later by Ladkin (1999).

Generally, Ladkin's review reinforced the work of Guerrier and Lockwood, especially as it relates to the career paths and structures and personal characteristics of hospitality leaders.

All of this academic research clearly suggests that, within a broadly stable understanding of the nature and type of hospitality work, academics continue to develop an increasingly sophisticated insight into the role and responsibilities of the hospitality worker and manager and, in turn, the underlying nature of the leadership exhibited by managers in the hospitality industry. By implication, it is these phenomena that drive career progression and success. In recent years several researchers have proposed various models of career progression in tourism (Ayres, 2006b) hotel management in Hong Kong (Ruddy, 1995) and hospitality management in Ireland (Garavan, O'Brien, & O'Hanlon, 2006).

Whilst the development of this body of research would invite an opinion that hospitality educators and researchers have abandoned their interest in the fundamental craft skills of the industry, namely food and beverage management and rooms management, in favour of higher order management skills, inter- and intra- personal skills, and leadership, such a view would be false. The strong craft tradition of the industry, the vocal demands of industry operators for job ready graduates and the curriculum of the typical hospitality management program clearly indicates that the craft orientation is valued and should remain in the curriculum for sometime (Gursoy & Swanger, 2004; Mills, Exchenfelder, & Rudd, 2007; Muller, VanLeeuwen, Mandabach, & Harrington, 2007; Nettles, Gregorie, & Partlow, 1993; Wilson, Murray, & Black, 2000).

Whilst fixed curriculum space forces the discussion to be one of "either/or" (craft skills versus soft skills such as leadership) the general consensus is that both skills sets are highly desirable and thus should be taught (J. Tribe, 2002). Finally, some would even argue that the emerging focus on leadership, inter- and intra- personal skills, as well as the more mainstream management skills (such as accounting and economics), is part of a wider strategic re-positioning to locate hospitality management as a legitimate field of study in higher education (Evans, 1988; K. Tribe, 2004).

This discussion on the history of hospitality management research has identified a number of key themes. In the first instance, whilst descriptive work persists, there have been some examples of rigorous, critical, deeply analytical, and even reflective work.

Secondly, the research has moved from just focussing on what hospitality managers do, to focussing on the hospitality manager as a multi-dimensional subject worthy of deeper research.

Thirdly, the research suggests that whilst there has been a long-standing debate regarding the appropriate relevance of technical, craft-based skills compared to higher order inter- and intra- personal skills, such as leadership, the current consensus seems to be that the focus should be on technical, managerial and higher order skills rather than technical or managerial or higher order skills. However, despite some advances, there is also good evidence that the research, to date, has been poorly conceptualised, designed and executed and that an area as important as hospitality management warrants research that is more considered, conceptually sound in its design and rigorous in its execution (Pittaway, et al., 1998). This thesis seeks to address these criticisms with its rigorous approach to, and application of, sophisticated statistical analysis which in turn will provide richer insights into the nature of career progression and success in the hospitality industry.

1.05 OVERVIEW OF THE THESIS

This thesis investigates three key themes:

- career progression and success as a construct;
- the factors driving career progression and success in the hospitality industry and in the broader service sector; and
- an explanation of the factors that drive career progression and success in hospitality and the broader service sector.

This thesis explores these three key themes through a comprehensive literature review, an extensive survey-based investigation and analysis, and a reflective discussion of the results in light of the literature review, followed by a series of conclusions and recommendations for both industry and academia.

The thesis is composed of seven chapters. The first chapter, "Introduction", introduces the thesis and justifies its conduct from the perspectives of both the hospitality industry and academia.

The second chapter, "Literature Review: Background", provides a comprehensive review of previous research into a variety of aspects relating to career development, progress and success. The key focus of this review is to highlight the problematic nature of previous research into career progression and success in hospitality. In particular, the review notes that much of the research to date has often been poorly conceptualised, operationalised, and executed. It also notes that the research has often been piecemeal in its approach without sufficient reference to previous research. This review justifies the approach taken in the research and lays the groundwork for the methodology adopted.

The third chapter, "Literature Review: Model Development", documents the development of an integrated, recursive, constructivist model (Kurtines, Mayock, Pollard, Lanza, & Carlo, 1991) of career progression. In response to the criticisms identified in the literature review, this chapter pays particular attention to incorporating literature from other domains to ensure proper conceptualisation. It also uses established instruments to ensure that the concepts are properly operationalised. The fourth chapter, "Methodology", details the development of the research program. Again, in response to the literature review, it seeks to explicate a research method that is robust and rigorous. The fifth chapter, "Results", reports on the results of an extensive data gathering program. In total, 522 respondents answered all 1,165 questions from a battery of 11 surveys which formed the basis of the analysis for this thesis. The respondents' results, including personality profile, psychological type, emotional intelligence, as well as critical thinking and cognitive intelligence scores, were compared based upon their individual level of career development, progression and success by using a variety of sophisticated statistical techniques including MANOVA (multiple analysis of variance), ANOVA (analysis of variance) and MDA (multiple discriminant analysis). These comparisons were conducted across two dimensions: firstly, the career outcomes achieved: and secondly, the differences across the two industry sectors (hospitality and non-hospitality).

In the sixth chapter, "Discussion" the results and their implications are discussed with a view to improving our understanding of the factors that drive career progression. This discussion seeks to ensure that all findings are related back to the extant literature to further validate and legitimise the findings. Finally, in the seventh chapter "Conclusion, Limitations and Recommendations", a series of conclusions are drawn to help explain why some people enjoy career progression and success, and others do not. From this, a suite of recommendations for future research is made to focus the continued development of this body of knowledge.

Finally, the various limitations and caveats inherent in a study such as this are documented. A series of recommendations to address these limitations in future research are then made to conclude the thesis.

As well, the thesis is supported by six appendices which document key aspects of the research in considerable detail for the interested reader. A schematic of the research and this thesis has been developed and is presented in the Figure 1 below. The links from the Introduction to the Conclusion highlight the strong relationship between the conclusions drawn from the research and the aims, research question, and research context established in this Introduction. In a similar fashion, the links between the Discussion and the Literature Review sections highlight the major role of the review when discussing the results from this research.

Figure 1: SCHEMATIC OF THIS THESIS' STRUCTURE

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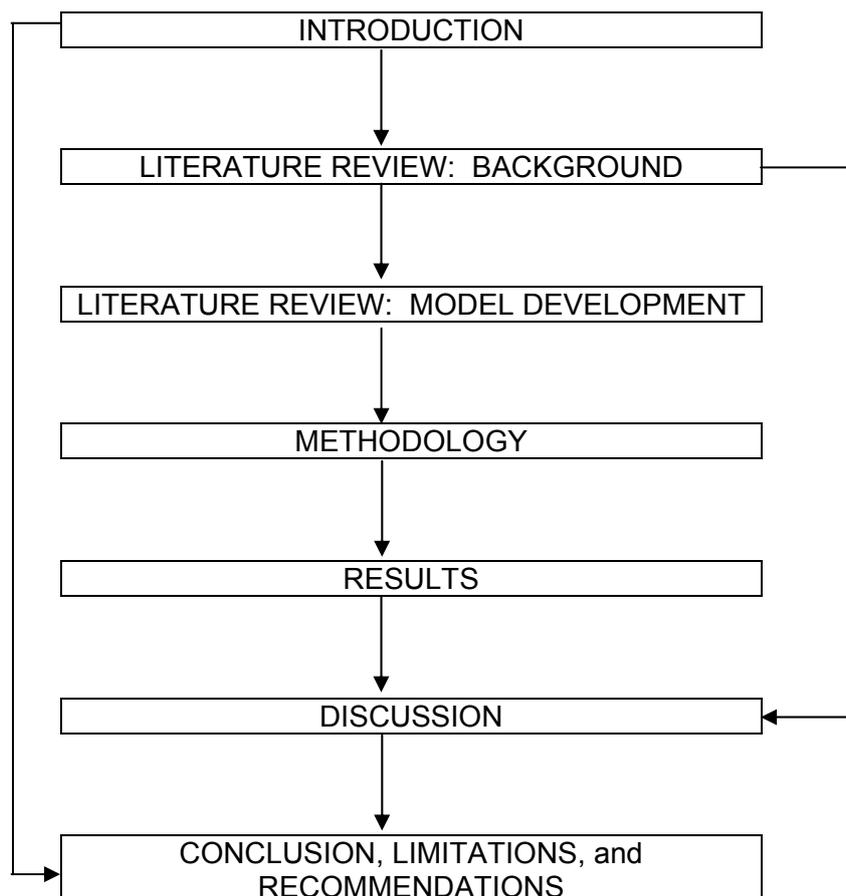
1.06   CONCLUSION

The thesis seeks to develop and test a comprehensive model of career progression and success. Developing and advancing staff is seen as a key critical strategy by both industry and government, as well as employees themselves. Career progression and success are important issues worthy of exploration and analysis. Whilst skills are important, this thesis focuses on the characteristics, attributes and learned behaviours and their contribution to career progression and success. As a 24 hour a day, seven day a week service industry, the hospitality industry has a number of inherent characteristics which place particular demands on the successful manager. These characteristics include, amongst others, the conflict of needing both strict adherence to systems and process at the same time as needing to be flexible and responsive to guest needs. These demands shape the nature of management in hospitality and in turn, determine what drives success as a hospitality manager. Hospitality management research has evolved over the years from a simple descriptive approach of what hospitality managers do to a more critical approach based on the development of explanatory theory and predictive models that seek to understand the essence of hospitality management. This thesis seeks to make an appropriate and timely contribution in the evolution of research into hospitality management by seeking to contribute to a greater understanding of the factors that drive career progression and success in hospitality.

1.07   SUMMARY

This chapter has laid the foundation for the thesis. It has introduced the topic and the key questions that drive the research. It has also addressed the broader industrial setting, which justifies and validates research of this nature. The chapter also briefly reviewed the evolution of hospitality research and how such evolution justifies the development of the proposed model. The overall structure and outline of the thesis has been established. It is now appropriate to move to the next stage of the thesis, the literature review.

CHAPTER 2: LITERATURE REVIEW: BACKGROUND

INTRODUCTION

LITERATURE REVIEW: BACKGROUND Career Choice, Development, Strategies, and Success The Nature of Work and Management in Hospitality The Constructivist Model Conclusion Summary

LITERATURE REVIEW: MODEL DEVELOPMENT

METHODOLOGY

RESULTS

DISCUSSION

CONCLUSION, LIMITATIONS, and RECOMMENDATIONS
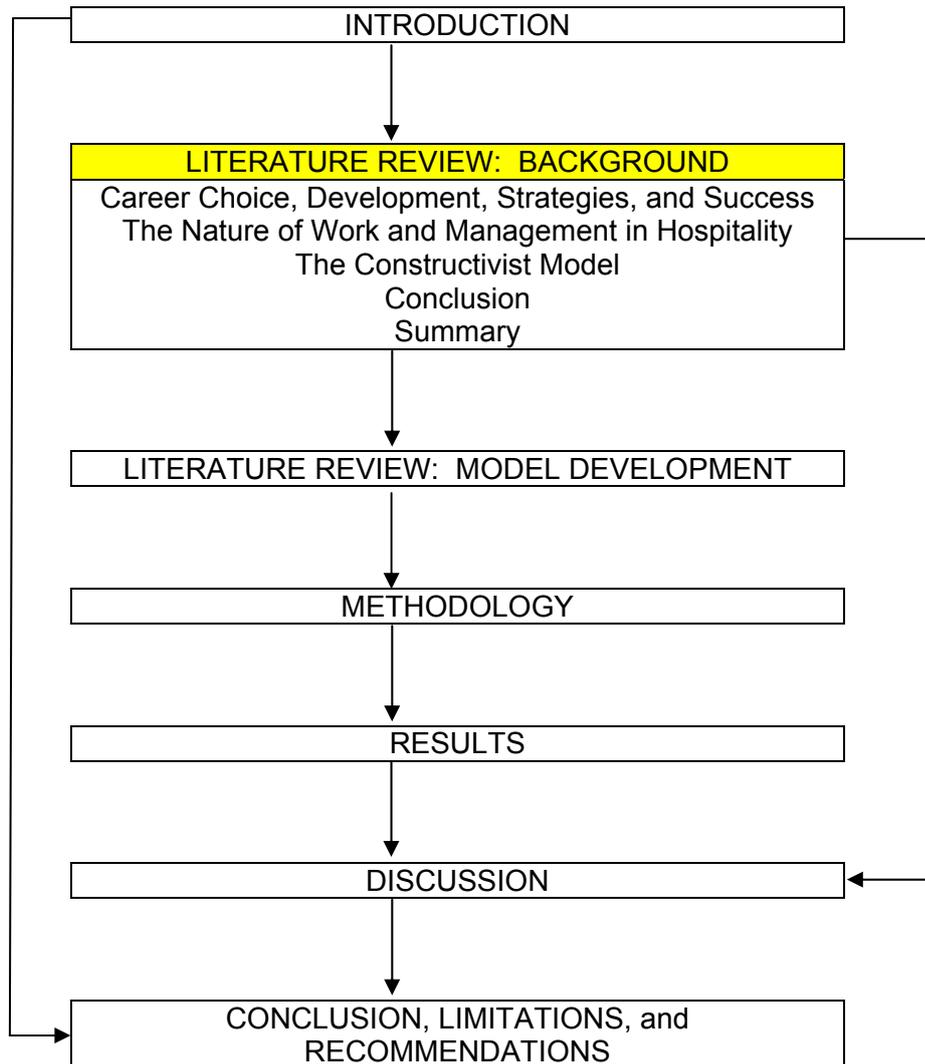
The broader academic, social and industrial setting for this research has been outlined. The justification discussion clearly supports the conduct of the research reported in this thesis. As well, the contextual review of the hospitality industry identifies a raft of characteristics, skills and behaviours that appear to drive career progression and success. Finally, the discussion on the evolution of hospitality research clearly indicates that it is timely to adopt a more comprehensive and rigorous approach to understanding career progression and success in hospitality. The literature review will thus commence from a position wherein the research reported in this thesis is justified, contextualised and located in the ongoing development of career progression research. It will then explore several of the key elements of the debate about factors that drive career progression and success, including the constructs of career progression and success, work, careers, and management in hospitality and other industry settings as well and the nature of work, management, and leadership in hospitality and other relevant sectors.

2.01   THE CAREER: CHOICE, DEVELOPMENT, STRATEGIES, AND SUCCESS

The prime focus of this research is career progression and success in hospitality and the myriad factors that drive it. Implicit in career development is the assumption that it leads to career success, which is synonymous with gaining a higher rank, more authority and power, and greater pay and prestige. Further, this progression implies a movement up and into the managerial ranks (Chung-Herrera, Enz, & Lankau, 2003; McCall, Lombardo, & Morrison, 1989; Monk, 1996; Poole, Langan-Fox, & Omoder, 1993). Despite the differentiation between managerial competencies and leadership skills, there is clear, well-established evidence that senior managers, middle and junior managers, and even line staff, now need to exhibit appropriate managerial *and* leadership skills in order to be successful and contribute to their company's success (Karpin, 1994).

The concept of a career will be discussed first, followed by career, career choice, career development, then career progression and success. Each will be discussed with regards to how it contributes to a greater understanding of career progression and success.

The Career

Several researchers have sought to conceptualise and describe a career from a variety of perspectives. Hall (1976) defined the career as "the individually perceived sequence of attitudes and behaviours associated with work related experiences and activities over the span of the person's life" (p. 4). In contrast, the career as "the sequence of major positions occupied by a person throughout his pre-occupational, occupational and post-occupational life includes work related roles such as those of student, employee, and pensioner, together with complementary vocational, familial and civil roles" was proposed by Super (1986p. 20). Another definition of career is offered by Dessler, Griffiths, Lloyd-Walker and Williams (1999) who argue that career is "a series of work-related positions, paid or unpaid that help a person grow in job skills, success and fulfilment" (p. 499). The concept of the "boundaryless career" (Arthur, 1994), in which the individual is seen as a free agent who is not bound to any organisation, emerged in the early 1990s to reflect the weakening influence of the organisation as the key player in the career.

These various definitions of the career suggest a number of recurrent themes in the conceptualisation of a career:

- The career is not static and has an evolutionary or progressive character. That is, there is a form of continual movement "through" one's career.
- There is a pattern, even if it is a pattern of inconsistency, in the career. That is, there is a pattern in the nature and types of jobs undertaken, or roles played, that form the career.
- That the career is one of many roles that the individual fulfils. Furthermore, this role may reinforce, compensate or frustrate the other roles enacted by the individual.
- An individual is born with or acquires a set of skills, characteristics and attributes which are then developed and managed in order to advance one's career to achieve career success.

The work conceptualising the career has enhanced our understanding of the underlying nature of the career and its progression. However, it has not fully explored how those skills, characteristics and attributes are acquired, developed and managed and the way they impact upon career choice, career development, and ultimately career success. This deficiency needs to be addressed. The next part of the thesis seeks to identify the key elements of career choice and places them within the framework of this research, particularly as it integrates the raft of characteristics and attributes possessed by an individual, how that pre-disposes the individual to a particular form of employment and then impacts upon the velocity and trajectory of the individual's career progression.

Career Choice

The role of choice in career development, progression and success is critical. Parsons (1909), identified a three component model of career choice that recognises the importance of the individual's capacity for the work in question.

- *A clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities.*
- *A knowledge of requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.*
- *True reasoning on the relations between these two groups of facts.*

<div align="right">(Parsons, 1909, p. 5)</div>

Despite re-interpretation and the introduction of new perspectives, the foundation of this model holds true today. Holland (1985) developed a similar suite of questions but from a deeper psychological, perspective whilst Dessler and his colleagues (1999) identified and defined a similar process called "career planning". These perspectives, which are variations on Parsons' theme, highlight the enduring and consistent imperative of the need for the individual to understand what she brings to the job, to understand what the job demands of her, and the extent to which these two can be brought into alignment. This perspective endures in this thesis and provides a key point in understanding career progression and success. That is, in order to achieve career success, one must strategically make the right career choice and then appropriately manage one's career progression. To this end, this research addresses those elements that contribute to career choice and subsequent career progress and success. To achieve this overarching view, the thesis now moves to review career development. The discussion on career development, how it is conceptualised and operationalised, involves recognition of several factors that impact upon the career, each of which will be discussed.

Career Development

Whilst the career choice models provide clear insights into the factors driving career choice and their subsequent role in career development, progression and success, they fail to address how these processes shape the evolution of the individual's career. Several writers have sought to conceptualise career development in terms of the tasks performed at work (Dalton & Thompson, 1986), whilst others have tried to conceptualise it in terms of the individual's orientation to work which, in turn, shapes the nature of work done (Driver, 1980, cited in Beck, 1996). Others have offered a process perspective (Miller & Form, 1951), while researchers such as Super (1986) have sought to use a life span approach and some have tried to conceptualise it in terms of the relationship between the individual and the organisation (Hall, 1976). Subsequent to the flurry of this process approach, the term "boundaryless career" was coined (Arthur, 1994) to accommodate highly flexible career patterns including, the challenges of a "disrupted" career (which is often experienced by primary care givers), and the role of the individual as the master of his career. More recently, Patton and McMahon sought to use a systems approach to model and explain career development (Patton & McMahon, 1999).

This systems approach, and its recognition of complexity, has tended to dominate the discourse on career development. For example, Bloch (2005) drew on advanced geometry and chaos theory to describe and explain emerging patterns of career development. Finally, recent research, especially that by Ng and Feldman, has focussed on the impact of factors that "energise or enervate" an individual's career progression (2007) and the mitigating impact of human capital (2010).

This discussion suggests that many of the processes underpinning career choice are of a personal nature. That is each of these key approaches to the individual's management of her career discloses some elements of her personality and psychological profile. That is, the nature and trajectory of the individual's career discloses certain aspects of personality and behaviour, especially with regards to the individual's relationship with the employing organisation, the level of control one seeks to exert over career progression, and the manner and style by which one manages her career progression.

Table 1 on the next page highlights some of the major career development theories and how the individual's personality will shape her approach to developing and managing her career. For example, in the boundaryless career model proposed by Arthur (1994), the individual accepts responsibility for the management and development of her career independent of the organisation which may employ her. This requires a suite of deep seated personality traits and psychological characteristics such as: a high level of self efficacy (the self confidence to attempt such a challenge), resilience (the personal strength to suffer the vicissitudes of career development alone without institutional support), and independence (the "need" to go it alone) and discipline (to maintain her course without direction from the institution). In contrast, Hall (1976) suggests that those in the larger, bureaucratic organisations need to subsume certain elements of their individuality and personality so as to better fit within the culture of the organisation. Furthermore, Dalton and Thompson's model of career progression (1986) provides an interesting analogue for a key element of this thesis wherein the individual undergoes a maturation process based upon the development of fundamental operational skills which act as a foundation for more advanced skills such as inter-personal, communication and leadership skills as the employee moves up through the organisation. Importantly, Ng and Feldman (2010) highlight the importance of cognitive ability and personality traits as foundations for this development. One suite of characteristics that consistently appear in these various models are those related to self-awareness, self-reflection, and sense of self.

Table 1: SUMMARY OF KEY CAREER DEVELOPMENT THEORIES AND THEIR PERSONAL DIMENSIONS

MODEL	PERSPECTIVE	KEY THEME	PERSONAL DIMENSIONS AND APPROACHES
Parsons (1909)	Career matching	Successful career development is a function of properly matching the demands of the job with the strengths of the individual.	The individual needs to understand the demands of the job, and be fully self aware to match her skills to those demanded by the job.
Miller and Form (1951)	Career Process	The individual uses experiences, self analysis and reflection to direct the focus of career development.	Self-analysis and reflection are key elements of psychological type.
Super (1957)	Life Span	The relationship between self image and responsibility drives the individual's career development.	Self-image and the gradual acceptance of responsibility is a function of personality and learned behaviour.
Hall (1976)	Process in the Organisation	The individual "manages" the politics of organisational life in the development of the career.	Managing politics is a function of personality, in particular, the need for dominance.
Hall (1976)	Relationship with the Organisation	The individual's sense of identity and relationship with the organisation determines and drives the balance between self driven and organisation driven career development.	The individual's sense of self, particularly in terms of individuality and group identity is a function of personality.
Dalton and Thompson (1986)	Tasks at Work	The individual matures in terms of a range of skills, including; technical, organisational, communication and inter-personal skills as he/she advances up through the organisation.	The acquisition of various skills is a reflection of movement through the psychological life span, particularly with regard to communication and inter-personal skills.
Driver (1980)	Work Orientation	The individual adopts a career progression model that reflects his or her attitudes towards risk and reward.	The individual's sense of risk and sense of reward (ambition) are a function of personality.
Patton and McMahon (1999)	Integrated systems	The individual's career choice and development is a function of individual characteristics, environmental factors, a form of recursiveness, chance and the effluxion of time.	The chance of birth plays a key role in the determination of age, gender, personality and psychological type. These in turn, except gender, undergo development through the lifespan and as a consequence of maturation and interaction with others and the environment we develop characteristics, skills and attributes that shape our career preferences and the direction of our career development.
Arthur (1994)	Boundaryless Career	The individual is entirely alone and responsible in the development and management of her career.	The individual must draw upon her underlying personality and innate resources to pro-actively manage her career with minimal institutional support.
Bloch (2005)	Non-linear patterns	No matter how obtuse or subtle, there are clear patterns to one's career development.	The enduring and innate characteristics of our personality shape the patterns of our career progression.
Ng and Feldman (2010)	Human capital	Cognitive ability and conscientiousness help explain career development.	Both cognitive ability and conscientiousness are innate; cognitive ability is a form of intelligence and conscientiousness as a personality trait. Both of which are measured in the research reported in this thesis.

This is consistent with Parsons' (1909) seminal notion that career success requires an accurate understanding of the job, oneself and the alignment between the two. Furthermore, understanding the underlying nature of these personality traits and psychological characteristics and their impact on and contribution to career development, management and progression is a central goal of this thesis.

Beyond the individual, career development is also influenced by external factors. According to Greenhaus, Parasuraman and Wormley (1990), some of the "external" things that may influence career development include organisation size, the industry in which the organisation operates, the organisation's visibility, whether the organisation is a company whose shares are publicly traded, and the volume of trading in the company's shares.

McKenna (1994) argued that the broader market dynamic impacts on career progression. He extended his analysis of the training needs of managers by discussing the environment of the firm as conceived by Stacey (1993), who suggested that firms can operate in traditional, stable, enduring markets or they can operate in turbulent, dynamic markets. The work of McKenna and Stacey respectively suggests that managers in hospitality are likely to have served a longer career development process than managers in other industries, a finding confirmed by Ladkin and her colleague's extensive body of work on hospitality managers careers in general (Ladkin, 1999; Ottenbacher, et al., 2006). It is also worth noting that this is a relatively universal situation with similar results found in the UK (Ladkin & Riley, 1996b), Australia (Ladkin, 2000), and Mauritius, (Ladkin & Juwaheer, 2000), and the US (Nebel, et al., 1994; 1995). In fact, Harper and her colleagues (2005) found that even with formal qualifications, the hotel general manager was still expected to serve a long apprenticeship in the key operational areas.

Career Strategies

Within the broader parameters of career development, the individual can pursue a raft of strategies to advance her career. Three key strategies have been identified: pursuit of training (Tas, 1988), seeking mentors (Booth, 1996; Bozionelos, 2003) and pursing promotions (Beck & La Lopa, 2001).

In conducting research on employees' participation in professional development programs, Giles and West (1995) argued that employees who actively participated in career development programs clearly demonstrated a commitment to their career development. Whilst length of service, technical rather than management career trajectories and the broader economic climate acted as mitigating variables, Giles and West, noted that a person with a strongly centred locus of control, a high need for achievement, career as a very central life interest, and with creativity as a strong career anchor, were better positioned to enjoy career progression.

In a craft based industry such as hospitality, the value of training, especially skills training, is readily apparent (Magnini, 2009; Moriarty, Jones, Rowley, & Kupiec-Teahan, 2009; Poulston, 2008; Whitelaw, et al., 2009). What is of particular interest is the role of mentoring in transcending training to act as a form of tacit knowledge acquisition (Abdullah, Ingram, & Welsh, 2009; Ayres, 2006a; Chalkiti, 2006; Halin & Marnburg, 2008; Kattara, 2005) which is a richer, yet subtler knowledge of the unwritten rules of an organisation. Using the mentor as the sources and conduit, the mentee is able to use this inside knowledge to advance her career. This approach has very close parallels to the concept of "tacit knowledge" (Abdullah, et al., 2009; Argyris, 1999; Sternberg, 1999; Wagner, 1987) which broadly describes knowledge that is not written down, but is gained through interaction with colleagues and experience. Significantly, tacit knowledge, whilst readily easy to conceptualise, is difficult to operationalise, is widely regarded as a key contributor to career progression (Sternberg & Grigorenko, 2001; Sternberg et al., 2001; Sternberg, Wagner, Williams, & Horvath, 1995).

Finally, hospitality employees, like all other employees, must be prepared to put themselves forward in order to secure a promotion (Bolton & Gold, 1994; Chu & Kuo, 2007; Deery, 2002a; Sparrowe & Popielarz, 1995; Tharenou, 2001; Wood, 2003).

This review of the literature on career development clearly indicates that career progression and success in hospitality is a function of both the individual and the external environment in which the individual operates and their interactions. The discussion will now move from career paths and development to career success.

Career Success

Having discussed the nature of career choice and career development, it is appropriate that career success be properly conceptualised and operationalised. Several writers (Judge, Cable, Bourdeau, & Bretz, 1995; McDougall & Vaughan, 1996; Nabi, 1999; Poole, et al., 1993; van eck Peluchette & Jeanquart, 2000) have sought to conceptualise career success from a variety of perspectives. One approach is to focus on the career only. Another is to look at the job as well as the career. Furthermore, the concept of career success encompasses objective and subjective assessments of achievement and progress (Melamed, 1996). Judge and his colleagues (1995) suggested that these two aspects must be addressed separately; career success is likely to be more closely tied to "qualitative" factors (such as occupational prestige) whilst job success is likely to be more closely tied to "quantitative" factors (such as pay and conditions).

Judge and his colleagues (1995) also defined career success as "the positive psychological or work-related outcomes or achievements one has accumulated as a result of one's work experiences" (p. 485). They further defined "Objective Career Success" as "the observable career accomplishments which can be measured against the metrics of pay and ascendancy" (p. 486). "Subjective Career Success", on the other hand, was defined by them as "an individual's feelings of accomplishment and satisfaction with their career and their current job" (p. 486). In broad terms, they suggested that, ultimately, assessing career success is somewhat subjective, despite this subjectivity being based on an objective assessment of "Career Success" (p. 487). According to them, "Subjective Career Success", which incorporates job satisfaction and career satisfaction, is broadly influenced by a combination of individual, organisational and industry characteristics as well as "Objective Career Success", which comprises compensation and number of promotions. "Objective Career Success", like "Subjective Career Success", is also directly impacted upon by individual, organisational and industry characteristics (p. 487) as has already been noted.

Melamed (1996) suggested that because of the diversity and variety of individual circumstances, reference groups are needed to form "benchmarks" by which various measures of objective career success can be assessed (p. 217). That is, the focus is not on simple or absolute performance, but rather, how the individual's career has progressed in comparison to others.

This comparison can be in terms of; educational background, age, gender, cultural background, occupation, industry sector and organisation, and conversely, the extent to which these differences account for different career trajectories and outcomes (Brownell, 1994d; Judge, et al., 1995; Judge, Higgins, Thoresen, & Barrick, 1999; Lau & Shaffer, 1999; Melamed, 1996; Nabi, 1999; Orpen, 1996; Poole, et al., 1993; Seibert, Kraimer, & Liden, 2001; Stephens, Szajna, & Broome, 1998; van eck Peluchette & Jeanquart, 2000).

Selecting an appropriate measure of career progression is fraught with difficulties: current pay or rank, promotions or pay rises over recent periods and the impact of individuals moving in and out of the labour market have been used by various researchers with varying levels of success (Judge, et al., 1995; Melamed, 1996). Kirchmeyer (2002) advocated the use of the number of promotions over the past four years. When conducting the Census, the Australian Bureau of Statistics uses a five year gap to measure pay movements, promotions and changes in address thus producing an overwhelming amount of period information based on five year intervals.

In contrast, subjective measures of career success do not require such benchmarks because the measures are internally comparative. That is, these measures, such as asking the respondent to what extent she is happy or satisfied with her career, imply that the respondent has a preconceived norm of just how happy or satisfied she should be.   This approach is consistent with the confirmation/disconfirmation paradigm proposed by Churchill (1979), in which it was hypothesised and tested that when making an assessment, an individual compares performance to an internally established performance standard. Therefore, built into the subjective assessment of career success is the individual's own benchmark, such as a comparison to others of the same gender, age, educational level or family background or current rank.

How that preconceived standard is formed is not of immediate interest in this research, but clearly it is an area worthy of further investigation. The shaping of the benchmark, however, does have considerable implications for the proposed model. This is because an individual's world view, as shaped by her personality, psychological type, experience and learned behaviours, may determine a preference for subjective as opposed to objective assessment as well as the form and nature of the internally derived "standard" or benchmark of acceptable or comparable performance.

Thus, as suggested by Judge and his colleagues (1995), ambitious people may set too high a benchmark in terms of internal, subjective assessment of their career progression and assessment. For example, Burke and MacDermid (1999) found that driven workaholics reported being less satisfied than workaholics who were less driven and, conversely, those workaholics with high levels of "work enjoyment" were generally more satisfied with their career outcomes than other workaholics (p. 281). Similarly, the personality and psychological type of some individuals may lead them to develop measures and benchmarks not normally considered in the career progression and success literature. That is, these individuals may consider career progression and success to be a function of their own domestic happiness or workplace harmony or other measures not considered in conventional models, such as that proposed by Greenhaus, Parasuraman and Wormley (1990).

This part of the discussion suggests that there are a number of structural elements within the broad concept of career progression and success that will impact upon the individual's career trajectory and that the resulting career success can be measured in a variety of ways. The discussion now moves to investigate the nature of work and management in hospitality to assess what characteristics, skills and behaviours have been identified as contributors to career progression and success in hospitality.

It is appropriate at this point to move from discussing the career, career development and career success as concepts in their own right and move to look at the career research in hospitality. Given the centrality of these concepts to the research reporting in this thesis, elements of these concepts will be addressed in subsequent chapters.

2.02   WORK, MANAGEMENT, LEADERSHIP, AND VALUES IN HOSPITALITY

The discussion about the hospitality industry in the introduction of this thesis suggests that it is a particularly demanding industry for both staff and managers. It also has a number of contradictory challenges that suggest that the successful hospitality manager needs a particular suite of characteristics, skills and abilities. The industry also has a structure and dynamic that has considerable implications for the way in which people develop their career, particularly via the long apprenticeship of working one's way up through the operational ranks.

The discussion about hospitality research also suggests that whilst significant progress has been made in developing an understanding of the role and responsibilities of hospitality leaders, much of this work is in the early stages of sophistication characterised by descriptive and in some instances superficial research. Pittaway and his colleagues (1998) argued that leadership research in hospitality was poorly conceptualised and operationalised.

This section of the literature review will explore firstly the key characteristics of the hotel general manager – as the most senior rank in the industry and thus the key aspirational outcome of career progression and success. It will then look at how different authors have focussed on the key ingredients of a successful hospitality career; technical skills and experience, managerial skills, leadership skills, and finally a set of personal values. It will be readily noted that much of this work is descriptive with a dearth of work that was built on well established theory using rigorous methodology.

The Hotel General Manager

In a landmark study, Guerrier and Lockwood (1991) undertook a sweeping review of the hospitality literature to that time. They found that:

- There is a dearth of detail about the physical and socioeconomic profiles of hotel managers, although there is some evidence to suggest that they are more entrepreneurial, assertive and benignly autocratic than other managers. However, whether this implies that they are better managers than managers in other industries, or whether this is the most appropriate form of management in the hospitality industry remains to be seen.

- The hospitality manager is strongly entrepreneurial, hard working, constantly distracted (perhaps harried) by the immediacy of the day to day demands of running an hospitality operation, and, as such, does not spend enough time focussing on longer term strategic management.

- It takes between eight and eleven years for a person to enter the industry and be promoted to General Manager. Most hotel general managers aggressively and proactively managed their careers that took them on a tour through the major operational areas of the hotel until they served a three to five year apprenticeship as an Executive Assistant General Manager before becoming General Manager.

- Time in food and beverage operations is seen as essential to career development.
- There has been a shift in focus away from the traditional, hospitality-specific operational skills to more general management, business skills, particularly the areas of analytical skills and people management skills. However, unlike other industries (such as manufacturing) much of this movement has been driven by educators rather than the industry.

Eight years later, Guerrier and Lockwood's work was updated and reinterpreted by Ladkin (1999). Like Guerrier and Lockwood, Ladkin found that hotel general managers may be different to other managers in terms of personality and psychology – they are more ambitious, pragmatic, entrepreneurial, optimistic, cheerful and extroverted. However, Ladkin, an advocate of the importance of external factors (such as organisational climate and labour market structure), suggested that this alone is not enough to explain the success of the Hotel General Manager. She also noted that career progression is a function of personal characteristics and orientation (human relations and communications skills); personal needs (job satisfaction, stability and security); a planned career path (as opposed to no planned career program); and, diversity of experience (especially in food and beverage) as well as the adroit management of career inhibitors such as stress and burn-out. Finally, whilst recognising the universality of many management skills, Ladkin recognised that there is a certain domain specificity to the application of hospitality management skills, especially with regard to the multicultural environment in hospitality management. Consistent with the views of McCall and his colleagues (2002), she reported Gliatis and Guerrier's work and argued for the acquisition of multicultural skills via the international tour of duty. Nonetheless, she also supported the argument for hospitality managers to retain their craft traditions whilst also developing broader management skills and adopting a stronger business approach.

These analyses suggest that the hotel general manager is both very similar to other managers, yet fundamentally different. They are similar in that their career is based upon a foundation of operational skills, experience, the acquisition of broad managerial skills, and the development of a particular leadership style. Yet, they are different in deeply personal areas such as their values and attitudes towards work and the provision of service which may be a function of their personality and psychological attributes as suggested by Worsfold (1989).

It is likely that the fundamental nature of the industry may also contribute to this by attracting people with such dispositions. Nonetheless, as informative as these descriptions are, they do not provide much insight into how it is that the enduring cohort of senior hospitality managers has emerged with these characteristics. A more considered look at the literature relating to employment and careers in hospitality may provide such insight. This investigation will look at the research from four key perspectives: the need for practical skills and experience; the need for managerial skills and competencies; the need for leadership skills and finally the pervasive presence of values and attitudes in hospitality workers and managers.

Practical Skills and Experience in Hospitality

This section will demonstrate that the hierarchical structure, craft tradition and long career development in hospitality plays a major role in career progression and success. Within the broad discipline there has been something of an ongoing debate between academics and the industry with regards to the balance between craft based skills which will can be quickly acquired and implemented, and long term higher order skills that take much longer to develop and implement. However, this is a debate about balance, the importance of basic craft skills and operational experience has remained undisputed either by industry or by academics. The literature from the past 35 years, an extract of which is summarised in Table 2 on the following page, highlights the consistent and enduring value placed on the acquisition of craft skills and experience by both academics and industry practitioners. For example, in 1989 Baum's review of the Irish hospitality industry identified an unequivocal demand for staff with strong foundation, craft skills. This was reinforced by Assante and Andrews' work in the late 1990s. More recently, Ring and her colleagues (2009) argued that hospitality and tourism graduates need to undertake internships in industry.

However, the most salient difference in the evolution of these perspectives is found in the contrast between Baum's work in 1989 and that of Ring and her colleagues work in 2009. Whilst both were arguing for the development of foundation skills and experience, Baum's respondents were arguing that these skills were an end in themselves, that is, all good hospitality staff needed were front line operational skills and some elementary interpersonal skills so as to be able to provide personable service.

In contrast, Ring and her colleagues argued that these operational skills and experience are the means by which graduates develop and apply their higher order managerial skills, that is, they are a means to an end. Despite the significant differences in intent, both perspectives have clearly indicated over the past 35 years (and longer) that the acquisition of craft skills and experience are vital foundations to the development of a successful career in hospitality.

Table 2: CRAFT SKILLS AND EXPERIENCE IN HOSPITALITY

AUTHOR	YEAR	CRAFT / OPERATIONAL SKILL and/or EXPERIENCE
Mai-Dalton, Latham and Fiedler	1978	Significant levels of training are important to develop restaurant managers.
Hackett	1981	Food and beverage managers need well developed expertise in food and beverage preparation.
Buergermeister	1983	Graduate recruiters sought graduates who can provide provide good service.
Baum	1989	Irish hotel managers have a strong focus on operational issues.
Beckert and Walsh	1991	Argued for the inclusion of technical skills training in staff development programs.
Casado	1992	Industry wanted industry internships included in the curriculum.
Nebel, Braunlich, and Zhang	1994	Food and beverage operations and management experience is a vital career development activity for General Managers in large US hotels. 72% of Food and beverage directors were in their 30's with up to 11 years experience before becoming a food and beverage director.
Johns and McKechnie	1995	Graduates felt that they did not get enough exposure to handling customers and cooking.
Andrews	1996	Both academics and industry recognise the value of front line technical skills in Canadian hotels and restaurants.
Assante	1998	Technical training is vitally important.
Woods, Rutherford, Schmidgall and Sciarini	1998	Hotel general managers want colleges and universities to provide more "on the job training and internships" for hospitality students.
Rimmington	1999	Graduate should be prepared to work in kitchens and restaurants to acquire practical skills to lay a solid foundation for their careers as managers.
Ladkin and Laws	2000	Food and beverage experience is critical for Queensland hotel managers.
Reynolds	2000	Restaurant experience was ranked equal second to organisational skills in the top 10 attributes of unit-level multi-chain restaurant managers.
Wilson, Murray and Black	2000	Operational skills are the top skills required of catering managers.
Tribe	2002	The Philosophic Practitioner needs a blend of skills and knowledge.
Harper and Brown	2005	Structured work experience within the curriculum is strongly supported by Scottish hotel general managers.
Connolly and McGing	2006	Hospitality graduates in Ireland must have good practical skills.
Raybould and Wilkins	2006	371 Australian senior managers had on average 13.7 years in the industry and 4.3 years with their current employer and were approximately 35 years of age.
Barron	2008	Hospitality education must present an accurate reflection of the industry and thus have a strong practical orientation.
Alexander	2009	There is a strong case for including practical skills acquisition in hospitality degrees.
Ring, Dickinger and Wober	2009	Students need practical experience to apply and develop their higher order managerial skills.

Table 2 on the previous page highlights the enduring centrality of front line operational skills and experience to career development in hospitality. The reason for this centrality warrants comment. Crotts, Ford, Heung and Ngai (2009) when discussing the need for organisational alignment imply that only by understanding the experiences of their staff can hospitality managers provide the support and commitment necessary to produce happy staff who will in turn produce happy customers. More pragmatically, Nebel, Braunlich and Zhang (1994), when investigating the career profile of Food and Beverage Directors, suggested that, "intense competition has led to mid-management downsizing causing the hotel sector to place even more importance on unit managers and their department heads, where operational skills are crucial for success" (p. 9). Certainly, the personal profiles of key industry leaders featured in both academic and trade publications emphasise the importance of the leader's experience in coming up through the ranks.

Managerial Skills and Competencies in Hospitality

The previous discussion highlighted the demand that operational managers and executives in hospitality must acquire the fundamental operating skills of the business and considerable experience in an operational setting as part of their preparation for senior management. However, having well established technical skills, sharpened by years of industry experience, may not be enough to fully explain career progression and success.

Baum (1990), replicating Tas (1988) variously identified a suite of hospitality management competencies that were clearly grounded in operational skills. This suggests that successful hospitality managers need a raft of higher order managerial skills in addition to their foundation operating skills. Many writers over the years have argued that managers need a suite of managerial skills in addition to the aforementioned craft skills. A summarised extract of these findings is presented in Table 3 on the next page. However, this is not an argument for the explicit pursuit of generic management skills, but rather the development of a set of hospitality contextualised management skills. For example, the cost and production control skills recommended by Hackett in 1981 refer to a set of management accounting and operations research skills that have been adopted and modified by the hospitality industry to help control the production of food and beverages in food service operations.

Table 3: MANAGEMENT SKILLS AND COMPETENCIES IN HOSPITALITY

AUTHOR	YEAR	MANAGEMENT SKILL AND COMPETENCY
Koppel	1978	The future hospitality manager must be able to; train staff, establish controls, improve labour productivity, and be aware of patrons' needs.
Mai-Dalton, Latham and Fiedler	1978	Managers need: communication, problem solving, decision making and job standards skills.
Hackett	1981	Food service managers need skills in; cost and production control, communication, supervision, training and administration amongst others.
Buergermeister	1983	Oral and written communication, motivate and train employees.
Go	1990	Hospitality graduates must be able to organise , analyse and synthesis knowledge.
Beckert and Walsh	1991	Manages need interpersonal and supervisory management skills.
Nebel, Braunlich and Zhang	1994	Food and Beverage Directors need the management skills to organise and execute tasks through their assistants.
Ole-Sein	1994	Texan managers of hospitality graduates want them to have personnel management and legal skills.
Danvers and Keeling	1995	BSc. graduates from the 1980s felt that they needed a stronger grounding in generalist management.
Johns and McKechnie	1995	Personnel skills, computer skills, management skills and time management were essential from the early 1980s.
Su	1996	Marketing, management of personnel, management information systems and financial management were important skills for hospitality students.
Assante	1998	A beverage management course must focus on cost controls amongst other skills.
Baum and Nickson	1998	Hospitality education needs a strong pedagogical focus to that students understand the situation and its context.
Emenheiser, Clay and Palakurthi	1998	Identified several skills required of food service managers including; communication, management, organisational, and marketing skills.
HI-HCIMA	1998	Identified six key skills; communication, numeracy, information technology, problem solving, personal, and team skills.
Strauss	1999	The industry participants in an I-CHRIE Panel of Experts identified management skills as some of the things needed by students.
Breiter and Hoart	2000	Computer literacy is a key skill for food service managers.
Hayes, Rose-Quirie and Allinson	2000	Managers need the skills to; manage resources and deliver targets and manage equal opportunities policies.
Ladkin and Juwaheer	2000	Mauritian hotel managers need communication, human relations and budgeting skills amongst others.
Wilson, Murray and Black	2000	Identified key skills required of catering managers; handling problems, controlling costs, developing good staff/customer relations and communication.
Harper	2005	Today's general manager encourages more of a business than operational perspective.
Halin	2008	Hospitality managers need to develop and use sophisticated knowledge management systems to help improve decision making.
Rivera	2008	Identified a need for training in finance and control, marketing and promotions, and human resources to drive promotions.
Crotts, Ford, Heung and Ngai	2009	Managers must have the strategic and organisational skills to ensure proper organisational alignment and support and employee commitment.
Hausknecht, Rodda and Howard	2009	Hospitality managers need to use sophisticated human resources skills and systems to minimise employee turnover.
Moriarty	2009	Hospitality managers need strong marketing expertise.

Similarly, Moriarty's 2009 call for hospitality managers to have strong marketing expertise referred to the development of domain specific practices of the universal set of marketing skills. On top of these applied managerial skills, hospitality managers need a suite of "soft skills" and "generic skills" that can be successfully applied in an hospitality situation. Table 4 below highlights some of these soft and generic skills which include communication, listening and interpersonal skills as well as critical thinking and strategic analysis.

Table 4: HOSPITALITY MANAGEMENT SOFT AND GENERIC SKILLS

AUTHOR	YEAR	MANAGEMENT SKILL AND COMPETENCY
Buergermeister	1983	Oral and written communication, motivate and train employees.
Brownell	1987	Communication and listening skills are vitally important.
Go	1990	Hospitality graduates must be able to organise, analyse and synthesis knowledge.
Beckert and Walsh	1991	Manages need interpersonal and supervisory management skills.
Casado	1992	Industry wants a stronger emphasis on professional and general education.
Faiola	1994	Mathematics, writing and public speaking were identified as key non operational skills needed by graduates.
Morrison and Laffin	1995	Hospitality students must develop their analytical and strategy developing skills.
Fawcett	1996	Hospitality students must improve their numeracy.
Ineson and Kempa	1996	Self presentation, social skills and communication skills were seen as the top three skills sought by hospitality recruitment managers.
Tas, LaBrecque and Clayton	1996	Identified "people management" skills as more important than "technical property management knowledge".
HI-HCIMA	1998	Identified six key skills; communication, numeracy, information technology, problem solving, personal, and team skills.
Rimmington	1999	Student need generic skills such as; communication, numeracy, problem solving, team working, It, reasoning amongst other skills.
Ladkin and Laws	2000	Queensland hotel managers need people skills.
Reynolds	2000	Key skills required include; organisational skills and interpersonal skills.
Seohanovic, Zugaj, Krizman and Bojanic-Glavica	2000	Key managerial abilities include; organise work, identify problems and their solutions, and generate co-operation from workers.
Seymour and Constanti	2002	Graduates need intercultural skills.
Chung-Herrera, Enz and Lankau	2003	Key managerial competencies include; strategic positioning; implementation, critical thinking, communication and interpersonal skills.
Chaisawat	2004	Hospitality students need exposure to critical thinking, problem solving, communication, strategic management, and marketing amongst other skills.
Connolly and McGing	2006	Hospitality graduates should have people management, communication, and team-working skills, as a priority and, to a lesser extent; decision-making and problem solving skills.
Ottenbacher, Gnoth and Jones	2006	Managers need finely developed analytical skills.
Raybould and Wilkins	2006	Australian graduates should have interpersonal, problem solving, and self-management skills.
By	2008	Managers need good communication and planning skills to drive organisational change
Morrison and O'Gorman	2008	Hospitality students need to understand the historical source of modern practices as a means of introducing intellectual rigour to their studies.
Crotts, Ford, Heung and Ngai	2009	Managers must have the strategic and organisational skills to ensure proper organisational alignment and support and employee commitment.

Many of these skills appear to be comparable to several generic management skills in that they are generic in their origin but have evolved into a style or format specifically to meet the needs of the hospitality industry. For example, communication skills constantly recur in the list. In particular, these skills are needed to facilitate relations with co-workers and with guests. It is also worth noting that the discussion on these skills has a similar timeline to the discussion on both the craft skills and the managerial skills. That is, with time the nature of the skills, the setting and its application have become increasingly sophisticated. For example, in the 1980s simple communication skills were deemed sufficient. However, by the mid 2000s analytical and critical thinking skills were clearly and frequently identified. This again reinforces the view that the increasingly competitive and complex world gives rise to demands for new skills without necessarily abandoning the foundation, traditional craft skills. One of these emerging skills was leadership which was identified in the early 1990s as a key managerial skill required in the hospitality industry.

Leadership in Hospitality

Leadership has been identified as a key characteristic that drives career progression and success of hospitality managers. Much of this work was pioneered by Umbreit (1992). His work gave rise to an extensive body of work. In the 1990s the focus on leadership research was largely operational and thus addressed aspects such as; industry needs (Ole-Sein, 1994) new leadership models (Gillet & Morda, 2000; Tracey & Hinkin, 1994), the kitchen (Zetie, Sparrow, Woodfield, & Kilmartin, 1994), service quality (J. R. Walker & Braunlich, 1996; Woods, 1996). More recently, the leadership research has focussed on: small hospitality businesses (Gore & Szivas, 2003), change management (Okumus & Hemmington, 1998), developing managers (Chung-Herrera, et al., 2003), and even predicting career success (Brownell, 2005) amongst others. However, other aspects of leadership have been investigated by various authors. These include; ethics (Minett, Yaman, & Denizci, 2009), innovation (Antonakis, 2000), gender differences (Stallings, 1998; Talbo, 2002), and even the role of leadership in the curriculum (Gursoy & Swanger, 2004; Hill & van Hoof, 1997). Table 5 on the following page provides a summary of some of the key leadership research in hospitality over the past 30 years. It highlights the diversity of settings and perspectives wherein leadership is deemed an important leadership skill.

Table 5: LEADERSHIP IN HOSPITALITY

AUTHOR	YEAR	SETTING AND DEFINITION OF LEADERSHIP
Hackett	1981	Food and beverage managers, especially females, need leadership skills – although they are characterised as characteristics.
Tas	1988	Possess needed leadership qualities ranked 7th. out of 36.
Worsfold	1989	Leadership was a key dimension of 31 UK hotel general managers.
Baum	1990	Possess needed leadership qualities ranked 9th. out of 36.
Guerrier and Lockwood	1991	Hospitality educators are pushing for the inclusion of Leadership in the curriculum, although this is not fully embraced by industry.
Cichy, Sciarini and Patton	1992	Food service managers need well developed leadership skills.
Umbreit	1992	Hospitality managers must exhibit leadership to better meet the needs of their guests.
Ole-Sein	1994	30 Texan managers identified leadership skills first in a schedule of skills needed by graduates.
Tracey and Hinkin	1994	Transformational leadership is needed in a turbulent hospitality market.
Danvers and Keeling	1995	Regretted not studying leadership at university.
Breiter and Clements	1996	Leadership was the key managerial skill identified by 301 hospitality managers.
Cichy, Sciarini and Patton	1996	Financial executives in hospitality need well developed leadership skills.
Tas, LaBrecque and Clayton	1996	Leadership was considered the 2nd. most important competencies amongst 107 hotel managers.
Hill and van Hoof	1997	There should be a separate course for Leadership in hospitality programs.
Assante	1998	Beverage managers need leadership skills.
Emenheiser, Clay and Palakurthi	1998	Leadership was ranks 3rd. out of 12 in up scale restaurants, 4th in midscale restaurants and 5th. in fast food operations.
Li and Kivela	1998	Hong Kong hotel industry identified leadership skills first in a schedule of skills needed by graduates.
Ladkin	1999	Hospitality could benefit from adopting broad management and leadership principles from other disciplines.
Mount and Bartlett	1999	Leader was the third most effective managerial role in the MRAS.
Rimmington	1999	Universities will teach leadership skills whilst the workplace with teach vocational skills.
Strauss	1999	Industry Panel of Experts identified leadership skills first in a list of skills that students need to be taught.
Antonakis	2000	Leadership can fire innovation in hospitality companies.
Greger and Peterson	2000	Lodging executives need well developed leadership skills.
Hayes, Rose-Quirie and Allinson	2000	Using Boyatzis' competency framework, Leadership was considered in a large multi departmental organisation.
Kay and Russette	2000	Possess needed leadership qualities ranked 9th. out of 14. Motivates employees to achieve desired performance 1st. out of 14
Reynolds	2000	Leadership was ranked 5th. out of 10 attributes for unit-level restaurant managers.
Tesone	2000	Transcendental leadership was needed to help staff transcend their normal functionality and aspire to peak performance
Chung-Herrera, Enz and Lankau	2003	Leadership was deemed marginally less important than; interpersonal skills, communication, critical thinking, implementation, strategic positioning and self management.
Gursoy and Swanger	2004	Leadership was ranked 2nd. out of 40 key subject areas according to 328 hospitality professionals.
Lee, Cha and Kim	2004	Leadership is considered more important by industry than academics in Korea.
Erkutlu	2008	Leadership is needed even in small, boutique hotels. It helps improve organisational commitment and job satisfaction.
Minett	2009	91 Australian hospitality leaders use a blend of Machiavellian and Bureaucratic styles rather than social contract of personalistic ethic approach. Although older workers are the "opposite".
Gill	2010	Transformational leadership engenders employee's desire for empowerment.

The table highlights two key points. Firstly, as can be seen from this list of research papers that explicitly used the term "leadership", there is considerable variation in precisely what it meant by the term. Consistent with this assessment, Pittaway, Carmouche and Chell (1998) argued that much of hospitality leadership research conducted prior to 1998 was impoverished by lack of a strong theoretical framework, poor methodology or a general failure of the researchers to acknowledge the biases inherent in their assumptions about the nature of leadership. Given the existence of well-established paradigms, concepts and operationalisation techniques from other disciplines, and particularly psychology, this is a particularly disappointing, albeit accurate conclusion. However, there is, nonetheless, a consistent underlying theme that leaders exercise leadership when they provide support and direction for their followers and that this activity is deemed important. Furthermore, there are several instance of leadership research that has been based on reasonably robust models which will be discussed shortly.

Secondly, leadership is deemed necessary in many, if not all, sectors of the hospitality industry, as well as in most, if not all, countries that host an hospitality industry. This second point further justifies this research, whilst the first argues for a rigorous and conceptually sound investigation of leadership in hospitality.

Personal Values and Qualities in Hospitality

There is also a considerable body of research that seeks to address the personal values and qualities of hospitality workers and managers. This literature can range from the fairly anodyne requirements of the Irish hospitality industry for people who are well mannered, communicative and presentable (Baum, 1990), through to elaborate requirements in terms of service attitude, flexibility, dedication and commitment amongst others (Mayo, 1997). When surveying former students, Johns and McKechnie (1995) noted that many of them wished that they had studied stress management. In terms of industry practitioners, Ole-Sein (1994), Kay and Russette (2000), and Gursoy and Swanger (2004) all noted the importance of ethics. Furthermore, according to Ineson and Kempa (1996), hospitality human resource recruiters are looking for certain personal qualities such as social skills, interest in people, emotional stability, self-confidence, and flexible thinking. Many of these characteristics are innate and resist instruction or training suggesting that initial recruitment and selection of staff plays a key role in developing future managers.

This part of the literature review looked at the research from four key perspectives; the need for practical skills and experience, the need for managerial skills and competencies, the need for leadership skills and finally the pervasive presence of values and attitudes in hospitality workers and managers. In each instance, there was sufficient evidence to substantiate the contribution of each of the four to career progression and success in hospitality. However, the discussion mostly reported the views of industry as recorded by academics. Given their responsibility to prepare future managers, it is instructive to look at the academic perspective on these matters for an insight into how the academy views the characteristics, skills and attributes needed to succeed in hospitality.

An Academic Perspective

Several academics have reflected on the need for students to develop embracing and comprehensive skill sets that incorporate many of these elements. Table 6 below highlights the some of the key contributions of academics to the debate about the skills, characteristics and behaviours needed by hospitality graduates.

<u>Table 6: ACADEMIC PERSPECTIVES</u>

AUTHOR	YEAR	CURRICULUM NEEDS
Jones	1990	Students need to understand three key perspectives; the broad overarching competency, the environment, and the technical area of operation where the competency is to be applied.
Go	1990	Students must organise and synthesise social, political, legal and psychological information into knowledge in a complex world, but they must also have industry experience
Rimmington	1999	Students need to integrate operational management and strategic skills on a solid base of craft skills.
Tribe	2002	The Philosophic Practitioner should have a blend of higher skills and a bias for action.
Chaisawat	2004	Students need operational and functional skills for surviving and doing well in a globalised economy
Inui, Wheeler and Lankford	2006	Students need to understand tourism from a social and cultural perspective.
Li, Buhalis, Lockwood and Gray	2006	Graduates will undertake both craft and mental work in a dynamic and complex world characterised by ambiguity, in social and institutional systems.
Ring, Dickinger and Wober	2009	Internship is seen as the most important part of a degree in hospitality and tourism management.

As can be seen in the table, both Jones (1990) and Go (1990) argued that students need broad perspectives to help them contextualise and understand their operational and managerial skills.

Further, almost all of the authors cited acknowledge that hospitality graduates will undertake both craft (manual) and managerial (conceptual) work and will need a strong bias for action. This suggests that whilst the craft traditions and values remain, the increasing complexity and competitiveness of the world will make more and more demands on the cognitive skills of hospitality workers and managers. The challenge for the industry and its workers is understanding how best to develop and harness these diverse characteristics, skills and behaviours. The discussion will now turn to this issue of balancing the diverse skills.

In Table 7 on the following page several studies are presented. These studies have been selected because they have included significant amounts of data, as presented in the column titled, "total number of elements addressed", across a broad spectrum of items being the four major areas; craft skills and experience, managerial skills, leadership and personal values, noted by an x in each respective column. Table 7 suggests that there has been considerable work done individually and collectively on the key four elements and their role in hospitality. However, this work is problematic for various reasons:

- The work addresses an element of career progression and success but does so from an operational rather than career development perspective. For example, Tracey and Hinkin's (Tracey & Hinkin, 1994, 1998) work on leadership does not provide any insight into how these abilities helped drive the careers of the practitioners.
- The work is descriptive and qualitative and thus implies that the elements contribute to career progression. For example, much of Nebel's very significant work (Nebel, 1991; Nebel, et al., 1994) describes the career paths of hotel managers but does implies, rather than explicitly identifies, how any one element contributes to career progression and success.
- The work is devoid of a theoretical construction of the characteristics, skills and behaviours needed to succeed in hospitality. For example, much of Tas' work (1988; 1996) is based on extensive lists of topics and curriculum subjects, without any sense of abstraction or aggregation into major themes.
- The work does not seek to integrate the diverse elements that drive career progression and success. None of the work listed used any multivariate techniques to develop an understanding of the relative contribution of the elements to career progression and success.

Table 7: A BROAD SPECTRUM OF HOSPITALITY RESEARCH ITEMS

AUTHOR	YEAR	TOTAL NUMBER OF ELEMENTS ADDRESSED	CRAFT SKILLS AND EXPERIENCE	MANAGEMENT SKILLS	SOFT AND GENERIC SKILLS	LEADERSHIP	PERSONAL VALUES AND QUALITIES
Tas	1988	36	x	x	x	x	x
Casado	1992	3	x		x		
Faiola	1994	4			x		
Ole-Sein	1994	4		x		x	x
Danvers and Keeling	1995	5	x	x	x	x	x
Johns	1995	39	x	x	x		x
Andrews	1996	3	x	x	x		
Breiter	1996	20		x	x	x	
Ineson and Kempa	1996	4		x			x
Su	1996	6	x	x	x		
Assante	1998	4	x	x	x	x	
Li and Kivela	1998	5	x		x	x	
Woods, Rutherford, Schmidgall and Sciarini	1998	11	x	x	x	x	
Strauss	1999	4	x	x	x	x	
Kay and Russette	2000	18	x	x	x	x	x
Gursoy and Swanger	2004	85					

This is not surprising because much of the research into career progression and success in hospitality has sought to cast a wide net over a variety of factors. However, this research, as suggested earlier, has not been grounded in established theory nor sought to develop an integrated or synthesised understanding of how these different contributors interact to impact upon career progression and success. That is, the four areas have been investigated, but never really aligned or integrated and certainly not synthesised into a coherent understanding of what drives career progression and success in hospitality, and how it does this.

Despite these problems, there have been some notable attempts at rigorous conceptualisation and operationalisation. Nebel and Ghei (1993) used the work of Kotter and Mintzberg to conceptualise the hotel manager's job. Six years later Mount and Bartlett (1999) also used Mintzberg's model to analyse the roles employed by hotel managers. The Multi-Factor Leadership model proposed by Bass and Avolio (1998) was used by Antonakis (2000), Tracey and Hinkin (1994, 1998; 2007) and Gillet (2000) when investigating various aspects of leadership in hospitality. As well, Kay and Russette (2000) used Sandwith's Five Competency Model to abstract Tas's work into five key domains; conceptual, leadership, interpersonal, administrative and technical. Whilst not using an established model, Ineson and Kempa (1996) classified employer selection criteria into four major domains; academic attainment, vocational commitment, personal characteristics, and personal circumstances. Other authors, such as Ayres (2006a), Ruddy (1989), and Garavan (2006) have more explicitly investigated career progression and success, however, their work, which will be reviewed in more detail in the next chapter, still fails to develop an integrated understanding of the relative contributions of the diverse elements that drive career progression and success.

These comments are not to be construed as a criticism of the aforementioned; each has made a valuable contribution to the development of this thesis. In fact, none of this aforementioned research is inconsistent. Given the descriptions of hotel general managers as offered by Nebel and his colleagues (1991; 1994; 1993; 1995), Ladkin and her colleagues (1998, 1999, 2000; 2006; 2000; 2000; 1996a, 1996b) and Guerrier and her colleagues (1987; 1989, 1991), it can be readily seen that the successful managers have reached their senior positions through a combination of these factors. More interesting, there appears to be a sequence to this process.

First, the employee develops their foundation craft skills (especially in the areas of food and beverage), then gains experience (usually 10 to 12 years to reach the most senior position), during which she acquires managerial skills (especially those relating to operational, financial and administrative management), until finally she develops and exercises a form of leadership (especially those aspects involving leading staff) and personal values and attitudes (especially those that dispose the individual to long hours of work). This pattern is analogous to Kurtines, Mayock, Pollard, Lanza and Carlo's (1991) conceptualisation of psycho-social theory wherein the development of self learned behaviours based upon a platform of taught behaviours, which are, in turn, based on a substrate of innate characteristics.

Therefore, despite this consistency and intuitive appeal, research into career progression and success in hospitality needs to become more sophisticated and rigour.   Therefore, as part of this ongoing evolution of research into career progression and success in hospitality it is appropriate to develop a richer and better integrated understanding of the factors that drive career progression and success in hospitality.   One way to approach this is to refer to a developmental model that integrates these base skills, the learned skills such as management and the acquired and socialised skills such as leadership.   The co-constructivist model developed by Kurtines and his colleagues (1992; 1991), used above to explain hotel general managers' career progression, may provide the necessary context and structure to explain the broader pattern of career progression and success in hospitality.

2.03   CO-CONSTRUCTIVISM

Kurtines and his colleagues (1991), as followers of the works of Piaget and Kohlberg, conceptualised psychosocial theory as "a co-constructivist socio-evolutionary perspective that views human behaviour as rule governed" (p. 303).   In particular, their focus was on the "individual as a moral agent whose actions and decisions take place within the context of a socially defined system of rules and roles, thereby providing a conceptual framework broad enough to account for the effects of social as well as psychological processes" (p. 306).

The work of Kurtines and his colleagues is particularly relevant because of the value it places on the role of "co-constructivism" and "co-constructive development".   This concept of development, as used by Kurtines, integrates three key stages.

The first stage is based on the argument that large social competencies (e.g. sociomoral and psychosocial competencies) are primarily dependent upon the development of fundamental competencies such as linguistic, cognitive and communicative competencies. Kurtines called these the maturational processes because they consist of genetically influenced structural change or, to use a more common expression, physiological development, particularly in the fundamental processes of seeing, hearing and thinking. The second stage is based upon Kurtines' argument that the individual then uses these foundation competencies to develop her own level of competence in the large social competencies. This was described by Kurtines as the learning process. It is characterised by the use of learning behaviours such as conditioning, imitation, identification, and modelling in the formation of our observable behaviours.

Finally, in the third stage, Kurtines argued that the individual engages in "co-constructive social evolutionary processes" (or co-constructive development) in order to fully mature as a socially competent individual (p. 308). These co-constructive processes place considerable emphasis on the roles of critical-hypothetical thinking and critical discursive communication in this part of the learning process. In other literatures, the process of critical-hypothetical thinking could be described, amongst other things, as personal or self-reflection, whilst critical discursive communication would be described as exchanging views and learning different perspectives from other people.

Within this context, the term "co-constructed" emerges as a suitable term to describe the aggregation of the skills, characteristics and attributes of the individual because the term encapsulates:

- the germane and fundamental (even genetic) skills and attributes of the individual (maturational development);
- those skills and characteristics (manifest as behaviours) that have been learned as part of the individual's physiological and social development (learning development); and
- the maturation that evolves from engaging with and learning from others (co-constructive development).

In light of the aforementioned discussion of hospitality leaders, these stages can be re-cast as:

- operational skills, which form the basis of the hospitality career
- managerial skills, which are learned via a form of experience and instruction, and
- leadership skills, which are individually constructed from a combination of personality and experience.

This suggests that the hospitality career develops in a fashion similar to the psychosocial model proposed by Kurtines and his colleagues.

This perspective creates a new opportunity to re-conceptualise career development, progression and success in hospitality. That is, whilst the discrete elements of craft skills, managerial skills, leadership and personal characteristics are well recognised for their contribution to career progression and development, the application of the co-constructivist model provides a mechanism to gain a richer insight into the sequence and relative contributions of each of these broad elements.

Having established the need and value of re-conceptualising these contributors to career progression and success, it is now appropriate to operationalise the elements within the co-constructivist model.

2.04 CONCLUSION

Whilst there are a variety of definitions for the concept of career, they all point to a body of work that is characterised by a pattern of employment, the accumulation of experience, and the development of a skill set over a period of time. The extant literature also clearly links personal attributes, dispositions and interests to career choice and the nature of one's career. In turn, these personal dispositions can shape the development and evolution of one's career. Individuals can also take charge of their careers by the use of strategies that emphasise training; seeking mentors and pursuing promotions. The outcome of these processes, career progression and success, can be operationalised from both objective and subject measures.

The objective measures include pay, rank, number of promotions received whilst the subjective measures refer to how one assesses her career progress in comparison to others, be they friends, family or peers from school or in the workplace.

The hospitality manager, and hotel general manager in particular, has been the subject of an extensive and increasingly sophisticated body of research. This research has identified several personal qualities, skill sets, patterns of behaviour and career paths that characterise the hotel general manager as being somewhat similar to managers in other industries in several aspects, but also quantitatively different in other dimensions. These differences suggest that the hospitality manager is more entrepreneurial, assertive and benignly autocratic than other managers. The research has also identified the need for hospitality managers to develop and apply an appropriate suite of leadership skills to meet the particular challenges confronting the hospitality industry. Furthermore, there is increasing evidence that both the academy and industry are grappling with the challenges of how best to prepare managers for their future responsibilities. The approach adopted by the academy places a strong focus on the development of a substrate of technical skills which act as a platform for higher order interpersonal and strategic business skills. This is generally consistent with the expressed needs of the industry. Furthermore, this approach is conceptually consistent with the co-constructivist principles of building higher order skills on long established foundation skills which have been applied to the development of the proposed model of career progression and success.

2.05   SUMMARY

This literature review has explored a number of key concepts related to career progression and success, namely the skills, characteristics and behaviours needed to drive career progression and success. It has also identified that the research into these skills has not sought to properly integrate them into a coherent and comprehensive understanding of the factors that drive career progression and success. A modelling process, known as co-constructivism was identified as a means by which the sequence and relative importance of these factors can be conceptualised and operationalised. In the next chapter, a con-constructivist model will be developed to address this deficiency in the research.

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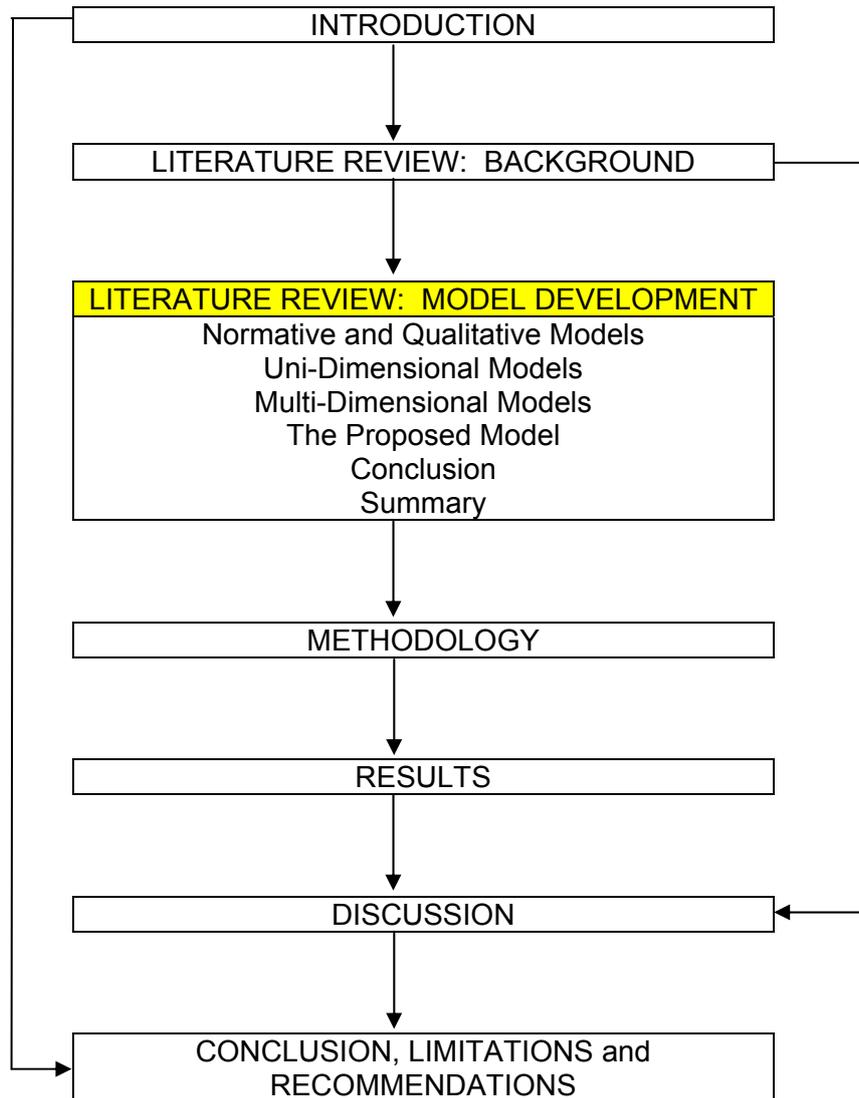
To facilitate a comprehensive exploration of the various contributors to career progression and success, a co-constructivist model of career success is proposed. This model links the innate personal characteristics, acquired skills and learned behaviours with career progression and success at both the objective and subjective level. According to this constructivist approach, the individual is born with certain innate abilities which are developed into skills during the learning phase. These are then modified in light of the individual's self-driven learning and wider life experiences in the "outside world". This environment is comprised of three key elements; the broader economy, the industry and profession, and the organisation in which the individual works.

The evolution of the individual and her interaction with the environment thus shape what she brings to her career in terms of skills, attitudes, behaviours, and leadership potential. In turn, the application of these skills, attitudes, behaviours and leadership produce outcomes such as a job, employment and a career. These then manifest themselves as salary and rank (i.e. objective career outcomes) which subsequently produce subjective career outcomes such as satisfaction with the job, place of employment, career and even life in general. To that end, the proposed model will focus on the individual, what she brings to the job and the wider environment in which she works. Firstly, however, it is appropriate to conceptualise and operationalise career progression and career success.

Objective career measures have included clearly definable phenomena such as salary, organisational rank and job status (Judge, et al., 1995; Melamed, 1996; Nabi, 1999). Judge and colleagues have measured these phenomena in terms of "velocity" (how quickly the individual has progressed) and "reach" (how far the individual has progressed). This next section outlines how the broader proposed model was built in four stages. The first stage reviews some of the normative and qualitative models that have been proposed for career progression and success. The second stage reviews uni-dimensional positivist models that focus on the individual's innate characteristics, acquired skills and learned behaviours and how they drive career progression and success. The third stage discusses the recently emergent multi-dimensional positivist models of career progression and development which place increasing focus on the impact of the interaction between the individual and the environment on career progression and success. Finally, the fourth stage explains the proposed model used in this thesis and its attendant research.

3.01 NORMATIVE AND QUALITATIVE MODELS

The proposed model is based on the premise that a raft of innate characteristics, acquired skills and learned behaviours develop, combine and interact with the wider environment to produce a raft of possible career outcomes. Whilst an extensive body of positivist, quantitative research was used to develop a series of testable hypotheses, there is also a vast body of normative and qualitative research that helped inform the development of the proposed model.

The fundamental nature of "normative models" is that they are proposed and offered in textual and qualitative terms rather than in empirical, numerical, and positivist terms. Despite this dearth of quantitative testability, normative models provide a rich and qualitative insight into the characteristics of those who are likely to enjoy career success.

Much of this research focuses on senior management and leadership positions as a direct consequence of career progression and success. Furthermore, they provide a direct link between the observable behaviours and actions more commonly associated with career progression and success, and the deeper, underlying and less obvious elements that provide the fundamental drive for these behaviours. This link is vital to the proposed model as it seeks to quantitatively establish these relationships.

The review of the various research models will address four key perspectives:

- the view of government;
- the view of behavioural managerial theorists;
- the view of management in an information technology age; and
- the view of management in a global economic environment.

As a vested stakeholder in the broader economic consequences of successful career progression, government and its agencies have a keen interest in understanding and promoting the development of a cadre of highly skilled and effective managers.

Karpin, in his committee's sweeping review of the need to develop international competitiveness in the Australian economy, argued that line managers needed to develop a suite of skills, including; managing change, developing staff with potential, strategic planning, team building, communication, providing resources for training and development, and implementing effective development programs (Karpin, 1995).

Just after the publication of Karpin's work, Dearing (1997) conducted a similar investigation on the role of the university sector in the United Kingdom. As part of his research, Dearing also reviewed a raft of similar research in other countries such as Australia, Japan, New Zealand, the United States as well as a regional study of Asia. He identified several key skills such as; oral and written communication, numeracy, information technology and literacy and learning how to learn (Dearing, 1997).

Shortly after the tabling of Dearing's Report, in late 1997, the Howard Government in Australia commissioned the West Report into Higher Education Funding (1998) to identify the key skills required of graduates. West's extensive list of skills identified such capabilities as; "the capacity for critical, conceptual and reflective thinking, technical competence, effective communication, problem solving skills, team work, and a love of learning" amongst others (West, 1998, p. 47).

These results highlight the importance placed on a few key aspects and attributes. In particular: problem solving, reasoning and analytical reasoning; strategic thinking, thinking, creativity; self-directed learning, capacity to learn and intellectual curiosity; teamwork skills, team players; communication skills; and professional knowledge, technical competence, apply knowledge. They suggest that there is an emerging uniformity in the view of a variety of government sponsored investigations into the skills, characteristics and attributes desired of the labour force and University graduates, be they workers, managers or leaders. More importantly, as will be seen in subsequent sections, but already alluded to in previous sections, many of these skills evolve out of several interactions involving deeply innate personal characteristics such as personality, psychological type and motivation. These interactions lie at the core of this thesis.

In the more generalist management literature, Peter Drucker identified eight key managerial practices and behaviours believed to be essential for managerial and leadership success; asking "What needs to be done?", asking "What is right for the enterprise?", developing action plans, taking responsibility for decisions, taking responsibility for communicating, focussing on opportunities rather than problems, running productive meetings, and thinking say "we" rather than "I" (Drucker, 2004, p. 4).

Using a similar, behaviours-based approach, Eby, Butts and Lockwood (2003) sought to identify and evaluate three contributors to career success. According to them, the three contributors were; "knowing why", "knowing whom", and "knowing how" (Eby, et al., 2003, p. 691). What is particularly interesting in their work is that whilst the use of the term "knowing" suggests a highly cognitive approach wherein knowledge is an end value in its own right, they argue that the key point is that knowledge is only of value when applied to benefit the organisation, ie. has a means end value. Collins (2001) identified and described a concept called "The 5 Level Hierarchy" (p. 70), in which he described five levels of leadership.

Furthermore, he argues that this action is informed by both intelligence and knowledge (like Eby and his colleagues) as well as deeply personal innate characteristics such as humility and commitment.

From a career counselling and human resources perspective, Patton and MacMahon (1999) proposed a particularly rich and complex model of the factors that shape the career. They argued that the model needed to be systems based with the capacity to deal with luck and the effluxion of time. Because of the complex, comprehensive and multi dimensional nature of this fundamentally normative model, it is addressed in considerably more detail in the section dealing with multi-dimensional models of career progression.

Given the emergence of information technology as a key element in gaining strategic competitive advantage, it is appropriate to review some of the recent normative models in this area. Samson (2005) argued that just as technological innovation automated many physical and repetitive jobs, new technologies will automate many forms of thinking jobs, particularly in the service sector. In response to these pressures, he argued that the most secure forms of employment (i.e. ones that will not be threatened by automating technology, and with the most potential (i.e. career success), will have a mixture of "aliveness" and "enabling" skills. According to Sampson, the aliveness skills deal with being curious, creative, and inspiring whilst the enabling skills deal with cognition, symbolism and ethics (Samson, 2005). Most importantly, he argued that future career success will be driven by moving away from tasks that machines do best, to jobs that only "self-aware humans can do" (p. 42). Using Parson's model of job fit (1909), Samson also argued that the skills of reflection and reinvention must be honed to meet the demands of an increasingly competitive job market. Perhaps most salient for the proposed model is Samson's assertion that these new jobs of the future will be created and driven by the initiative of the individual.

Finally, given the global nature of the hospitality industry, it is appropriate to identify and review the factors that drive career progression and success in a global labour market. McCall and Hollenbeck (2002) identified a suite of competencies needed by the successful global executive, including; being open minded and flexible, having cultural sensitivity, able to deal with complexity, being resilient, honest and stable as well as technically competent (McCall & Hollenbeck, 2002). They argued if done well, these competencies will significantly enhance career progression.

However, if done poorly, or not at all, their absence or paucity will almost certainly derail the career. As can readily be seen, these various normative and qualitative models offer several key messages about the overt behaviours and characteristics that can drive career progression and success. In particular, they indicate that the key drivers for success include such elements as:

- communication skills (oral and written);
- numeracy;
- cognitive intelligence, curiosity and a capacity for critical awareness, self-reflection, assessment;
- a disposition to learn;
- a capacity for learning, creativity and innovation;
- taking the initiative and generally being proactive and having an impact, especially in the areas of coping with, managing and even driving change; and
- a capacity for resilience, self-efficacy and completion.

Within the framework of the proposed model, it will be argued that many of these skills and behaviours are shaped by the individual's innate personality, cognitive intelligence, emotional intelligence, and proactivity (Seibert, Kraimer, & Crant, 2001).

3.02   UNI-DIMENSIONAL MODELS

The first part of this chapter dealt with normative and qualitative models. This section deals with quantitative, positivist models that focus on the impact of only one variable at a time on career progression and success, that is, they are uni-dimensional models. It will begin with looking at key sociodemographic variables and progress to review more complex characteristics such as personality.

Whilst most research into career progression and success continues to measure the key demographic elements of age, gender and education, it can be argued that the debate regarding the impact of age and education has been resolved. Clearly, increasing levels of age and education are positively correlated to career progression and success. Their power as predictors ensures their inclusion in the proposed model.

The role of gender is more contentious. On the one hand some researchers, such as Donnell and Hall (1980), suggest that at the innate level there are no differences between males and females in terms of factors such as managerial philosophy, skills in dealing with subordinates, managerial style or approach to motivating subordinates, even though Burke and Collins (S. Burke & Collins, 2001) suggest that females are more disposed to use transformational leadership practices. There is also an extensive body of research that clearly indicates that gender does not impact Personality, Psychological Type, Emotional Intelligence nor Cognitive Intelligence. However, there is still a great deal of evidence that males enjoy faster career progression and greater success than their female counterparts. Emerging research suggests that this difference is due to the role gender plays in determining the opportunities available and choices made in light of family responsibilities, rather than the abilities of the individual per se (Deaux, 1984; Deaux & Major, 1987; Jome, Donahue, & Siegel, 2006; Melamed, 1996). In effect, these authors are acknowledging that family structure, given that females typically adopt child-rearing responsibilities in the household, has an impact on career progression and success. Furthermore, Simpson and Altman (2000) suggest that the combination of age and gender, especially for females, can impact career progression. To this end, gender, as well as current family structure, warrant inclusion in the model.

Even birth order has been identified as a potential contributor to career success (Paulhus, Trapnell, & Chen, 1999; Thomas, 2000) and thus warrants inclusion in the proposed model. According to Paulhus and his colleagues (1999), first borns are the most likely to achieve and be conscientious, whereas later borns are the most rebellious, liberal and agreeable. Certainly the presence of conscientiousness rather than rebelliousness in the psychological sense is more likely to drive career progression and success. That is, as conceptualised within the Big Five personality theory (McCrae & Costa, 1987), conscientiousness deals with focus, discipline and resilience, whereas rebelliousness deals with creativity and insight, but also a lack of discipline.

Thus a suite of sociodemographic characteristics such as age, gender and birth order can be incorporated into the proposed model. It is now appropriate to review the more sophisticated concepts such as personality.

Personality has long been investigated as an influencer of academic and career success (Dubin & Champoux, 1975; Guilford, 1959; Hautala, 2006; Hoffman, et al., 2007; Jencks et al., 1979; Nyhus & Pons, 2005; Palmer, Gardner, & Stough, 2003; Sack-Mesher, 1979; Spranger, 1928; Teng, 2008; Tracey, et al., 2007). In recent years, the Big Five model of personality has emerged as a valid and generally accepted model for the conceptualisation and operationalisation of personality (McCrae & Costa, 1987).

Whilst there is some debate as to the exact causes, there is evidence that in terms of the Big Five, extroversion, need for independence/dominance and self-control are positively associated with objective and subjective career success (Judge, et al., 1999; Lau & Shaffer, 1999). Furthermore, Bozionelos (2003) explicitly investigated the impact of personality on career development. He found that whilst elements of personality do provide some insight into the use of mentoring, they do not enhance our understanding beyond that provided by education or family background of the individual. As such, personality warrants inclusion in the proposed model of career progression and success.

Psychological Type, as conceptualised by Jung (1971) has been used to explain career progression and success in several situations (J. H. Bradley & Hebert, 1997; Casey, 1993; A. H. Church, 1997; A. H. Church & Waclawski, 1998; L. M. Church, 1982; L. M. Church & Alie, 1986; Healy & Woodward, 1998; Jennings Golden & Provost, 1987; Moore, 1989; Rea, Rea, & Moomaw, 1990; Reardin, 1996; Rosati, 1997; Werth, 1985). It has also been used to explain career choice (Ball & Bathurst, 2002; Brymer & Pavesic, 1990; Bush, 1984; McFadden, 1986; Penn, 1991; Preston & Biddle, 1994; Rigley, 1993; Sipe, 1988; Whitney & Pratt, 1987). However, there is still considerable debate about the efficacy of psychological type in predicting career success. Nonetheless, psychological type will be included in the development of the proposed model.

Cognitive intelligence, like age and education, has been found to be positively and significantly associated with career progression and success (Gottfredson, 1997; Sternberg, et al., 1995). As such, cognitive intelligence warrants inclusion in the proposed model.

More recently, the concept of emotional intelligence has been proposed as a key contributor to career progression and success (Bar-On, 2001; Boyatzis, 2002; Boyatzis, Goleman, & Rhee, 2000; Caruso, 1999; Caruso & Wolfe, 2001; Cherniss, 2000a, 2000b, 2001a; Cherniss, Goleman, Emmerling, Cowan, & Adler, 1998; Conger, 1994; Cooper & Sawaf, 1997; Kanungo & Mendonca, 1994; Lewis, 2000; Mehrabian, 2000; Spencer, 2001). There is still considerable debate in terms of the conceptualisation and operationalisation of emotional intelligence, and thus its real impact on career development (Antonakis, 2003; Caruso, Mayer, & Salovey, 2002; Ciarrochi, Caputi, & Mayer, 2002; Ciarrochi, Chan, & Caputi, 2000; Saklofska, Austin, & Minski, 2002; Schutte et al., 1998; van der Zee & Wabeke, 2004). However, the level of corporate and academic interest in the phenomena is sufficient to warrant its inclusion in the proposed model.

Self-Efficacy has also been identified as a key contributor to career and life success by several authors (Bandura, 1995; Bores-Rangel, Church, Szendre, & Reeves, 1990; Castaneda, Kolenko, & Aldag, 1999; Corcoran, 1991; Flammer, 1995; Gecas, 1989; Giles & Rea, 1999; G. Hackett, 1995; Jerusalem & Mittag, 1995; Lane & Herriot, 1990; Lent & Brown, 1996; Luthans & Peterson, 2001; Paglis & Green, 2002; Pillai & Williams, 2004; Wanberg & Banas, 2000). More importantly, Bandura's work on Self-Efficacy (1991a, 1995, 1997a, 1997b) clearly indicates that it is a fundamental driver of personal, social, and workplace achievement. Furthermore, within the broader construct of self-efficacy, having a high level of self-awareness, in the form of an accurate understanding of one's self and performance, enables managers and leaders to better manage their behaviour to achieve career progression and success (A. H. Church, 1997; Dieleman-Guerten, 2000; McCarthy, 1999).

Moral development, as conceptualised by Kohlberg and operationalised by Rest and Bebeau and their colleagues (Rest, Narvaez, Bebeau, & Thoma, 1999), has been found to predict the development of major life skills, especially the development of an ethical framework (Bebeau, 1994) within the area of leadership (Bay & Greenberg, 2001; Scarnati, 1999a; R. D. J. White, 1999). However, in this situation, moral development operates as an analogue for the capacity for empowerment. This has been identified as a contributor to career progression (Lin, 1998; Scarnati, 1999b) and thus clearly should help predict career progression and success.

Career strategies within hospitality have been investigated by several authors (Garavan, et al., 2006; Guthrie, Coate, & Schwoerer, 1998; Ladkin & Riley, 1996a; Nabi, 1999) who have found that certain strategies, behaviours and action are essential to career progression. Career anchors can predispose individuals to certain industries and careers (Beck & La Lopa, 2001; D. C. Feldman & Bolino, 2000; Jarlstrom, 2000; Ross, 1995a) and thus warrant inclusion in the proposed career development model. Career development, which incorporates both career choice and career path, has been extensively investigated by several authors from a variety perspectives. Some researchers have sought to conceptualise career development in terms of the tasks performed at work (Dalton & Thompson, 1986), whilst others have tried to conceptualise it in terms of the individual's orientation to work which, in turn, shapes the nature of work done (Driver, 1980, cited in Beck, 1996). Some have offered a process perspective (Miller & Form, 1951), others have sought to use a life span approach (Super, 1986), and some have tried to conceptualise it in terms of the relationship between the individual and the organisation (Hall, 1976). Recently, some have sought to use a systems approach to model and explain career development (Patton & McMahon, 1999). Even more recently, the term "boundaryless career" was coined (Eby, et al., 2003) to accommodate the challenges of a "disrupted" career. As a result of this enduring and wide spread interest, career development will be incorporated into the proposed model.

Leadership style has also been identified as a key contributor to career success (Antonakis, Avolio, & Sivasubramaniam, 2003; Avolio, 1999; Avolio, Bass, & Jung, 1999; Avolio, Sivasubramaniam, Murry, & Jung, 2001; Bass, 1998). Furthermore, there is strong evidence that leadership style can influence corporate performance (1994). As well, some elements of leadership style are influenced by personality (Carless, Mann, & Wearing, 1996; Murensky, 2000; Whitelaw & Morda, 2005) and, as such, warrants inclusion in the proposed model.

Whilst it is important for the development of knowledge to identify, operationalise and test each of the above mentioned elements separately, it can be readily recognised that no one single element exclusively drives career progression and success. For example, in several instances, the interaction between personality and cognitive intelligence (Boudreau, Boswell, Judge, & Bretz, 2001), or personality and behaviour (Seibert, Kraimer, & Crant, 2001) or emotional intelligence and leadership style (Duckett & MacFarlane, 2003) have been found to offer better predictive power than the single independent variable alone.

To this end, the proposed model needs to be multi-dimensional in that it incorporates these different elements and their interactions in driving career progression and success.

3.03   MULTI-DIMENSIONAL MODELS

The previous discussion has addressed normative and qualitative models and then uni-dimensional quantitative models. It is now appropriate to address the more sophisticated multi-dimensional models wherein career progression and success is conceptualised as a function of several variables including sociodemographic and personal characteristics. As indicated, multi-dimensional models provide a higher level of insight into the impact of the various career drivers. In this instance, seven models have been used to inform the development of the proposed model.

The first model, Patton and McMahon's (1999) systems-based model of career, has been selected because of its comprehensiveness. The second model, Seibert, Kraimer and Crant's (2001) model of the Proactive Personality, has been selected because it seeks to incorporate the interactions between orientations (in this case personality) and actions (workplace behaviours) to predict outcomes, namely career progression and success. The third model was developed by Ruddy (1995) as part of his PhD. It is particularly relevant because it explicitly focuses on career progression amongst hotel general managers, a significant sub set of employees and managers in hospitality, in Hong Kong. The fourth model was proposed by Ayres (2006b) as part of her PhD. Whist it uses a mixed, but fundamentally qualitative, method approach to assessing career progression in tourism, it is, nonetheless, set in Australia and so takes an appropriate consideration of the economic and labour market conditions that are also encountered by the respondents in this research. The fifth model, Garavan, O'Brien and O'Hanlon's (2006) model of career development for residential hotel managers, is particularly salient because of the similarities of its respondents, namely hotel managers, to those in this research, namely, hospitality managers, the difference being that hotel managers belong to a subset of hospitality managers. Melamed's (1996) model of career progression is the sixth model. It has been selected because it incorporates both individual and wider environmental elements as well as objective career outcomes. The seventh and last model, Judge, Cable, Bourdeau and Bretz's (1995) model of career development, is the most comprehensive of the positivist models (given that the Patton and McMahon model is not a positivist model).

It incorporates measures of the individual, the organisation and the wider economic environment, as well as objective and subjective career success. These models will now be discussed in more detail.

Patton and McMahon's Career Development System

As previously noted, this model is fundamentally a normative model in the qualitative tradition in that Patton and McMahon (1999) have proposed a rich and complex, but untested, systems based model of career development. As such, it technically belongs in the "Normative and Qualitative Models" section. However, their work is of such relevance to this thesis it is addressed along with the "Quantitative, Multi Dimensional Positivist" models. In developing this systems model, they questioned the utility of the "content" approach proposed by Parsons (1909), McCrae and Costa (1987), and Holland (1985) amongst others. Similarly, they also challenged the "process" approach proposed by Ginzberg (1972) and Super (1986) and their colleagues. Finally, they also questioned the combined "content and process" approaches pursued by authors such as Lent and Brown (1996).

Patton and McMahon proposed a system's based model that sought to incorporate both the content and the process of career development as well as the socio-cultural and economic setting, the effluxion of time and the exigencies of chance and their impacts on the individual's career development. This approach results in a complex and rich model which is presented in Figure 2 on the next page.

The diagram shows a Systems Based Model of Career Development. The central grey circle labelled **INDIVIDUAL** contains: gender, values, health, sexual orientation, disability, ability, interests, beliefs, skills, personality, world-of-work knowledge, age, self-concept, physical attributes, ethnicity, aptitudes.

Surrounding ellipses include: Geographical location, Peers, Political decisions, Education institutions, Family, Employment market, Historical trends, Workplace, Media, Socioeconomic status, Community Groups, Globalisation.

Outer labels: Present, Past, Future.

Legend:
- – – – – Recursiveness
- (grey ellipse) Change over time
- (lightning bolt) Chance

Source: (Patton & McMahon, 1999, p. 164).

Figure 2: SYSTEMS BASED MODEL OF CAREER DEVELOPMENT

As career counsellors, rather than academic researchers, Patton and McMahon sought to include all possible elements or phenomena that may impact upon an individual's career choice, progression and outcomes. By developing a normative, constructivist model, they were not constrained by empirical positivism – a point which they considered a strength of their work. Similarly, by incorporating recursiveness, the effluxion of time and the role of chance, they were able to propose a rich, comprehensive and embracing model. Nonetheless, many of the concepts that they identified in their model warrant further abstraction, critical conceptualisation and rigorous operationalisation.

For example,

- some of the items appear to be poorly conceptualised in that Patton and McMahon do not explicitly describe what is meant by major concepts such as self-concept, personality, values and aptitudes, elements which have been the of focus of considerable research;

- the model is not isomorphic in that an element such as personality is located adjacent to world of work knowledge, but some distance from values and interests whilst ability and sexual orientation are adjacent, but ability and aptitudes are some distance apart;

- the model does not indicate how these elements interact, other than suggest that many ebb and flow over time; and

- the model has not been operationalised in a positivist manner.

As a result, their model is not readily interpreted, is not isomorphic and is untested. These issues are highly problematic and thus suggest that the model in its current form is not suitable for the proposed model. However, it must be noted that Patton and McMahon have made a meaningful and worthwhile contribution to the development of the proposed model and their work should be acknowledged as a serious attempt to forge an integrated, systems based model of career development progression and success.

Seibert's Model of the Proactive Personality

Using a two year longitudinal study, Seibert, Kraimer and Crant (2001) sought to link the "proactive personality" with career progression and success using Crant's definition of proactivity. According to Crant, proactivity is "taking initiative in improving current circumstances or creating new ones; it involved challenging the status quo rather than passively adapting to present conditions" (Crant, 2000, p. 436). Their work is particularly relevant to the proposed model in that it explicitly addresses the role of personality and other underlying psychological constructs such as leadership, innovation and tacit knowledge (Wagner & Sternberg, 1991) and their role in converting normal workplace actions and activities into high impact, transforming behaviours. Their model is presented in Figure 3 on the next page.
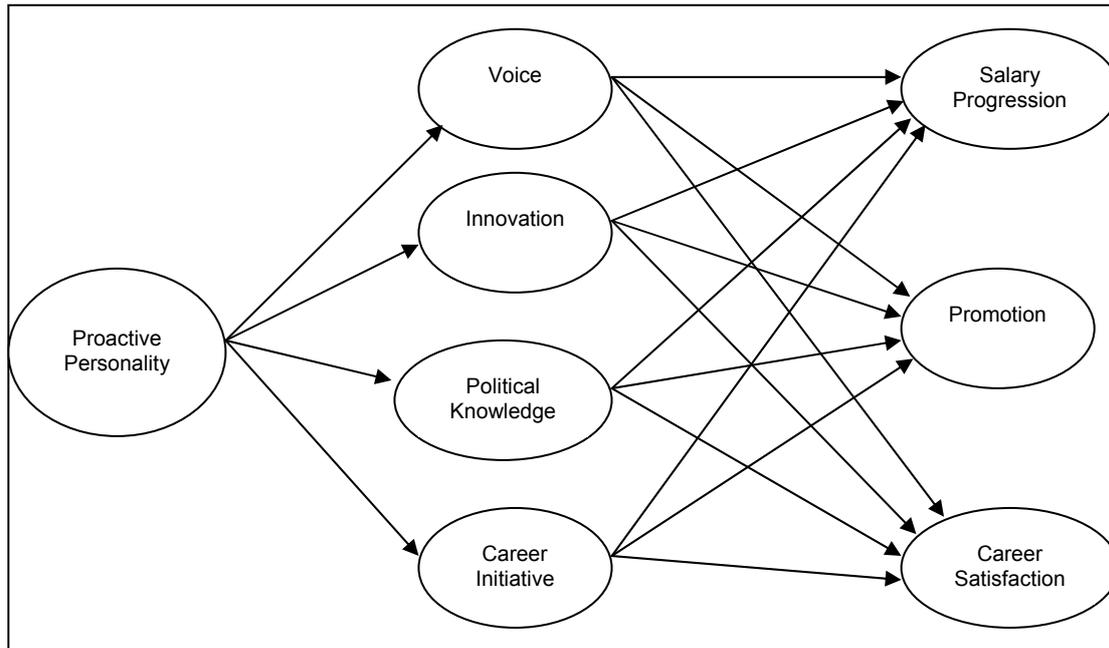
Figure 3: SEIBERT'S HYPOTHESISED MODEL

This model also offers a valuable insight in that it links personality with a range of behaviours that help achieve positive career outcomes. This is a key element of the proposed model. However, the Seibert model does have its flaws. Whilst the notion of the proactive personality being unconstrained by events and structures has a certain appeal, it is not feasible to suggest that major external and structural forces do not impact on the career outcomes of even the most proactive person. To that end, the model does not sufficiently consider other forces that impact on career outcomes. As well, the model suggests that salary progression, promotion and career satisfaction are mutually exclusive, or, at the very least, independent of each other. This is clearly contrary to the work of Judge and others who argued that subjective career outcomes, such as career satisfaction, are influenced by objective career outcomes, such as salary progression and promotion. To this end, all elements of this model will be incorporated and expanded upon in the proposed model albeit within different structural relationships.

Ruddy's Model (1995)

Ruddy (1995) proposed a model to explain the nature of individual career development amongst hotel managers. Based on his research with Hong Kong hotel general managers, Ruddy made two significant contributions to this research.

Firstly, he conceptualised four themes that drive career development, namely; career path, influences for career progression, skills and experiences for career development, and education and training for career development. These themes inform key concepts in the proposed model and are thus expanded upon further.

Career path

Ruddy noted that appointment to the general manager position was the culmination of a 15-year career path. This path included a variety of line positions, a diversity of employers and a five-year apprenticeship as an assistant manager in the early to mid-thirties. This finding is relatively consistent with that of Ladkin (2000; 2000; 1996a) and Nebel (1994; 1995).

Influences on career progression

Ruddy identified a suite of characteristics, attributes, skills and experiences that were considered essential influences on the General Manager's successful career progression. Some of these include:
- a foundation of technical skills, education, training and experience,
- personal characteristics such as ambition, flexibility and risk aggression,
- interpersonal skills such as an ability to work with others and negotiate, and
- cognitive skills such as the ability to develop new ideas.

Interestingly, Ruddy does not focus on intrapersonal skills such as self awareness or reflection. Nonetheless, as can be inferred from earlier sections of this thesis, many of these behaviours are clearly related to and driven by deep seated psychological traits and characteristics, which, as such, should be operationalised at that level.

Skills and experiences for career development

According to Ruddy, the hotel general managers needed a raft of fundamental skills such as; people management, operations planning, controlling standards, communication skills, and technical knowledge. He also found that more generalist skills such as general management, financial control, marketing and sales skills were important, but not as important at those listed as contributors to career progression.

He also noted that a general manager was actively engaged in; planning, conducting routine inspections, meetings, communication with staff, and completing paperwork and that ultimately, communicating with and understanding people was the most difficult task of a hotel general manager. Again, many of these meta-skills are based upon a combination of innate skills and characteristics and learned behaviours.

Education and training for career development

Finally, Ruddy found that hotel general managers needed a foundation education as well as on-the-job and off–the-job training. The combination of these four elements was modelled by Ruddy in Figure 4 below.
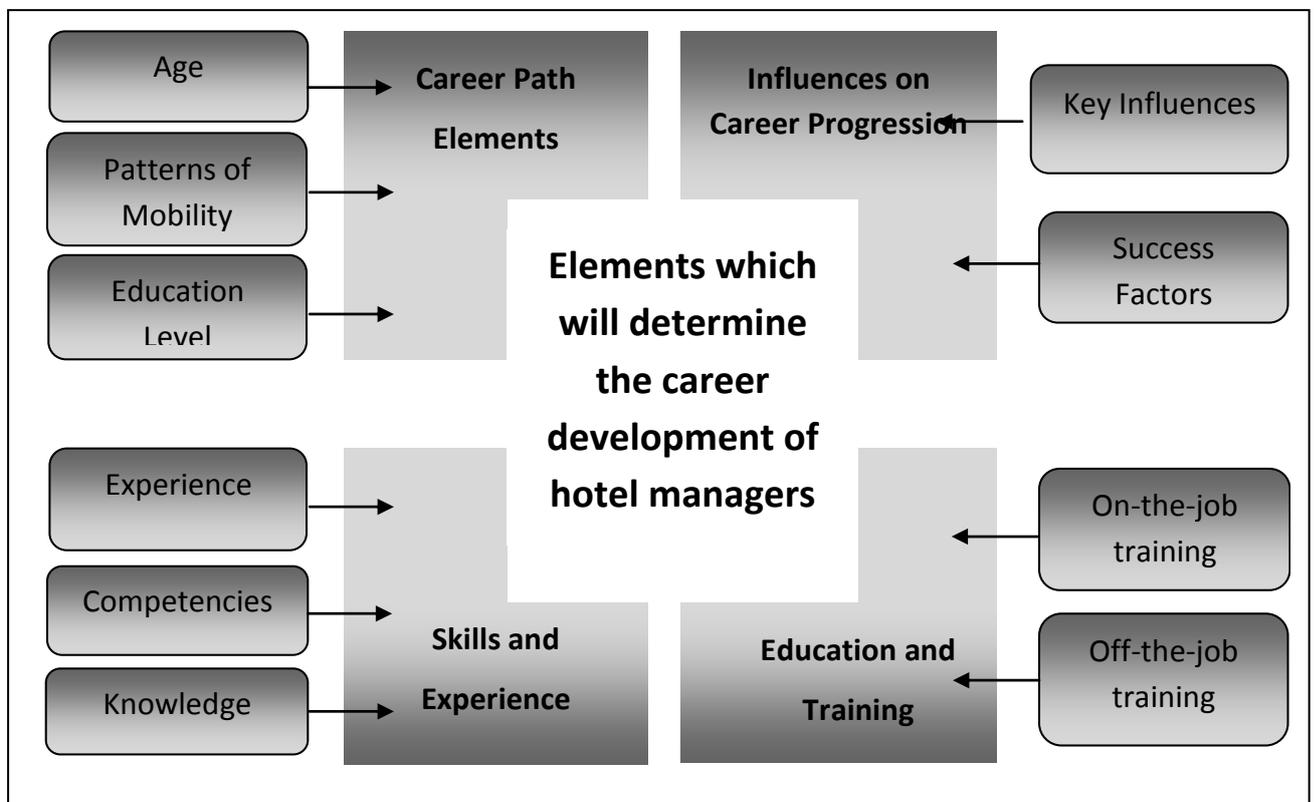
Source: (Ruddy, 1995, p. 541)

Figure 4: RUDDY'S MODEL OF CAREER DEVELOPMENT

According to Ruddy a suite of developmental variables also impacted on career development. These development variables were clustered into two groups personal which deals explicitly individual characteristics and societal which deals with the wider external environment such as society, the economy.

Ruddy's work must be acknowledged for its originality and the contribution it makes to this thesis, especially in its broad sweep of identifying a wide raft of influences on career progression and success. However, his work suffers because his distillation of the elements into four key themes is highly problematic in that it lacks internal consistency and homogeneity and external exclusiveness and heterogeneity. That is, the allocation of many of the elements to the four key themes can be challenged on the grounds that the elements do not uniformly, exclusively and uniquely belong to any one of the four themes. For example, "education level" is contained in the "career path elements" whereas there is a separate element called "education and training" which contains on-the-job and off-the-job training, but not education level.

Similarly, there is some confusion as to the differences between "patterns of mobility" and their contribution to career path elements and "experience" and its contribution to skills and experience. As such, the model, which seeks to graphically represent these elements is not isomorphic and many of the elements are poorly operationalised. Nonetheless, Ruddy's model suggests a number of factors and elements that influence career progression which have been incorporated into the proposed model for this thesis.

Ayres' Model (2006b)

Ayre's model (2006b), based on her 2006 PhD, proposed a multi-factor model to explain the concept of "career story" in the Australian tourism industry. Using the term "career story", Ayres sought to explain the career path and trajectory of her 536 respondents. By using a mixed methods research technique, she was able to pose a series of open ended questions about the respondent's career history. These open ended questions resulted in the respondents identifying a series of unprompted influences, including situational influences, motivational drivers and social influences. This model has a very similar structure and content to the other multi-dimensional models in that it incorporates the interaction between the individual and the wider environment. According to Ayres,

> *"the primary drive for careers in tourism appears to be a passion for the industry. Other influences were primarily situational and included education, mentorship, career and professional development opportunities and mobility issues".*
>
> (Ayres, 2006b, p. 229)

Although, it is worth noting that nearly 16 percent of her respondents volunteered the view that "it was important to have the right personality for the work required in the tourism industry" (Ayres, 2006b, p. 304). Ayres proposed the model presented in Figure 5 below.
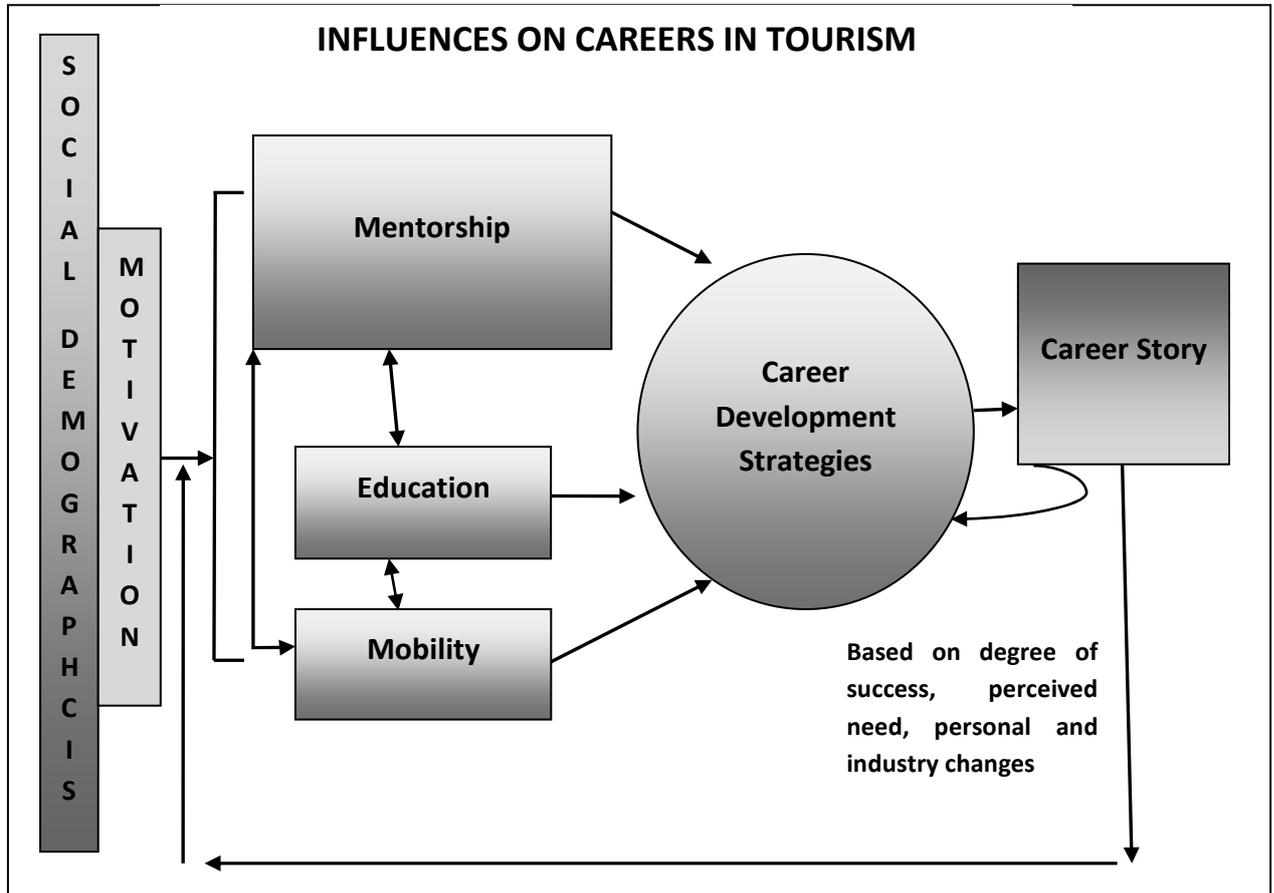
Source: (Ayres, 2006b, p. 332)

Figure 5: AYRES' MODEL OF CAREER DEVELOPMENT

Unfortunately, the analysis involved the application of a raft of univariate (frequency distribution) and bivariate (cross tabulation and correlation) measures rather than a multivariate technique such as Multiple Analysis of Variance (MANOVA) or Multi Discriminant Analysis (MDA).

There are a number of similarities and differences between Ayres' model and that proposed in this thesis. Both are predicated on a form of constructivism, both recognise that career is shaped by a multitude of factors and both recognise that these factors vary in influence.

However, there are also some considerable differences. The proposed model has adopted a more positivist approach in contrast to Ayres' mixed methods.

As a consequence, the factors in Ayres' model are conceptualised and operationalised in a more flexible manner than those in the proposed model. Despite these differences, Ayres' work has contributed significantly to the development of this thesis and the inclusion of its elements in the proposed model.

Garavan's Model (2006)

Garavan and his colleagues (2006) investigated the career progression of hospitality managers who were graduates of either an Irish or Swiss hotel school. Whilst they did not develop a graphical model, a diagram of their hypothesis tests was constructed. An extract of that model, showing only some of the inter-relationships is presented in Figure 6 on the following page.

This model is particularly valuable; it includes an extensive array of personal, environmental and organisation elements and is immediately relevant because of its subject matter, namely, hotel managers. However, like Ayres' model, it is, in essence, a univariate model in that Garavan and his colleagues did not seek to look at the interactions between the different variables and their combined impact upon career outcomes. Nonetheless, despite being fundamentally under developed, this model makes a valuable contribution to the proposed model.

Demographic Variables	Age
	Gender
	Country of work

Human Capital Variables	Education level at graduation
	Investment in education since graduation
	Investment in training
	Mentoring and networking activities
	Managerial competencies
	Depth manager role
	Breadth of work experience

Manager Psychological Variables	Career satisfaction / anchors
	Satisfaction with psychological contract
	Commitment to development
	Career commitment

Organisational Level Variables	Size of hotel
	Grade of hotel
	Organisational support for career development

Number of Managerial Job Moves

Level of Management Reached

Number of Salary Increases

Source: Based on (Garavan, et al., 2006, p. 266)
Note: Only the relationships of one set of independent variables (Demographic Variables) have been identified.

Figure 6: EXTRACT OF GARAVAN'S CAREER DEVELOPMENT IN HOSPITALITY

Melamed's Model (1996)

In exploring sex based differences in career progression, Melamed (1996) proposed a model of career success that is not too dissimilar to that of Judge and his colleagues (Judge, et al., 1995). Most notably, Melamed's model comprised three broad drivers, namely; human capital, career options, and opportunity structure.

The human capital drivers are similar to the innate characteristics of the individual as proposed by Kurtines and his colleagues in the co-constructivist model. Career options emerge as a consequence of the interactions of the human capital elements and the more advanced aspects of co-constructivist development such as acquired skills and learned behaviour. Finally, the "opportunity structure" embraces many of the key aspects of what Judge and his colleagues call "organisation/industry characteristics". Melamed's model is presented in the Figure 7 below.

HUMAN CAPITAL	Job-relevant attributes	Mental ability Education	
	Job-specific attributes	Masculine personality profile	Career Success
	Job-irrelevant attributes	Marital status Parenthood	
CAREER OPTIONS	Occupational Choice	Job type	
	Career-Move Decisions	Employers Tenure	
OPPORTUNITY STRUCTURE	Macro-Societal level	State of economy Unemployment	
	Intermediate-Organisational level	Organisational Features	
	Micro-Occupational level	Occupational prosperity	

Source: (Melamed, 1996, p. 224)

Figure 7: MELAMED'S MODEL OF CAREER SUCCESS

As indicated, this model makes several contributions to the proposed model. It addresses issues related to the individual, the organisation and wider industrial environment and society. It also uses a number of well-established instruments that can be included in the proposed model. However, the model only has a uni-dimensional, objective measure of career success. Nonetheless, it makes a worthwhile contribution to the proposed model.

Judge and Colleagues' Model (1995)

This model is based on the work of Judge, Cable, Bourdeau and Bretz (1995). Whilst relatively simple, it encapsulates many of the key elements of the proposed model. Their model is presented in Figure 8 on the following page.

66

```
┌─────────────────────────────────────────────────────────────────────────┐
│  ┌──────────────────────────────┐                                         │
│  │   INDIVIDUAL                 │                                         │
│  │   CHARACTERISTICS            │                                         │
│  ├──────────────────────────────┤                                         │
│  │                              │                                         │
│  │   DEMOGRAPHICS               │                                         │
│  │     • Age                    │                                         │
│  │     • Sex                    │                                         │
│  │     • Race                   │                                         │
│  │   • Marital Status           │                                         │
│  │   • Family Structure         │     ┌──────────────┐   ┌──────────────┐ │
│  │ • Dependent Responsibilities │     │  OBJECTIVE   │   │  SUBJECTIVE  │ │
│  ├──────────────────────────────┤     │  CAREER      │   │  CAREER      │ │
│  │   HUMAN CAPITAL              │     │  SUCCESS     │   │  SUCCESS     │ │
│  │     • Position               │     ├──────────────┤   ├──────────────┤ │
│  │ • Quantity/Quality of Educ.  │     │• Compensation│   │• Job Satisf. │ │
│  │   • Type of Education        │     │• No. of Prom.│   │• Career Sat. │ │
│  │   • Tenure/Experience        │     └──────────────┘   └──────────────┘ │
│  │ • Accomplishments Rating     │                                         │
│  ├──────────────────────────────┤                                         │
│  │   MOTIVATIONAL               │                                         │
│  │     • Ambition               │                                         │
│  │ • Number of Nights Worked    │                                         │
│  │     • Hours Worked           │                                         │
│  │   • Hours of Work Desired    │                                         │
│  │     • Work Centrality        │                                         │
│  ├──────────────────────────────┤                                         │
│  │ ORGANISATION/INDUSTRY        │                                         │
│  │ CHARACTERISTICS              │                                         │
│  ├──────────────────────────────┤                                         │
│  │   • Organisation Size        │                                         │
│  │   • Organisation Success     │                                         │
│  │   • Public Organisation      │                                         │
│  │   • Industry Sector          │                                         │
│  │     • Region                 │                                         │
│  └──────────────────────────────┘                                         │
└─────────────────────────────────────────────────────────────────────────┘
```

Source: (Judge, et al., 1995, p. 488)

Figure 8: JUDGE ET AL'S CONCEPTUAL MODEL OF CAREER SUCCESS

The inclusion of individual factors and external elements, make a considerable contribution to the development of the proposed model, as has been done by Ayres and Garavan and Melamed. However, the failure to explicate the elements of the individual as well as the interactions between the individual and the broader environment, as proposed by the co-constructivist model, suggests that the model warrants further development. That is, many of the measures for the individual are relatively crude and simple. For example, as indicated earlier, ambition (which is a psychological construct) is measured in terms of the number of hours and nights worked. Whilst ambitious people may well work extra hours and late nights, it is possible that less ambitious people may engage in this behaviour because it is expected of them in the form of cultural norms at the workplace. The proposed model argues that ambition is best conceived and operationalised as a more enduring, fundamental psychological construct.

The key elements of each of these seven models are summarised and presented in Table 8 on the next page. In the first place, the table is divided into the independent variables – the career drivers, and the dependent variables – career outcomes. In terms of the independent variables, key concepts, such as "the individual" or "skills and experience", are labelled in bold with the underlying, component variables such as "gender and age", and placed immediately under that bolded label.

Table 8: SUMMARY OF KEY CONTRIBUTIONS TO CAREER PROGRESSION AND SUCCESS

Patton & McMahon 1999	Seibert, Kramer & Crant 2001	Ruddy 1995	Ayres 2006	Garavan, O'Brien & O'Hanlon 2006	Melamed 1996	Judge, Cable, Bourdeau & Bretz 1995
Independent Variables – Career Drivers						
The Individual	Proactive Personality	Career Path	Social Demographics	Demographic Variables	Human Capital	Demographics
Gender	Voice	Age	Gender	Age	Job-relevant attributes Mental Ability Education Level	Age
Values	Innovation	Patterns of Mobility	Age	Gender	Job-specific attributes Personality	Sex
Sexual orientation	Political knowledge	Education level		Country of work	Job-irrelevant attributes	Race
Ability	Career Initiative		**Motivation**			Marital status
Interests		**Influences on Progression**	Personal interest	**Human Capital Variables**	**Career Options**	Family Structure
Skills		Key influences	Passion for the industry	Education level at graduation	Occupational Choice	Dependent responsibilities
Age		Success Factors	Individual flexibility	Investment in education since graduation	Career-Move Decisions	
World of work knowledge			Opportunity for travel	Investment in training		**Human Capital**
Physical attributes		**Skills and Experience**		Mentoring and networking activities	**Opportunity Structure**	Position
Aptitudes		Experience	**Education**	Managerial competencies	Macro-Societal level	Quantity/Quality of education
Ethnicity		Competencies	Technical skills	Depth manager role	Intermediate-Organisational level	Type of Education
Self-concept		Knowledge	Generalist Managerial Skills	Breadth of work experience	Micro-Occupational level	Tenure/Experience
Personality			Ongoing education			Accomplishments Rating
Beliefs		**Education and Training**		**Manager Psychological Variables**		
Disability		On the job training	**Mobility**	Career satisfaction / anchors		**Motivational**
Health		Off the job training	Between jobs	Satisfaction with psychological contract		Ambition
			Between organisations	Commitment to development		Number of nights worked
Individual Plus		**PERSONAL Factors**	Within industries	Career commitment		Hours worked
Education Institution		**Career Choice**	Across regions			Hours of work desired
Peers		**Gender**	Family commitments	**Organisational Level Variables**		Work centrality

Patton & McMahon 1999	Seibert, Kramer & Crant 2001	Ruddy 1995	Ayres 2006	Garavan, O'Brien & O'Hanlon 2006	Melamed 1996	Judge, Cable, Bourdeau & Bretz 1995
Family		Individual Choice		Size of hotel		
Media		Learning Ability	**Mentoring**	Grade of hotel		**Organisation/Industry**
Community Groups		Life Styles	Structured programs	Organisational support for career development		Organisation size
Workplace		Personal Competence	Formal programs			Organisation Success
		Self Concept	Informal arrangements			Public Organisation
Wider Environment		Self Esteem				Industry Sector
Geographical location		Self Knowledge	**Development Strategies**			Region
Political decisions			Opportunistic development			
Historical trends		SOCIETAL Factors	Career structure			
Globalisation		Cultural Influences	Succession planning			
Socioeconomic status		Economic Influences				
Employment market		Educational Opportunities				
		Ethnic Influences				
		Family				
		Genetic Endowment				
		Learning Experiences				
		Social Change				
		Societal Influence				
Dependent Variable – Career Outcomes						
Suitable Employment	Salary Progression		**Career Story**	Number of Managerial Job Moves	**Career Success**	**Objective Career Success**
	Promotion		Career moves	Level of Management Reached	Salary	Compensation
	Career Satisfaction		Rank achieved	Number of Salary Increases	Rank – Managerial Grade	Number of Promotions
						Subjective Career Success
						Job Satisfaction
						Career Satisfaction

This review suggests that many of these authors have contributed to the ongoing development of a greater understanding of the factors that contribute to career progression and success and their interactions between these factors. However, each model does have some flaws.

The first model, Patton and McMahon's (1999) was ultimately found wanting because it is poorly conceptualised and normative and thus untested and potentially untestable. The second model, Seibert, Kraimer and Crant's (2001) model of the Proactive Personality unfortunately focused only on the individual and did not consider wider organisational or environmental issues and their impact on career progression. The third model, from Ruddy (1995), was poorly conceptualised with several variables being misallocated within the model. The fourth model, from Ayres (2006b) uses a combination of fundamentally qualitative and univariate methods. In much the same manner, the fifth model, from Garavan, O'Brien and O'Hanlon (2006), also uses a suite of univariate models rather than a unified multivariate model. Melamed's (1996) model of career progression is the sixth model but pays little attention to work behaviours and no attention to subjective career success. Finally, in Judge, Cable, Bourdeau and Bretz's (1995) model of career development some of the elements, such as personality and ambition, are operationalised at a behavioural level that is overly simplistic.

Developing the Proposed Model

It is now appropriate to remove these unhelpful elements and harmonise the commonly agreed upon elements and integrate the different contributions with a view to populating the proposed model. This harmonising can be achieved by re-constructing the above table to bring the elements into alignment so that similar items can be compared, overlaps identified and gaps noted.

The elements within these models have been identified for inclusion in the proposed model (noted in the SUMMARY column with a ✓). In addition, where gaps in the multivariate models exits, univariate models have been identified (noted in the Univariate column) for inclusion in the proposed model. The aggregation of these various models then contribute to the proposed model (presented in the column on the extreme right of the table) labelled Whitelaw. In some instances four of the five multivariate models use the same variable. For example, all but Seibert use age and gender. Whilst in some instances, only one model includes a specific variable.

For example, only Garavan, O'Brien and O'Hanlon include "managerial competencies" in their model. Finally, *italics* have been used to identify those items that are comparable to, or a component of, a construct in the proposed model. For example, Judge, Cable Bourdeau and Bretz identify the construct "ambition" which is considered a part of Personality. While in the Big Five model of personality, "ambition" includes elements of "need for independence" and "self-control". At this stage, the focus is on achieving alignment at the conceptual and construct level. Operationalisation of these elements, whilst vitally important, is not the prime focus at this stage of model development. This information is presented in Table 9 on the following pages.

Table 9: CONTRIBUTIONS TO THE PROPOSED MODEL

Patton & McMahon 1999	Seibert, Kramer & Crant 2001	Ruddy 1995	Ayres 2006	Garavan, O'Brien & O'Hanlon 2006	Melamed 1996	Judge, Cable, Bourdeau & Bretz 1995	SUMMARY	UNIVARIATE	Whitelaw
Independent Variables, Career Drivers									
									Innate Demographics
Age		Age		Age	Age	Age	✓		Age
Gender		Gender		Gender	Gender	Sex	✓		Gender
Ethnicity		Cultural Influences Ethnic Influences Family				Race	✓		Family Background
									Birth Family Structure
Family Socioeconomic Status		Genetic Endowment Educational Influences	Partner and family responsibility			Family Structure Dependent Responsibilities	✓		Current Family Structure
									Innate Characteristics
Personality *Values* *Interests*	Personality	Life styles	Passion Ambition Freedom Independence Variety		Personality	*Ambition*	✓		Personality
Aptitudes							✓		Psychological Type
									Innate Skills
Ability *Skills*		Knowledge Learning Ability Personal Competence			Mental Ability		✓		Cognitive Intelligence
World of Work Knowledge *Self-Concept*	*Political Knowledge*	Self Concept				*Accomplishments Rating*	✓		Emotional Intelligence
									Education
Education Institution		Education Level	Education level	Education Level at Graduation	Education Level	Quantity of Education	✓		Level of Education
		Learning Experiences				Quality of Education	✓		Type of Education
									Self Efficacy

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Patton & McMahon 1999	Seibert, Kramer & Crant 2001	Ruddy 1995	Ayres 2006	Garavan, O'Brien & O'Hanlon 2006	Melamed 1996	Judge, Cable, Bourdeau & Bretz 1995	SUMMARY	UNIVARIATE	Whitelaw
	Voice						✓		Pro-activity
		Self Esteem Self Knowledge						Self-Efficacy (Bandura)	Self-regulation
									Coping strategies
									Self-Awareness
									Moral Development
Beliefs								Moral Development (Rest & Bebeau)	Decision Making
									Empowerment
									Career Strategies
	Career Initiative	On the job training Off the job training	Further education	Investment in Education since Graduation Investment in Training Commitment to Development			✓	Career Strategies (Guthrie et al)	Training
			Mentoring	Mentoring and Networking Activities			✓		Seek Mentoring
			Planned and unplanned promotions	Career Commitment Satisfaction with Psychological Contract		*Number of Nights Worked Hours Worked Hours of work desired*	✓		Pursue Promotions
									Career Development
		Career Choice Individual Choice			Occupational Choice		✓		Career Choice
		Patterns of Mobility	Number and type of career moves		Career Move Decisions	*Work Centrality*	✓		Type of Career Path
									Career Anchors
				Career Satisfaction / Anchors				Career Anchors (Beck)	Technical Orientation
									Managerial Orientation
									Risk Aggression
									The Job

Patton & McMahon 1999	Seibert, Kramer & Crant 2001	Ruddy 1995	Ayres 2006	Garavan, O'Brien & O'Hanlon 2006	Melamed 1996	Judge, Cable, Bourdeau & Bretz 1995	SUMMARY	UNIVARIATE	Whitelaw
									Skills
		Competencies		Managerial Competencies					Competencies
									Behaviours
				Depth of Manager Role				Leadership (Bass & Avolio)	Leadership
						Tenure / Experience	✓		Professional Experience
									Industry Experience
		Experience		Breadth of Work Experience	Intermediate Organisational Level		✓		Organisational Experience
			Type of job		Micro-Occupational Level	Executive Position	✓		Job Experience
									Economy
Globalisation Geographical Location Employment Market		Economic Influences		Country of Work	Macro-Societal Level	Region	✓		Growth
									Employment Rate
							✓		Labour Market Size
									Industry
									Skills / qualifications required
		Hotels in Hong Kong				Industry sector	✓		Craft Traditions
									Salary Differentials
									Organisation
			Size	Size of Hotel		Organisation Size	✓		Size
						Organisation Success	✓		Success
						Public Organisation	✓		Ownership Structure
Workplace			Type of organisation	Grade of Hotel			✓		Operating Structure
				Organisational Support for Career Development					Recruitment Traditions
							✓		Workplace Traditions
Sexual Orientation Physical Attributes Disability Health		Social Change Societal Influence							NOT INCLUDED IN MODEL

Patton & McMahon 1999	Seibert, Kramer & Crant 2001	Ruddy 1995	Ayres 2006	Garavan, O'Brien & O'Hanlon 2006	Melamed 1996	Judge, Cable, Bourdeau & Bretz 1995	SUMMARY	UNIVARIATE	Whitelaw
Peers Media Community Groups Political Decisions Historical Trends									
									Objective Career Success
	Salary Progression		Salary	Number of Salary Increases	Salary	Compensation	✓		Pay Rises
Suitable Employment	Promotion			Number of Managerial Job Moves		Number of Promotions	✓		Promotions
				Level of Management Reached	Rank – Managerial Grade		✓		Rank
									Subjective Career Success
	Career Satisfaction					Job Satisfaction	✓		Happy with Job
						Career Satisfaction	✓		Happy with Career
									Happy with Life

3.04   THE PROPOSED MODEL

As indicated, the proposed model seeks to build upon the work of several authors to arrive at an holistic, integrated, interactive and testable model of career development. In particular, this model strives to achieve four key characteristics, namely, a model that:

a) recognises the co-constructivist model of human development in which complex interactions between an individual's innate characteristics, acquired skills and learned behaviours combine to form the individual;

b) is rich in content that acknowledges the complexity of the human experience and recognises the effluxion of time;

c) recognises the interactions between the key elements of the individual, the wider environment and the specifics of the industry and organisation; and

d) is testable by way of positivist, quantitative hypothesis testing.

Each of these four requirements will be discussed in turn.

Co-Constructivist Models

Co-constructivism was discussion in section 2.03 as a model that was analogous to the development of the hotel general manager's career. As such, it can be highly informative in exploring career progression and success because of its emphasis on the role of physical maturation, acquisition of fundamental skills and the application of reflection and planning on career success. In fact, as noted previously, the model provides a rich analogue of the hospitality career in that it is based upon a substrate of craft skills and experience upon which is build a body of learned managerial skills such as operations management, finance and marketing. Beyond this, the manager develops through engagement with others, personal experience, and reflection a leadership style and career management strategy that drives her ongoing career development. To this end the proposed model will have several double-ended arrows to show the interactions between elements over the course of time.

Rich and Complex Model that Includes Time

The proposed model includes a wide variety of innate characteristics, acquired skills and learned behaviours that impact upon career progression and success. The use of double-headed recursive arrows identifies the interactions of these elements and their development over time.

Just as important for a rich and complex model with its wide variety of individual and external elements, is the interaction between the elements that shape and influence individual outcomes. In particular, it is vitally important that the model correctly and accurately reflects; the impact of innate characteristics on learned behaviours, the way various elements of the external environment shape the opportunities available to an individual, and how that impacts upon the individual's career progression and success.

Operationalisable and thus Testable

Normative and qualitative models have contributed to the development of the proposed model. However, as a positivist model, it is imperative that it is testable by way of quantitative hypothesis testing. To that end, the elements of the model must be operationalised using well-established, structured, quantitative instruments. Finally, there are several points to note about the flow of influence within the proposed model. The proposed model has four key sections, each divided into two or more sub-sections. These sections and their subsections are:

- The Individual's development:
    a. Innate characteristics.
    b. Acquired skills.
    c. Learned behaviours.
- The Job
- The Environment:
    a. Economy.
    b. Industry.
    c. Organisation.
- Outcomes:
    a. Employment / Experience.
    b. Objective career success.
    c. Subjective career success.

The flow of the model represents the co-constructivist approach in that the individual develops by starting with innate characteristics which are used to acquire fundamental skills which then evolve through life experience and shape learned behaviours.

To that end, the individual's development is a co-constructive process that combines all of these elements to produce the individual as a complex, dynamic bundle of skills, competencies, behaviours and leadership styles.

The individual, armed with these skills, competencies, behaviours and leadership styles confronts the wider environment of the economy, the industry and the organisation. In accordance with Parson's (1909) proposition, the individual matches her offerings to the needs of the employer and her career potential is then shaped by the extent to which her skills, competencies, behaviours and leadership style are suitable for and valued by the economy, industry and employer organisation.

The extent to which the individual is valued by the economy, industry and employer organisation then determines the extent to which she is employed and gains experience. This experience then provides the opportunity for the individual to achieve objective goals such as reach (in the form of salary and rank) as well as the velocity (in the form of the speed in which salary and rank). Finally, these objective measures, often in conjunction with innate personal characteristics, influence the attainment of subjective outcomes. The model is presented in Figure 9 on the following page.
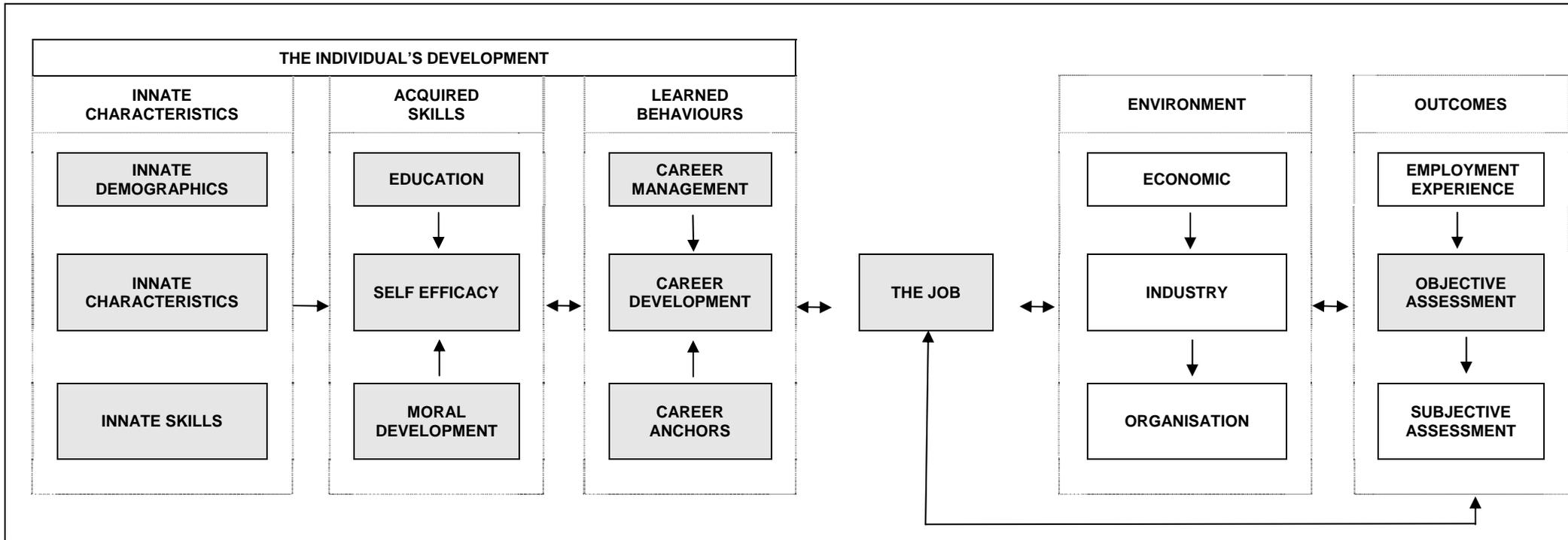
Figure 9: A PROPOSED CONCEPTUAL MODEL OF CAREER SUCCESS

3.05   **CONCLUSION**

The proposed model has been informed by a wide ranging literature review. The review has looked at normative models which are typically those that are proposed and conceptualised in textual and qualitative terms about how things should be. Governments, independent agencies and industry groups are particularly adept at this type of modelling. Additionally, many management theorists such as Drucker prefer to advocate these types of models. In contrast, academics, especially positivist academics prefer to used quantitative models. Several have proposed univariate and bivariate models which are statistically sound but often lack the rich complexity of reality because they focus on only one and two variables respectively. Seven multivariate models were evaluated. Whilst these have sought to offer a richer insight into career progression and success, they too have been found lacking sophistication due to either the statistical techniques employed such as regression analysis, or the problematic nature of the dependent variable such as annual salary. Nonetheless, all of these models; normative, qualitative, univariate, bivariate and multivariate provide a rich resource of insight into the wide range of factors which can impact upon career progression and success.

The proposed model incorporated a co-constructivist perspective. This approach ensures that career progression was seen as a function of behaviours driven by a set of higher order strategies that were predicated by a learned skill set which was based on a set of innate capabilities that are thus essential to the exhibition of the aforementioned behaviours. Career progression and success can be assessed using both objective and subjective perspectives. However, ultimately, subjective perspectives involve the individual comparing objective performance to a normed comparison group such as siblings, friends, and fellow workmates amongst others.

3.06   **SUMMARY**

This section focussed on the development of the multi faceted, constructivist model of career progression and success. The model was based upon a critical review of several normative and qualitative models, several univariate models and seven significant multivariate models. All models made some form of contribution to the development of the proposed model with some making a more significant contribution than others.

In many instances several models featured the same variables. This consistency justified the inclusion of many items. Conversely, some items were mentioned infrequently and thus were excluded from the model.

This next section of the thesis develops and explains the methods by which elements of the model are operationalised and tested.

CHAPTER 4: METHODOLOGY

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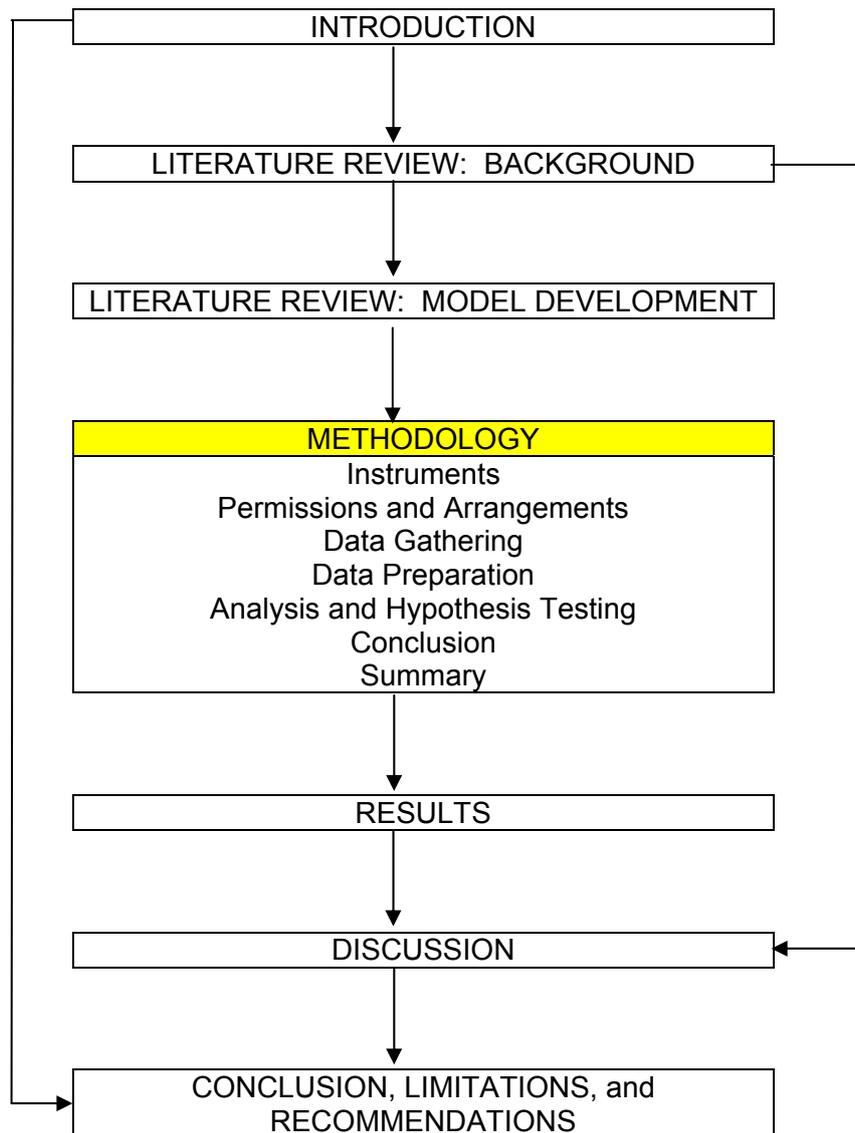
This section of the thesis describes the various methods and techniques employed in the research. There are four key areas; instruments, data gathering, data preparation, and preliminary statistical preparation. Each will be dealt with in turn.

4.01   INSTRUMENTS

As discussed, the aim of this thesis is to explore a range of personal characteristics, skills and behaviours and how these may contribute to career progression and success.

This multi-dimensional focus requires the identification of a wide range of elements that drive career progression and an assessment of their relative contribution to career progress and success. As such, the research needs to test many of the elements in the model. As a result of its scope and complexity, a raft of instruments are required to ensure appropriate measurement and testing of all of the key variables in the proposed model.

Instrument Selection

The model is presented in Figure 10 on the following page. The shaded areas were identified in the literature review and model development section as being the most relevant to explain career progression and success. As such, they have been included for subsequent analysis and testing. The unshaded items were not considered for subsequent analysis because of the difficulties of generating a sufficiently large and diverse sample to test their impact. For example, to properly test the impact of the economic environment, it would be necessary to sample large groups of respondents from a range of economic settings. Such sampling is beyond the scope of this thesis and the resources of the candidate.
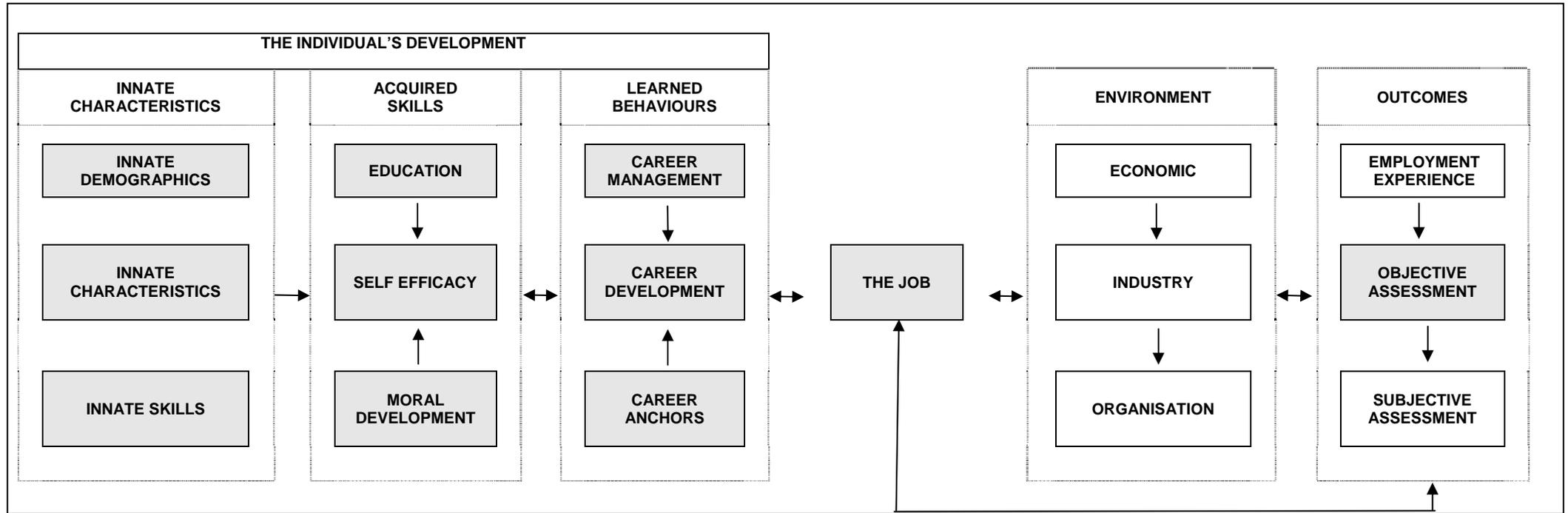
Figure 10: A PROPOSED CONCEPTUAL MODEL OF CAREER SUCCESS

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A prime consideration of this thesis was to use existing, well-established, valid and reliable instruments, or adaptations thereof, to test the hypothesised model. The development, validity testing and reliability testing of instruments, and the requisite psychometric analysis involved, was considered beyond the remit of this research. Therefore, the use of existing instruments was a conscious strategy employed in this research. Whilst many of the instruments were used in their original form, three adapted instruments were used:

- Gould and Penley's Career Strategies Instrument, which was adapted by Dr. J Guthrie (1998).
- Schein's Career Anchors Instrument, which was adapted by Dr. J Beck (1996).
- Greenglass's Self-Efficacy Instrument, which was adapted by Dr G Schwarzer (1995).

The decision to use an adaptation or abbreviation of a well-established instrument was based on a combination of four key criteria:

1. it was not feasible to secure permission to use the original instrument and its analysis key;
2. the original instrument was particularly long and onerous, especially in light of the length of some of the other instruments used in the research;
3. the adapted survey was considerably shorter than the original version; and
4. given its length, the adapted survey was still found to have good reliability and validity.

These abbreviated instruments have been used and reported in the literature and, as such, complied with the aforementioned requirement that existing, well-reported and robust instruments were used in the research.

The literature review identified and discussed a wide range of skills, characteristics and attributes that prima facie contribute to career progression and development. The subsequent proposed multi-dimensional model includes those skills, characteristics and attributes that have been reliably and validly operationalised and published in the academic literature.

Finally, each of these skills, characteristics and attributes are operationalised by a variety of one or more well-established instruments that have been published in peer-reviewed academic literature.

Table 10 on the next and subsequent page identifies the skills, characteristics and attributes of the full, proposed model and how they are operationalised. These are indicated in the columns to the left of the table with the headings "concept" and "element". The table also identifies whether that element of the model is included in the analysis, and, where appropriate, the setting in which the data were gathered. Finally, the specific instrument that was used to operationalise the element is identified in the column to the far right of the table.

In those instances where the model was not tested, some explanatory notes are provided in the "Instrument" column to explain how the research dealt with the constituent element. For example, the impact of the economic environment, and its constituent elements, were controlled for by homogenising the sample and drawing all respondents from the same geographic location. In other instances, some items in the model were deliberately excluded from the analysis. These elements, such as subjective career success, were excluded because whilst they contributed to an overarching model of career progression and success, they were considered beyond the immediate scope of this thesis.

Table 10: OPERATIONALISATION OF THE ELEMENTS

CONCEPT			ELEMENT	DATA GATHERING SETTING	INSTRUMENT USED TO OPERATIONALISE THE ELEMENT
THE INDIVIDUAL'S DEVELOPMENT	INNATE CHARACTERISTICS	INNATE DEMOGRAPHICS	Age	Online Registration	Simple integer measurement of age in years.
			Gender		Simple binary measure; male or female.
			Family Background		Four state, single choice measure focussing on language spoken at home and cultural background.
			Birth Family Structure		Composite, four part measure of number, in integer form, of older male and female and of younger male and female siblings.
			Current Family Structure		Simple, three state, measurement of marital status. Simple four state measurement of presence of children.
		INNATE CHARACTERISTICS	Personality	Assessment Centre	Cattell's 16PF which also produces the Big 5 (16PF).
			Psychological Type		Myers Briggs Type Indicator (MBTI).
		INNATE SKILLS	Cognitive Intelligence	Assessment Centre	Watson Glaser Critical Thinking Appraisal (WGCTA).
			Emotional Intelligence	Secure Online	Bar-On's Emotional Intelligence Quotient (EQ-i) Mayer Salovey and Caruso Emotional Intelligence Test (MSCEIT).
	ACQUIRED SKILLS	EDUCATION	Level Education	Online Registration	Simple four state measurement of highest level of education achieved
		SELF-EFFICACY	Self-Efficacy	Secure Online	Greenglass's Self-Efficacy Instrument.
		MORAL DEVELOPMENT	Decision Making	Secure Online	Rest and Bebeau's Defining Issues Test (DIT-2)
	LEARNED BEHAVIOURS	CAREER MANAGEMENT	Career Strategies	Secure Online	Adaptation of Gould and Penley's Career Management Instrument
		CAREER DEVELOPMENT	Career Choice	Secure Online	Simple, two state question; hospitality or non-hospitality industry
		CAREER ANCHORS	Career Anchors	Secure Online	Adaptation of Schein's Career Anchors
THE JOB			Skills	Online Registration	No explicit assessment made of job performance. Number of promotions achieved was used as a proxy of the demonstration of skills and competencies on the job.
			Competencies		
			Leadership Style	Assessment Centre	Bass and Avolio's Multi-Factor Leadership Model (MLQ).

CONCEPT			ELEMENT	DATA GATHERING SETTING	INSTRUMENT USED TO OPERATIONALISE THE ELEMENT
ECONOMIC ENVIRONMENT		ECONOMIC	Growth	Not asked	Quarantined out by investigating only those employed in Melbourne, Australia.
			Employment Rate		
			Labour Market Size		
		INDUSTRY	Skills / Qualifications		Quarantined out by investigating only those employed in either the hospitality industry or service industries such as finance, communications and public administration.
			Craft Traditions		
			Salary Differentials		
		ORGANISATION	Size		Quarantined out by investigating only those employed in establishments with 100 or more employees.
			Success		
			Ownership structure		
			Operating structure		
			Recruitment tradition		
			Workplace tradition		
CAREER PROGRESSION	OUTCOMES	EMPLOYMENT EXPERIENCE	Professional	Online Registration	Simple question asking the number of years employed in current profession. Sample was quarantined to those with five or more, but less than 20 years, professional experience.
			Industrial		Simple question asking the number of years employed in current industry. Sample was quarantined to those with five or more, but less than 20 years, of industry experience.
			Organisational		Simple question asking the number of years employed in current organisation. Sample was quarantined to those with two or more, but less than 20 years, organisation experience.
			Occupational		Simple question asking the number of years employed in current position.
		OBJECTIVE	Salary		Not asked. Question both too invasive and generally found to be unreliable unless verified by a third party.
			Pay Rises		Simple question asking the number, as an integer, of pay rises and percentage pay increase over the past year and past five years. Ultimately not used.
			Rank		Simple, five state, single choice question asking rank.
			Promotions		Simple question asking the number, as an integer, of promotions achieved over the last year and last five years.
		SUBJECTIVE	Job	Not asked	Not assessed in this research.
			Career		
			Life		

In the preceding table, the source of each of the instruments was identified. In total, 10 published, reliable and valid instruments were used in the research. The table on the following page identifies the instrument and the elements that they operationalised. This table also documents how these instruments were incorporated in the research.

4.02   PERMISSIONS AND ARRANGEMENTS

As indicated, only instruments that had been assessed in the academic literature, especially with regard to their validity and reliability, were used in this research. However, some of the instruments have also been commercialised by their developers.

In these instances, it was appropriate to seek the permission of the developer or adapter of the instrument to use their work in this thesis. The table on the following page identifies the permissions sought and commercial arrangements made to use the established instruments.

The reciprocal arrangement with MHS Inc. involved the exchange of data in return for permission to use the two instruments and for the processing of results as MHS hold copyright. The data included the raw data and the processed results of the two instruments owned by MHS Inc. (EQ-i and MSCEIT), as well as elementary sociodemographic data on the respondents age, gender, employment level and industry. In accordance with Ethics Guidelines, no respondent identifying information was provided to MHS Inc. This information is presented in Table 11 on the following page.

Table 11: SOURCING AND APPLICATION OF INSTRUMENTS EMPLOYED IN THE RESEARCH

ELEMENT	INSTRUMENT	HOW INCORPORATED
Personality	Cattell's 16PF	Accreditation was obtained and response forms and coding key purchased.
Psychological Type	Myers Briggs Type Indicator (MBTI)	Accreditation was obtained and response forms and coding key purchased.
Cognitive Intelligence	Watson Glaser Critical Thinking Appraisal (WGCTA)	Accreditation was obtained and response forms and coding key purchased.
Emotional Intelligence	Bar-On's Emotional Intelligence Quotient (EQ-i)	A reciprocal arrangement was established with MHS Inc. for both instruments to gather and process the respondents' data.
	Mayer Salovey and Caruso Emotional Intelligence Test (MSCEIT)	
Self-Efficacy	Greenglass's Self-Efficacy	Permission obtained from Dr. Schwarzer to develop an online version of his adaptation of the "Greenglass" questionnaire.
Moral Development	Rest and Bebeau's Defining Issues Test (DIT-2)	Permission obtained from Professor M. Bebeau to develop an online version of the DIT-2 questionnaire.
Career Management	Career Strategies	Permission obtained from Dr. J. Guthrie to develop an online version of his adaptation of the Gould and Penley questionnaire.
Career Anchors	Career Anchors	Permission obtained from Dr. J. A. Beck to develop an online version of his adaptation of the Schein questionnaire.
Leadership Style	Multi-Factor Leadership Questionnaire (MLQ)	Accreditation was obtained and response forms and coding key purchased.

Accreditation

Several of the instruments are of such a nature that the instrument administrator must undertake specialist training in order to be accredited to administer them. In some instances, the instruments deal with topics that are subject to legal supervision, namely in the area of psychology, and so the instrument and administrators are governed by a legally imposed regulatory framework. In other instances, the copyright holders insist upon training and accreditation to ensure proper administration and interpretation of results.

In order to comply with these requirements, training in administration, interpretation and accreditation was obtained in the following instruments:

- Cattell's 16PF;
- Myers Briggs Type Indicator (MBTI);
- Multi-Factor Leadership Questionnaire (MLQ);
- Bar-On's Emotional Intelligence Quotient (EQ-i);
- Mayer Salovey and Caruso Emotional Intelligence Test (MSCEIT); and
- Watson Glaser Critical Thinking Appraisal (WGCTA).

Furthermore, under the accreditation guidelines, the EQ-i and MSCEIT are administered online. The remaining instruments, however, must be administered by a pencil and paper test under the supervision of an accredited administrator.

4.03 DATA GATHERING

This section of the thesis addresses the data gathering aspects of the research. It starts with a general discussion on the relevant methodological issues and how these shaped the research. A discussion on data gathering methods follows, including incentives to encourage respondents and minimise attrition.

Selection Criteria

Because it was not feasible to fully test the model, a convenience sample was used. The sample comprised Melbourne residents aged between 25 and 55 with more than five years industry experience and more than two years organisational service in an organisation that employs more than 100 staff. This sampling enabled to analysis to focus on the key elements that drive career progression and success. The decision to restrict the sample was informed by the work of Nebel (1994) who found that most hotel general managers are aged in their late 30s and early 40s and none under 30 and with very few over 50. Almost all of the managers were college (university) educated. This suggests that upon completing their college studies, most people would not be entering the industry or their first significant career appointment until they were 21 or 22 years of age. Beck (2001) found that hotels need to have more than 100 staff to justify a management structure that would have sufficient ranks and promotion opportunities to support career development. Finally, the craft tradition of the industry suggests that even university graduates are expected to spend a year or two on some form of graduate development program.

Therefore, it is unlikely that an individual younger than 25 with less than a year or two's organisational experience is likely to make discernable progress up through the managerial ranks, and that such progress needs to be undertaken in a business large enough to support such career development. Furthermore, due to time and resource constraints, not all elements of the proposed model were tested. In particular, the research was restricted to respondents who worked in Melbourne. Such a restriction facilitates the removal of the broader economic elements of the model, including economic, industry sector and geographic elements.

Methodological Issues

The data were gathered through two distinct channels. One of these channels utilised web based technologies, whilst the other used a supervised, pencil and paper, self-administered instrument. Furthermore, emails and web based technologies were used to recruit respondents for the research. The use of the Internet and the World Wide Web (WWW) in gathering quantitative data is increasingly accepted as a legitimate means of data gathering (N. Bradley, 1999; Couper, 2000; Dommeyer & Moriarty, 2000; Stanton, 1998).

Data Gathering Methods

As indicated, the data for this research were gathered by two distinct methods: online surveys and an "assessment centre". Data gathering was undertaken over a period of 20 months.

Online surveys

Given that most hospitality employees work some form of shift work, as many of the survey instruments as possible were put into an online format in order to facilitate response rates.

The online surveys were housed in a website. This website had three sections. The first section was a public, open access area which contained a copy of the candidature proposal, ethics clearance, a personal profile, a detailed discussion on the purpose of the research and some broad commentary about how to approach the various survey instruments and the registration questionnaire. The second section, a non-public area, was password secured and could only be accessed by those respondents who had registered, received a unique registration number and a password. This secure area contained four online activities. A third area, was a secure, external website that housed two instruments.

Upon registration, the respondent received a unique identification and registration number and a password to access the secure part of the website. The secure section of the website had a main page with a table identifying the various online activities and the likely length of time to complete the activity. The entries in the table were hyperlinked to the online questionnaires. The authorised respondent could elect to do the various online activities at a time and location (internet connected computer) that was convenient. Two of the online surveys, the MSCEIT and the EQ-i, were located on the website of the copyright holder, MHS Inc. of North America. This site was further password protected so as to protect MHS's commercial interests. Respondents were directed to this external site from the research website. Respondents were advised of this "re-direction". The time commitment for each of the online surveys is presented in Table 12 on the following page.

Table 12: THE ONLINE SURVEYS

ONLINE ACTIVITY	ESTIMATED TIME TO COMPLETE (minutes)
PUBLIC AREA	
Registration	20
SECURE AREA	
Adaptation of Gould and Penley's Career Management (CM)	5
Adaptation of Schein's Career Anchors (CA)	5
Rest and Bebeau's Defining Issues Test (DIT) *	30
Adaptation of Greenglass's Self-Efficacy (SE)	10
HYPERLINKED SECURE AREA (MHS Inc.)	
Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) *	35
Bar-On Emotional Intelligence (EQ-i) *	45
TOTAL	150

*Some respondents took up to 1 hour to complete each of these activities because of slow internet connections.

Assessment centres

As noted, four survey instruments had to be administered in a controlled, self-administered, pencil and paper setting under the supervision of an appropriately accredited administrator. To do this, a series of assessment centre activities were conducted. These involved the respondents presenting for a period of approximately 2.5 hours to complete four survey instruments. These instruments are identified in Table 13 below.

Table 13: THE ASSESSMENT CENTRE SURVEYS

ASSESSMENT CENTRE ACTIVITY	ESTIMATED TIME TO COMPLETE (minutes)
Myers Briggs Type Indicator (MBTI – Form K Australian version)	35
Cattell's 16PF (16PF v5)	45
Watson Glaser Critical Thinking Appraisal (WGCTA – Form A)*	45
Multi-Factor Leadership Questionnaire (MLQ v5.0)	15
TOTAL	140

*Some respondents took up to two hours to complete this activity.

The fastest completion of the assessment centre activities was 87 minutes, the slowest was four hours.

Upon registration, the respondents were advised of the assessment centre schedules. A total of 20 assessment centre sessions were held during the 20 month data gathering period. Respondents had to be registered before attending the assessment centre. There were two reasons for this stipulation. Firstly, by registering, the respondent formally consented to participate in the research. Secondly, the registration survey asked the respondent to make a number of self assessments about likely performance on all of the survey instruments (both online and assessment centre) so it was important to get this measure before exposure to the activities.

Sampling

Because of time and resource constraints, a convenience sampling technique was employed and thus no claim to representativeness is made. A preliminary investigation of email and internet access at nine significant hospitality organisations in Melbourne was undertaken. These organisations included three multi-level, multi-site international hotel chains, two multi-national contract catering companies, two regional, multi-site hotel companies, and a regional serviced apartment company which has managed and franchised properties. This investigation revealed that all executive and administrative staff and senior operational staff (that is, those of senior shift supervisor rank and above) have some form of email and internet access at work. This suggested that the target population was accessible by email and web based technologies and thus able to respond to an online request to undertake an online survey.

Three industry associations were identified as the key vehicles for accessing potential respondents: the Hospitality Sales and Marketing Association (HSMA – now the Tourism Marketing and Sales Network TMSN); the Australian Marketing Institute (AMI); and the Emerging Manager Group of the Australian Institute of Management (EMG-AIM).

These groups are well-established in Melbourne, the sampling area, had strong membership from the hospitality industry and typically appealed to ambitious, emerging young managers, two of the key targets for the sample. They were also willing and able to assist in the conduct of the research.

The HSMA is a property based professional association of hospitality industry sales and marketing professionals. The HSMA draws its membership from the large, international standard residential hotels based in Melbourne. Currently 30 hotels, mostly four star and above and 150 room plus, are members of the HSMA. These properties employ in excess of 4,000 full and part time staff. The AMI is an individual based association of marketing professionals from all sectors of the economy. It currently has 4,000 members. The AIM is a professional association of managers from all sectors of the economy. The EMG is a chapter of the AIM that represents, but not exclusively, young and emerging managers. The EMG-AIM currently has 500 members.

In order to bolster the hospitality sample, an advertisement was placed in the School of Hospitality, Tourism and Marketing newsletter at Victoria University. This newsletter is distributed to the more than 2,500 graduates of the School, plus a further 2,000 individuals who have some form of relationship with the School.

At the hospitality properties, an email was sent to the HR manager for email and paper distribution to all staff within the property. At the same time, an advertisement was placed in the electronic newsletter of each of the source associations. These communications outlined the nature of the research, the requirements of the participants and the incentive. Those interested were invited to respond via email or go directly to the research website and register to participate in the research. The points of contact (email address and web address) were embedded hot links (URL) in the e-newsletters. Also, using the organisations' email lists, an invitation to participate in the research was emailed to each member. A series of short presentations was also made at official gatherings of the three industry groups and at senior staff meetings in the hospitality organisations. The presentations took the form of a short "sales pitch" at luncheons, cocktail parties, industry seminars and senior staff meetings, as appropriate.

There was also some proactive encouragement of respondents throughout the survey period. Every two weeks during the data gathering period, a global email was sent to all participants to encourage them to complete the survey activities in due course so that they could receive their incentive. This is consistent with the findings of Schafer (1998) and Schaefer and Dillman (1998) in terms of encouragement.

This convenience sampling technique resulted in some respondents being approached through two or even three different organisations. Because of the nature of the organisations, with their strong focus on hospitality and or emerging management, and the tight geographic focus, on Melbourne, it was inevitable that some individuals would belong more than one, and possibly all three organisations. Furthermore, the hotel companies that were directly approached also received the HSMA newsletter. As well, a number of recipients of the VU School newsletter were employed in the hospitality organisations approached either directly or through the HSMA. Because of this, some respondents received as many as four invitations to participate in the research. Unfortunately, it was not possible to assess to which of the multiple invitations the participant responded. Therefore, because of this multiple recruiting, some arbitrary allocation of respondents to the source of the sample was made in order to assess the recruitment rates from each population.

It should be noted that at the institutional level, one of the international hotel chains and one of the international catering companies declined to participate in the research. One hotel chain indicated that due to the current economic situation, all human resource initiatives were to be suspended for 12 months. The other hotel chain indicated that international head office was embarking on a professional development project that bore a number of similarities with this research and thus declined because of the potential for duplication and confusion. The international catering company felt that participation in the research was too onerous for its staff.

In total, there was a gross hospitality population of 15,000 individuals. Table 14 on the following page identifies the distribution of these respondents in terms of the sample sources pursued.

SOURCE	POPULATION	SAMPLE	PERCENTAGE PENETRATION	PERCENTAGE OF SAMPLE
HSMA	4,000	96	2.4	18.4
AMI*	4,000	128	3.2	24.6
EMG-AIM *	500	160	31.9	30.6
Int'l hotel chain 1	Inc. in HSMA	18	n/c	3.5
Int'l hotel chain 2	Inc. in HSMA	22	n/c	4.2
Int'l hotel chain 3	Inc. in HSMA	0	n/c	0.0
Int'l catering co. 1	500	20	4.1	3.9
Int'l catering co. 2	600	0	0.0	0.0
Regional hotel chain 1	Inc. in HSMA	9	n/c	1.8
Regional hotel chain 2	Inc. in HSMA	0	n/c	0.0
Serviced apartment co.	1,000	18	1.8	3.4
School email	4,000	50	1.3	9.6
TOTAL	**15,000**	522	3.5	100.0

* The AMI & EMG-AIM are the only non-hospitality groups that provided respondents.

However, in order to properly test the proposed model, a strict selection criteria for inclusion in the research was imposed; aged 25 – 55 years with more than five years industry experience and two years organisational service and current employment in an organisation with more than 100 employees. Based on discussions with industry representative, a guestimate of a sample frame of 5,000 potential respondents was decided. As such, a sample of 522 from a sample frame of 5,000 produces a notional response rate of 10.4%.

As noted, because of the potential for respondents to receive multiple invitations through the various channels, and the lack of clarity on the actual size of the same frame, no definitive comment about response rates per se can be made. However, some comments on the overall level of responses can be made. The survey participation rate of 10.4% may be considered problematic, but not insurmountable. Stanton (1998) sent an email with a web address to known associates at 20 different professional organisations and asked these people to distribute this to their colleagues. This approach managed to generate a sample of 50 respondents. Judge and his colleagues (1995) used a mail survey to members of the solicited, selective database of an executive recruitment firm and achieved response rates of 39 percent.

Similarly, Basi (cited in Stanton 1998) placed on a "sports information website", a URL to a "web based, 20 minute, 56 item survey". The "sports information website" received in excess of 700,000 hits per month. Those completing the survey, which sought information related to the sports information website, had a chance to win a prize (autographed photos of sport celebrities or an autographed hockey puck). A total of 116 people completed the questionnaire. So, whilst the number of hits to a site does not provide a basis for calculating a population, 116 responses from a site that generates 700,000 hits per month suggests a very low response rate. This discussion suggests that response rates to online survey requests vary considerably.

It would appear that the key factors are the relevance of the topic to the potential participant and nature of the solicitation – be it cold-calling or directed from a known acquaintance. In this survey, respondents were recruited using directed emails from either their employer or a professional group to which they belonged. The extent to which the subject area is of interest to the potential participants is unknown. Given this situation, no comment can be made about the quality of the 10.4% response rate for this survey.

More the point, the highly selective nature of the recruiting paradigm; aged 25 – 55 years with more than five years industry experience and two years organisational service suggests that the response rate would be relatively low compared to other samplings. Nonetheless, given the onerous and comprehensive nature of the research, 522 respondents from a population of approximately 15,000, the sample can be considered satisfactory.

Incentives

The participants were offered a range of incentives to encourage participation. The major incentive was a personalised, detailed, 42-page report, outlining the respondent's results and what this meant for individual career progression and personal development. The respondents could also avail themselves of a group feedback session wherein the broader aspects of their report were discussed and questions answered. Finally, the participants could avail themselves of a private consultation to discuss in detail the specifics of the report.

4.04   DATA PREPARATION

Incoming data from the website were written directly to a Microsoft Access (v.2000) database.   Access databases can be read and imported directly by SPSS for analysis. The data gathered in the assessment centres were entered via keyboard into an Access database, which, again was read directly into SPSS for analysis. As such, the data were cleaned as they were received directly into the Access database and coded as the data file was imported into SPSS. A suite of data interrogation programs was written in Excel, Access and Microsoft Word (v.2000) to automatically batch-produce the respondent's individual, customised report.

Missing Data

The inclusion of non-completers and the subsequent issue of missing data is highly problematic and challenging (McKnight, McKnight, Sidani, & Figueredo, 2007; Sekaran, 1992).   Both Sekaran and McKnight, and his colleagues, argue extensively about the conundrum of missing data.   On the one hand, incomplete data can skew results.   However, on the other hand, removing a respondent because of a small amount of missing data can have significant impacts on the sample size and thus the quality of the resultant statistics.   As a first principle, all efforts were exerted in this research to increase the sample size.   There are two aspects to deal with this issue. The first is how much missing data are tolerable, and the second is how to deal with the missing data.

Sekaran (1992) suggests that "If, however, only two or three items are left blank in a question with, say, 30 items or more items, we need to decide how these blank responses should be handled" (p. 277). By implication, Sekaran is suggesting that a missing data rate of approximately 10 percent is tolerable. In this instance, with 11 instruments being used, one or two missing items (between 10 and 20 percent of the total) is an acceptable amount. Therefore, respondents who completed nine or more items were subsequently included in the sample. However, all invited respondents must have completed the registration, which included the key questions that are used to create the dependent variable in the analysis.

Sekaran discussed a number of ways of dealing with the missing item including:

- *ignoring it on a case by case basis, or*
- *on an analysis by analysis basis:*
  - *assume and allocate a mid-point if the data is metric;*
  - *assume and allocate a mean based upon the mean all other respondents on that item; or,*
  - *give the missing data a random number within the range*

  (Sekaran, 1992, p. 277).

In this research, the data were factor analysed for subsequent use and then used in Multi-Discriminant Analysis (MDA) to respondent group allocation. These techniques require that the respondents answer all items to be included in the analysis. Therefore, any missing data has the potential to remove the respondent entirely from the analysis. This outcome and its deleterious impact on sample size is considered unacceptable.

Missing data can be automatically dealt with by the "missing data function" in factor analysis, which effectively replaces missing data with the mean for the rest of the sample. Therefore, this approach of using the mean for missing values was used to deal with all missing data in the analysis.

Representativeness

As noted, this research makes no claim to representativeness. Such a claim in unfunded research conducted within the framework of the University's ethics guidelines, is highly ambitious and thus problematic. Under the Victoria University's Human Research Ethics Guidelines, all participants in research must be fully informed, consenting adults who are able to withdraw at any time without any form of penalty. As a result, achieving "representativeness" is strongly influenced by luck and the willingness of participants as well as the sampling and recruitment methodologies employed. The challenge of using volunteers, rather than compelling participation, to secure a representative sample cannot be readily overcome.

Given that no claim to representativeness is made, non-responsiveness becomes a "non sequitur". Non-response bias analysis is undertaken to assess the representativeness of the sample, and, given that no claim to representativeness is made, there is no need to investigate non-response bias (Berg, 2005).

It is likely that any self-selected sample is somewhat biased towards those with a particular interest in the topic at hand (Asher, 1995; Rosenthal & Rosnow 1969 and Wu & Weaver, 1997 cited in (Kaye & Johnson, 1999)). That is, in this instance, those interested in better managing their career progression and development were more likely to participate in the research than those with other interests. A number of qualitative follow-up interviews with middle-level management hospitality industry personnel who declined to participate in the detailed research were conducted.

The recurring theme in these interviews was that such activities were perceived to be of little value to the respondent's career development. "I know who I am and where I am going and how I am going to get there and I just don't have the time to do these things" was one response that was typical of most respondents.

In the absence of population level statistics regarding the profile of managerial and operational ranks within the hospitality or other industries, it is not possible to make any claims about the representativeness of this sample. Melbourne respondents, as opposed to those living outside Melbourne, were chosen because of budgetary and time constraints imposed on the candidate. In order to provide some form of sample-wide benchmarks and comparisons, three forms of assessment were undertaken:

- the sample was compared to a population profile of Melbourne residents;
- the sample was compared to a sample of MBTI profiles; and
- non response analysis was undertaken.

The age and gender distribution of the sample was compared to that of Greater Metropolitan Melbourne for the 2001 Census. The results, as presented in Table 15 below, suggest that the sample is not representative of the broader population.

Table 15: SOCIODEMOGRAPHIC PROFILE OF THE SAMPLE

ANALYSIS FRAME CHARACTERISTIC	GROUPS	PERCENTAGE OF RESPONDENTS IN ANALYSIS FRAME	PERCENTAGE OF MELBOURNE RESIDENTS*
	25 – 34 years	43.5	34.6
AGE	35 – 44 years	34.3	33.8
	45 – 55 years	22.2	31.5
GENDER	Male	42.0	50.0
	Female	58.0	50.0
TOTAL		**100.0**	**100.0**

* Source: ABS Census 2001. Melbourne (Major Statistical Region) – adjusted for these age groups.

The sample was also compared to the MBTI database held by the MBTI Australian Data Archive Project. This Project, based at Monash University maintains an aggregated type profile of all MBTI profiles undertaken in Australia. Some caveats should be noted when dealing with this database.

Firstly, the database holds little information other than the type and gender of the respondent, so no other inferences can be drawn from the database other than the type distribution by gender. Next, the database draws its data from MBTI practitioners, and therefore it is possible that an individual may be type-profiled more than once. It is possible then that two or three cases may represent the one individual. Finally, the database has been built up over the last 20 years, so no inferences can be made about longitudinal changes in MBTI profiles. Nonetheless, despite these limitations, the database does provide some point for comparison. A detailed discussion which explains the underlying theory, the four letter code and the various ways of presenting and interpreting the MBTI is presented in Appendix B. This information will help interpreting Table 16 below.

Table 16: AUSTRALIAN AND RESPONDENT MBTI TYPE PROFILES BY GENDER - PERCENTAGES

MBTI TYPE	ADAP MALES (n=9,255)	ADAP FEMALES (n=8,033)	ADAP TOTAL (n=17,288)	SAMPLE MALES (n=219)	SAMPLE FEMALES (n=303)	SAMPLE TOTAL (n=522)
ISTJ*	21.9	10.1	16.4	20.7	12.0	15.5
ISFJ^	4.1	13.9	8.7	2.3	2.7	2.5
INFJ⁻	2.7	6.1	4.3	2.3	3.3	2.9
INTJ*	9.2	5.1	7.3	10.1	4.8	6.9
ISTP*	5.2	2.7	4.0	4.1	3.0	3.5
ISFP⁻	1.9	5.3	3.5	.5	2.1	1.5
INFP^	3.4	8.5	5.8	3.2	3.9	3.6
INTP⁻	6.8	4.1	5.5	5.1	4.2	4.5
ESTP*	4.4	2.5	3.5	5.1	3.6	4.2
ESFP*	1.2	3.9	2.5	1.8	3.3	2.7
ENFP⁺	3.8	8.4	5.9	5.1	11.1	8.7
ENTP⁺	6.7	5.0	5.9	9.7	8.4	8.9
ESTJ^	16.0	7.7	12.1	18.0	13.5	15.3
ESFJ*	2.6	8.0	5.1	2.8	7.5	5.6
ENFJ⁺	1.7	4.3	2.9	3.7	7.8	6.2
ENTJ^	8.4	4.3	6.5	5.5	8.7	7.5
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: MBTI Australian Data Archive Project (ADAP) 2008
* These distributions are comparable across the ADAP and the research sample.
+ These distributions are relatively higher than the ADAP.
- The distributions are relatively lower than the ADAP.
^ The distributions are significantly different across the genders compared to the ADAP.

Again, there are some instances of similar type distributions and some where the distributions are very different, especially across genders. As with the ABS population distribution, the sample cannot claim to be representative of a broader cross section of the population of those who have undertaken the MBTI. Despite these setbacks, the research proceeded under the caveat that no claim of representativeness was made.

4.05   ANALYSIS AND HYPOTHESIS TESTING

Several steps and procedures were employed in the analysis of the data, as follows:

- Preliminary Data Preparation:
  - creating the Dependent Variable; and
  - preparing the Independent Variables.
- Factor Analysis and Reliability Analysis.
- Top Line Results.
- Hypothesis Testing.
- Further statistical analysis of the four groups using additional data.

The methods employed in each stage will be briefly described.

Preliminary Data Preparation

Both the independent and dependent variables needed to be created for the subsequent hypothesis testing.

Creating the Dependent Variable

The aim of this thesis was to develop and test a model of career progression and success. The literature review and model development chapters identified a number of variables that have been used by various researchers to operationalise these concepts. The most frequently used variables include rank and number of promotions received over a particular time period. In these situations, rank has been expressed in terms of level of seniority and operationalised as an ordinal variable. In some instances this may be problematic because different industrial settings may use different terminology to describe rank. Furthermore, the scale of the organisation may attenuate the range of ranks. For example, a small flat organisation may only have three ranks whereas a large conglomerate may have as many as ten ranks. This problem was somewhat overcome by restricting the sample to organisations in

Melbourne that had a minimum of 100 staff which is the usual benchmark for the standard hotel management model of seven ranks; which we collapsed into three ranks for the purposes of this research. The other dependent variable, number of pay rises, is a simple ratio metric and was employed as such. Both of these dependent variables were used separately to test the proposed model. The detailed results are presented in Appendix A.

The results from this testing is notionally problematic, but highlights a key theme of this research. Rank is found to have a strong correlation with age whilst velocity is more closely correlated to elements of personality. These results are intuitively appealing, however, the aim of the research is to accommodate both elements (reach and velocity) in predicting career progression which suggests that the two variables need to be consolidated into one embracing variable. Furthermore, most inferential statistical techniques require a single dependent variable and therefore it was necessary to develop a method which can encapsulate these characteristics within the one variable. As a result, a variable that encapsulates both progression (number of promotions or pay increases received over a period of time) and success (rank and pay) was required.

The development of this variable must ensure that the variable and its constituent groups are conceptually meaningful in light of the research, have sufficient members in each group to produce meaningful statistics, and are discrete. The need for conceptually sound groups will be addressed first. As previously noted, objective career measures have included clearly definable phenomena such as salary, organisational rank and job status (Judge, et al., 1995; Melamed, 1996; Nabi, 1999). Judge and colleagues have measured these phenomena in terms of "velocity", how quickly the individual has progressed which in this case can be operationalised by the variable "number of promotions achieved in the last five years, and "reach", how far the individual has progressed which in this case can be operationalised by the variable "rank". Given the nature of these two phenomena, it would reasonable to create a new variable by combining these two variables (rank and velocity) to develop a four-state composite model and appropriate taxonomy comprising rank and velocity, both at a low and a high level. As a result, the respondents will be classified in terms of both the velocity by which they rose through the ranks and their current rank. In other words, the variable can identify them in terms of their career progression and success. This suggests that the variable and its constituent groups are conceptual meaningful for this research.

Next, it is important to ensure that the four groups have sufficient respondents or members to produce meaningful statistics. In order to produce a meaningful statistic, groups should have, as a rule of thumb (Hair, Black, Babin, Anderson, & Tatham, 2006; Sekaran, 1992), at least 20 to 25 members. Whilst it is possible, with 522 respondents, to have as many as 25 groups, it is also necessary to ensure that the number of groups is parsimonious and conceptually sound.

Furthermore, these groups will be further split between hospitality and non-hospitality for further analysis and so it is necessary to keep the four groups as large as possible given that each will be split into two. With 522 respondents in four groups, it is highly likely that each group will have more than 25 members even when split into hospitality and non-hospitality sub-sets.

The status of the respondents in terms of their reach (rank) and velocity (number of promotions obtained in the last five years) are presented in Table 17 below. The table highlights the distribution of the respondents from which the size of resultant groups can be estimated. The table indicates that those with no promotions comprise more 43percent of the sample with those securing two or more comprising less than 33percent of the sample. More the point, with only 170 respondents in this group of two or more promotions, further partitioning of the sample for subsequent analysis will cause the cell size to rapidly fall below 20 respondents thus weakening the statistical validity of the analysis. Conceptually, there is also a clear difference between those who have not achieved a promotion compared with those who have.

Table 17: SUMMARY OF RANK AND VELOCITY BY FREQUENCY OF PROMOTIONS

RANK / VELOCITY	NUMBER OF PROMOTIONS OBTAINED IN THE LAST 5 YEARS						
	0	1	2	3	4	5	TOTAL
Senior Manager	45	28	29	11	3	0	117
Middle Manager	75	49	48	20	2	0	193
Line Supervisor	26	22	24	9	1	2	84
Line Staff	80	28	14	6	0	0	128
TOTAL	226	127	115	47	6	2	522

Therefore, the velocity variable (number of promotions obtained in the last five years) was collapsed into two groups; those with no promotions and those with one or more promotions in the last five years. This is presented in Table 18 on the following page.

Table 18: SUMMARY OF RANK BY FREQUENCY OF PROMOTIONS

RANK / VELOCITY	NO PROMOTIONS IN THE LAST FIVE YEARS	1 OR MORE PROMOTIONS IN THE LAST FIVE YEARS	TOTAL
Senior Manager	45	72	117
Middle Manager	75	118	193
Line Supervisor	26	58	84
Line Staff	80	48	128
TOTAL	226	296	522

Next, the variable measuring rank was collapsed into two levels; those of a high rank (senior and middle level managers) and those of a low rank (front-line supervisors and staff). This is presented in Table 19 below.

Table 19: SUMMARY OF RANK BY FREQUENCY OF PROMOTIONS

RANK / VELOCITY	NO PROMOTIONS IN THE LAST FIVE YEARS	1 OR MORE PROMOTIONS IN THE LAST FIVE YEARS	TOTAL
High Rank	120	190	310
Low Rank	106	106	212
TOTAL	226	296	522

This allocation process also ensures that each respondent belongs to only one of the four discrete groups. Furthermore, the distribution in Table 19 above permits the conceptualisation of four types of individuals based upon the velocity and reach of their career progression. The names used to describe these groups seek to capture the essence of the discrimination criteria for these groups, namely rank and number of promotions. The four groups are:

- The "stars" are those who have risen to a high rank and have achieved one or more promotions in the last five years.
- The "flashes" have risen, but only to a low rank, but have still managed to achieve one or more promotions in the last five years.
- The "stalwarts" have managed to achieve a reasonably high rank, but have not enjoyed a promotion in the last five years.
- The "foot soldiers" have a low rank and have not been promoted in the last five years.

These four states are graphically presented, in light of the two key dimensions, in Figure 11 on the following page.

		Low	High
CAREER REACH	High	STALWARTS	STARS
	Low	FOOT SOLDIERS	FLASHES
		Low	High
		CAREER VELOCITY	
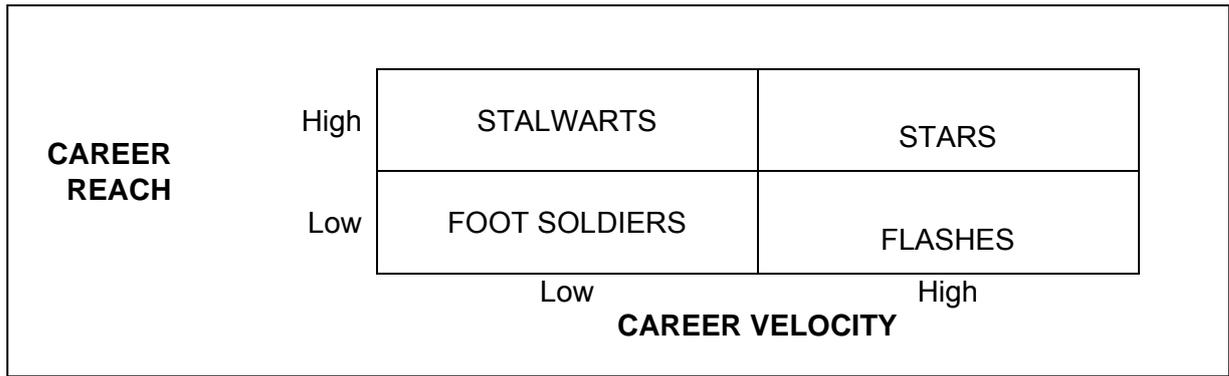
Figure 11: A TWO DIMENSIONAL MODEL OF CAREER OUTCOME

This new construct has conceptual validity and appeal. It is capable within this dataset of producing groups comprising more than 25 respondents thus facilitating meaningful statistical analysis. Finally, its construction ensures that respondents are allocated to only one group. As such, this new construct can assist in developing a typology of career progression and creating the dependent variable in the research that tests the proposed model in this thesis. The construct can be operationalised by combining the respondent's recoded rank (high or low) with number of promotions (none or one or more) to produce a four value variable which will be called "career outcome".

Each of the four values in this new variable can now be named and described as groups:

- Group A. The Stars (n=190): high rank (senior and middle manager) and high number of promotions (one or more promotion in the last five years) achieved.
- Group B. The Stalwarts (n=120): high rank (senior and middle manager) and low number of promotions (none in the last five years) achieved.
- Group C. The Flash (n=106): low rank (line supervisor and line staff) and high number of promotions (one or more in the last five years) achieved.
- Group D. The Foot Soldiers (n=106): low rank (line supervisor and line staff) and low number of promotions (none in the last five years) achieved.

The distribution of these groups is presented in Table 20 on the next page.

Table 20: RECONCILIATION OF CAREER OUTCOME GROUPS

ANALYSIS FRAME CHARACTERISTIC	GROUPS	NUMBER OF RESPONDENTS IN ANALYSIS FRAME	PERCENTAGE OF ANALYSIS FRAME
CAREER PROGRESS AND SUCCESS GROUP	Star	190	36.4
	Stalwart	120	23.0
	Flash	106	20.3
	Foot Soldier	106	20.3
TOTAL		**522**	**100.0**

The dependent variable in this research, career progress and success, has now been developed as a single variable in discrete nominal data format. This means that differences between the four groups can be tested by way of MANOVA and ANOVA for ratio and interval independent variables and cross-tabulations for nominal independent variables.

Preparing the Independent Variables

The model to be tested is both expansive and complex and comprises a raft of 11 different types of instruments measuring a variety of constructs, with more than 92 variables included in the proposed model. Given the requirements of model parsimony, it was necessary to prepare and consolidate the data into a manageable format for the hypothesis testing. This was done by collapsing all of the independent variables from the various instruments into a smaller suite of thematically consistent independent variables by way of factor analysis. The following section discusses this process.

Many of the independent variables (such as Personality, Emotional Intelligence, Critical Thinking, Moral Development, and Self-Efficacy) are operationalised by composite scales that produce a single overarching variable. For example, the EQ-i scale is comprised of 135 questions (items) that aggregate to 17 base factors (constructs). These are combined to produce five meta-scores, which are then aggregated to produce a single overarching measure of Emotional Intelligence. There were no significant differences across the four career outcome groups in terms of the single overarching EQ-i score, and only one or two intermittent, significant differences with the five meta scores, whilst some of the 17 base factors consistently produced significant and substantial correlations. This is highly problematic.

Whilst finding significant differences across 17 base factors is helpful in identifying subtle differences between the four career outcome groups, having 17 factors for only one of the major constructs in the proposed model is not parsimonious. In contrast, a parsimonious model can be developed using just the single overarching values. However, such a model, which uses only the single overarching values for each major construct, such as EQ-i, does not provide sufficient discrimination to identify and explain the factors that drive career progression and success.

Similar issues dealing with item, factor, aggregated and single overarching scores for several constructs occurred with other instruments, such as: MSCEIT (135 items, 8 base items, four aggregate, two summary and one single final MSCEIT value); WGCTA (80 items, five factors and one single final WGCTA score); MBTI (132 items which produced eight scores that were collapsed and combined into one of 16 groups), DIT-2 (88 items, five factors and one single score); and Self-Efficacy (110 items, 10 factors and one single final score). Between them, these scales comprise more than 670 original questions that were reduced to 83 meta items.

The model also comprised several sociodemographic variables that expressed similar themes, but were quantifiably different. In particular, the literature review identified three types of experience that can contribute to career progression; career experience, job experience and organisational experience. In much the same fashion, the four variables dealing with birth order and family structure were included. These variables measured the number of older and younger male and female siblings. Therefore, by combining the psychometric and sociodemographic items, the model still contained 92 items which is too many items for a meaningful yet parsimonious model.

Furthermore, complex, multivariate techniques such as Structural Equation Modelling (SEM) and Multiple Discriminant Analysis (MDA) have a rule of thumb requirement wherein a sample comprised of 8 to 10 respondents for each independent variable in the model is required. As a consequence, the model proposed in this thesis required more than 736 respondents (92 x 8) who have completed all items and been allocated into a career progression and success group to produce reliable and meaningful results. Unfortunately, due to sampling and resource constraints, only 522 respondents were available for inclusion in the research. This would be sufficient only if the (non-discriminant) single score for the key measures were employed, but these were found to be non-discriminatory.

Therefore, a predictive and parsimonious model comprising the original variables was not feasible, nor was a model composed of the 92 meta items practical whilst a model of the single measures was not discriminatory. As a result, it was necessary to further reduce the number of items included in the model. In factor analysis, unlike other multivariate techniques, the number of respondents per variable in the analysis can be relaxed from eight to as low as five (Hair, et al., 2006).

With 92 items, it was thus possible to conduct factor analysis on a sample as small as 460, which compared favourably to the sample frame of 522. Therefore, factor analysis was used to reduce the 92 original meta-items into a more manageable suite of 23 factors. MANOVA and ANOVA were then used to identify the key relationships between these new constructs and the four career outcome groups. MDA was also used to apply the factor scores from the Factor Analysis to predict membership of the four career outcome groups. This Factor Analysis, and the creation of the new constructs, as well as the reliability analysis of these constructs will be discussed in the results section.

Analysis and Hypothesis Testing

For the purposes of the hypothesis testing, the following terms and definitions are used:

Dependent variable: The dependent variable is the single variable that allocates respondents to one of the four career outcome groups: stars, stalwarts, flash, and foot soldiers.

Independent variables: The independent variables are the 23 factors that emerged from the factor analysis of the 92 meta-measures of the key components of the predictive model. These include the variety of personal characteristics, acquired skills and learned behaviours that are proposed to contribute to career progression and success.

Sample: The sample comprised 522 respondents who were Melbourne residents employed in either the hospitality industry, or some other service-oriented industry. They were aged between 25 and 55 years, had between five and 25 years of industry experience and between two and 25 years organisational experience with their current employer who employed more than 100 people.

<u>Sub-sample:</u> The sample is sub divided into two key groups; the first is comprised of those currently employed in the hospitality industry, typically; hotels and large catering companies. The second is comprised of those employed in other areas of the service sector, such as banking, finance, insurance as well as the State and Commonwealth public service.

A series of MANOVAs and ANOVAs were conducted to test the variety of hypotheses tests that emerged from the research questions. Then, a series of Multiple Discriminant Analyses (MDA) were also performed to identify and assess the relative contribution of the model elements to career progression and success. Finally, a series of cross tabulations were undertaken with a raft of non-parametric data, such as cultural background, education, and psychological type, to further explore the nature and characteristics of the four career progression and success groups.

4.06   CONCLUSION

In order to properly test the proposed model an extensive suite of instruments were selected. The selection of these instruments was based upon their ability to operationalise complex key concepts such as; personality, psychological type, emotional intelligence, critical thinking, moral development, self-efficacy and career anchors amongst others. Furthermore, these instruments were well established with accepted validity and reliability.

An extensive communications network with a reach in the vicinity of 15,000 people was used to recruit the sample. Because of strict selection criteria required, the effective sample frame was approximately 5,000 from which 522 respondents were recruited. The specific selection criteria was employed to partition out the impact of endemic phenomena such as age and experience and so, with a highly homogenous sample, the research could focus on the impact of the aforementioned key variables. As such, no claim to representation can be made.

The dependent variable was composed of two discrete variables; career reach (rank) and career velocity (number of promotions received in last five years). This produced a four state variable which provides appropriate taxonomy and typology for naming the four groups and their members.

The independent variables presented problems because of the imbalance between the number of variables (92) and the actual number of respondents (522) when more than 700 respondents would be considered ideal. In response to this situation the 92 items were factor analysed to produce a 23 item factor model. Subsequent analysis identified 8 Main Factors that helped explain the majority of the variance in the factor model.

4.07   SUMMARY

This section outlined the methods employed in the research, including: instrument selection, data gathering, data management, data analysis, hypothesis testing and finally, career group analysis.

So far this thesis has reviewed the literature on career progression and success from which a suite of research questions emerged. These questions drove the development of an explanatory and predictive model of career development, which was tested by way of a series of hypothesis tests in the research. The key processes and methods employed in the research were described in this section. The next section describes the results of the research and hypothesis testing.

CHAPTER 5: RESULTS

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│                   RESULTS                     │
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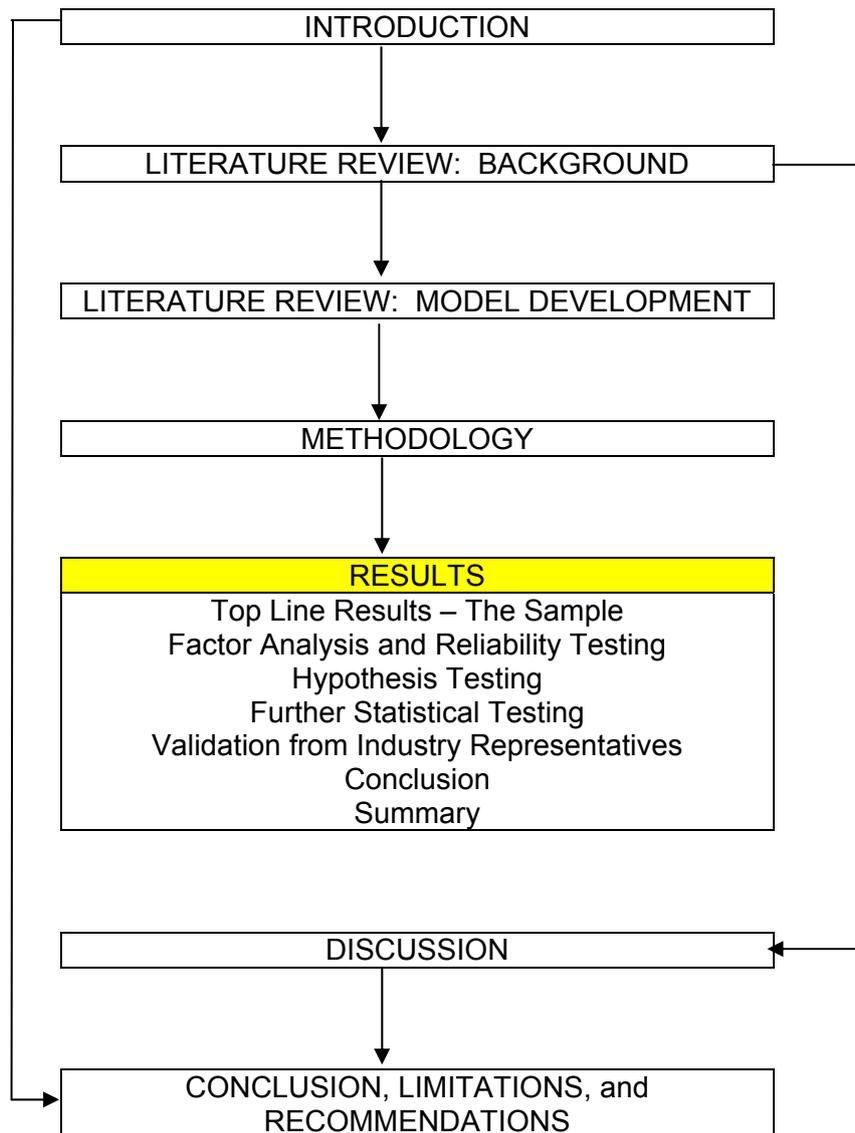
This section of the thesis provides the results of the data preparation and statistical analysis. It covers four key areas, each of which will be dealt with in turn.

5.01   TOP LINE RESULTS – THE SAMPLE

The sample of 522 respondents was used for the subsequent analysis, particularly the hypothesis testing. Table 21 on the following page highlights the percentage distribution of key characteristics of the sample.

Table 21: SAMPLE DISTRIBUTION: AGE, GENDER AND INDUSTRY SECTOR

CHARACTERISTIC	GROUPS	PERCENTAGE (n=522)
AGE (YEARS)	25 – 34	55.0
	35 – 44	30.0
	45 – 54	15.0
	55 – 65	0.0
GENDER	Male	42.0
	Female	58.0
INDUSTRY	Hospitality	42.5
	Non-Hospitality	57.5

The top line results for each instrument are provided in Appendix D. These top line results indicate that the final sample is slightly more ambitious, extraverted, self-efficacious and aware of others, than the broader population, yet slightly less able in terms of critical thinking than university graduates. Whilst it is less than ideal to have a sample that is slightly different to the norm, the results are not so different as to invalidate the analysis. Furthermore, as noted in the Methodology section, no claims as to the representativeness of the results are made.

5.02 FACTOR ANALYSIS AND RELIABILITY TESTING

As discussed in the earlier section titled "Preparing the independent variables" it was necessary to collapse the 92 independent variables to a number that was sufficiently parsimonious for hypothesis development and model building. This was achieved by Factor Analysis supplemented by a variety of processes such as Reliability Analysis, MANOVA, ANOVA and t-Testing.

Firstly, all 92 items were factor analysed using VARIMAX Rotation. The procedure produced a solution with 23 factors that explained 71.85% of the variance. This result of 23 factors is somewhat problematic because some of the factors offer support for an embracing model whilst some other factors are confounding. Furthermore, the highest single item variance explained was slightly more than eight percent, which does not offer a clear insight into the underlying dimensions.

As a result, it was necessary to further distil the 23 factors into a more manageable and meaningful group of factors. This was undertaken with several steps. These step included using:

- Cronbach's alpha to assess the reliability of the factor scales,
- Factor loadings to identify relevant and substantial factors,
- Factor items to identify conceptually meaningful factors, and
- Elementary MANOVA and ANOVA testing to identify discriminating items.

Cronbach's alpha was used to identify six factors whose constituent items produced a reliability score of greater than 0.70 with another two that were near that threshold. These eight scales had strong factor loadings, ranging from 0.60 through to 0.90, suggesting that the scale produced meaningful, relevant, consistent and substantial factors. These eight factors also comprised a variety of items that were conceptually consistent with the theory discussed in the literature review and thus considered conceptually sound. Finally, MANOVA analysis of four career progression and success groups found that eleven factors, including the aforementioned eight factors, were significant. This four stage analysis process meant that there were eight factors that were statistically valid, conceptually sound, meaningful, consistent and discriminatory. These eight factors were labelled as the MAIN 8 Factors.

The process of naming factors requires the researcher to identify recurrent themes in the items that load on the factors and weight these themes in a manner that is consistent with the mathematical value of the individual factor loadings. Utilising this approach, each factor was named. This naming will be discussed in light of the proposed model and the extant literature in the Discussion chapter. The MAIN 8 Factors are:

- Self-Positivism;
- Transformational Leadership;
- Thinking and Cognition;
- Positive Career Management;
- MSCEIT – Awareness;
- Proactive Leadership;
- Experience;
- MSCEIT – Understanding.

The rotated factor solution, including; the variance contributed, Cronbach alpha values, factor loadings, component items, and putative factor names of all 23 factors, are presented in Table 22 on the following page. The MAIN 8 Factors are marked in the table and throughout this section and subsequently with an asterisk*. They are also **bolded** in the following table for easier identification.

For this research, all 23 factors will be used in the hypothesis testing. However, given their magnitude, face validity and statistical robustness, the MAIN 8 Factors will feature prominently in the "Discussion" section, whilst the other elements of the Factor Analysis such as the reliability analysis of the original instruments, the factor loadings and descriptions of the remaining 15 factors will be discussed in Appendix C.

Table 22: FACTORS, VALUES, SCORES, CONSTITUENT VARIABLES AND FACTOR LOADINGS

FACTOR	NAME	EXPLAINED %	ALPHA	F VALUE	P VALUE	VARIABLE	LOADING
1	**Self-Positivism ***	**8.070**	**0.925**	**3.559**	**0.014**	EQ-i Optimism	0.822
						EQ-i Self-Actualization	0.785
						EQ-i Self-Regard	0.785
						EQ-i Stress Tolerance	0.706
						EQ-i Assertiveness	0.698
						EQ-i Happiness	0.686
						EQ-i Independence	0.647
						EQ-i Reality Testing	0.616
						EQ-i Emotional Self-Awareness	0.611
						EQ-i Flexibility	0.578
						EQ-i Interpersonal Relationship	0.571
						SE Proactive Coping	0.508
						EQ-i Problem Solving	0.466
2	Extraversion	7.010	0.301	0.815	0.485	BIG 5 Extraversion	0.904
						MBTI Extravert Raw Score	0.891
						16PF Social Boldness	0.775
						16PF Liveliness	0.710
						16PF Self-Reliance	-0.683
						16PF Privateness	-0.659
						16PF Warmth	0.550
						BIG 5 Independence	0.514
						SE Emotional Support Seeking	0.414
3	Structure and Order	5.080	0.392	1.836	0.139	MBTI Judging Raw Score	0.874
						BIG 5 Self-Control	0.813
						16PF Perfectionism	0.731
						MBTI Sensing Raw Score	0.575

FACTOR	NAME	EXPLAINED %	ALPHA	F VALUE	P VALUE	VARIABLE	LOADING
						16PF Rule-Consciousness	0.531
						16PF Abstractedness	-0.510
4	**Transformational Leadership ***	**4.675**	**0.882**	**11.126**	**0.000**	MLQ Contingent Reward	0.824
						MLQ Idealised Influence - Attributed	0.766
						MLQ Idealised Influence - Behaviour	0.754
						MLQ Inspirational Motivation	0.741
						MLQ Individual Consideration	0.721
						MLQ Intellectual Stimulation	0.618
5	Emotional Stability	4.163	0.203	1.677	0.171	BIG 5 Anxiety	-0.855
						16PF Tension	-0.694
						16PF Emotional Stability	0.679
						16PF Impression Management	0.663
						16PF Apprehension	-0.579
						16PF Vigilance	-0.515
						EQ-i Impulse Control	0.438
						SE Self-Regulation	0.395
6	**Thinking & Cognition ***	**3.712**	**0.751**	**5.397**	**0.001**	WGCTA Deduction	0.758
						WGCTA Inference	0.754
						WGCTA Interpretation	0.739
						16PF Reasoning	0.659
						WGCTA Recognition of Assumptions	0.616
						WGCTA Evaluation of Arguments	0.597
7	Sensitivity & Openness	3.463	0.322	0.994	0.395	BIG 5 Tough-Mindedness	-0.807
						16PF Sensitivity	0.727
						16PF Openness to Change	0.577
8	Active Self-Efficacy	3.367	0.456	0.873	0.455	SE Strategic Planning	0.756
						SE Reflective Coping	0.690
						SE Preventative Coping	0.640
						SE Proactive Attitude	0.455

FACTOR	NAME	EXPLAINED %	ALPHA	F VALUE	P VALUE	VARIABLE	LOADING
						SE Procrastination	-0.453
9	**Positive Career Management ***	**3.316**	**0.799**	**8.100**	**0.000**	CM Seek Mentoring	0.794
						CM Self-Presentation	0.692
						CM Maintain Career Flexibility	0.653
						CM Build Networks	0.639
						EI Emotional Intelligence	0.436
10	Older Siblings	3.180	0.563	0.473	0.702	Number of Older Sisters	0.821
						Number of Older Brothers	0.819
11	Discipline and Logic	3.033	0.264	5.895	0.001	MBTI Thinking Raw Score	0.807
						16PF Dominance	0.524
12	Social Responsibility	2.836	0.905	1.555	0.199	EQ-i Social Responsibility	0.819
						EQ-i Empathy	0.804
13	**MSCEIT – Awareness ***	**2.768**	**0.627**	**9.796**	**0.000**	MSCEIT Pictures Task	0.719
						MSCEIT Faces Task	0.717
						MSCEIT Sensations Task	0.643
						MSCEIT Emotion Management Task	0.468
						MSCEIT Emotion Relationship	0.453
14	**Proactive Leadership ***	**2.196**	**0.704**	**3.559**	**0.014**	MLQ Management by Exception - Passive	-0.740
						MLQ Laissez-Faire Leadership	-0.629
15	**Experience ***	**2.149**	**0.726**	**35.966**	**0.000**	Industry Experience (years)	0.773
						Age (years)	0.744
						Organisation Experience (years)	0.719
16	Career Anchor – Independence	1.816	0.486	1.269	0.284	CA Autonomy Anchor	0.739
						CA Entrepreneurial Creativity Anchor	0.735
17	Technical and Practical Actions	1.702	0.086	1.800	0.146	DIT Overall DIT Score	-0.617
						CA Security Anchor	0.582
						CA Technical Anchor	0.574
						MLQ Management by Exception - Active	0.357
18	**MSCEIT – Understanding ***	**1.637**	**0.558**	**5.392**	**0.001**	MSCEIT Changes Task	0.714

FACTOR	NAME	EXPLAINED %	ALPHA	F VALUE	P VALUE	VARIABLE	LOADING
						MSCEIT Blends Task	0.519
19	Work Less	1.568		2.152	0.093	CM Extend Work Involvement	-0.537
20	Younger Sisters	1.516		0.964	0.410	Number of Younger Sisters	0.841
21	Positive Coping	1.508	0.225	1.463	0.224	SE Avoidance Coping	0.704
						SE Instrumental Support Seeking	0.371
22	Younger Brothers	1.446	0.009	3.391	0.018	Number of Younger Brothers	0.691
						CA Managerial Anchor	0.305
23	MSCEIT – Facilitation	1.351		12.176	0.000	MSCEIT Facilitation Task	0.610

* The MAIN 8 Factors

5.03   HYPOTHESIS TESTING

The research addressed four major hypotheses. These were tested by a combination of MANOVA, ANOVA and t-Tests to assess at a fundamental level the validity and utilisation of the proposed model. The four hypotheses are:

H_1 A model comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career progress and success.
This hypothesis was tested by conducting a MANOVA of the 23 factors against the dependent variable of career outcome.

H_2 There are significant differences between the four career progress and success classifications and the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours.
This hypothesis was tested by conducting a series of 23 discrete ANOVAs of the 23 factors against the dependent variable of career outcome. To this end, H_2 can be noted as comprising sub-hypotheses H_{2a} through $H_{2w.}$

H_3 The third hypothesis contains a suite of nested and sub hypothesis.
    H_{3i} At the highest level, H_{3i}, states that a model comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career outcome for both hospitality and non-hospitality employees.
This hypothesis was tested using a MANOVA of the 23 factors against the dependent variable of career outcome co-variated against the two industry sectors; hospitality and non-hospitality.
    H_{3ii} At the next level H_{3ii}, states that there are significant differences between the four career outcome classifications and the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours in both the hospitality and non-hospitality sectors.
This hypothesis was tested by conducting two series, one for hospitality and one for non-hospitality of 23 discrete ANOVAs of the 23 factors against the dependent variable of career outcome.

To this end, H_{3ii} can be noted as comprising various sub-hypotheses.

H_{3ii1a} through H_{3ii1w}

H_{3ii2a} through H_{3ii2w}

> where "1" represents hospitality and "2" represents non hospitality service sectors.
>
> where "a" through to "w" represents the 23 discrete ANOVAs.

H_{3iii} At the next and final level, the hypotheses state that there are significant differences in the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents within each of the four career outcome classification groups.

This hypothesis was tested by splitting the sample into four groups based upon membership of the career progress and success group membership. Next, a MANOVA was conducted of the 23 factors against the two industry groups, hospitality and non-hospitality. Finally, 23 discrete ANOVAs of the 23 factors against the two industry groups, hospitality and non-hospitality were undertaken and repeated for each of the four career outcome groups. To this end, H_{3iii} can be noted as comprising sub-hypotheses

H_{3iiiaa} through H_{3iiiaw},

H_{3iiiba} through H_{3iiibw},

H_{3iiica} through H_{3iiicw}, and

H_{3iiida} through H_{3iiidw},

where the letter after H_{3iii}, namely a, b, c, or d, represent the four career outcome groups and where the final letter "a" through to "w" represents the 23 discrete ANOVAs.

H_4 A discriminant function comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can be developed to improve chance prediction in allocating members to the four career outcome groups.

Each hypothesis has a null hypothesis asserting that such a relationship does not exist. Each hypothesis is discussed in turn.

H$_1$ A model comprising a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career progress and success.

The 23 factor scores were analysed using MANOVA, which sought to identify a model that explained the relationship between the 23 independent factors and the four career outcome groups. The MANOVA produced a significant result (F=5.928, df=69, sig.=0.000). This confirmed that there is a significant difference in the patterns of the factor scores across the four groups thus indicating that each of the four groups have different characteristics in terms of the 23 factors. The results comprising the factor structure, loadings and scores is presented in the table on the following page

H$_1$ was accepted.

H$_2$ There are significant differences between the four career progress and success classifications and the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours.

The next stage of the analysis involved using ANOVA to identify which of the 23 factors contributed to the significance of the model. The table on the following page includes the factor name, variance contributed, F-value and P-value from the ANOVA and the mean scores for each of the four career outcome groups. Eleven of the 23 items were significantly different across the four career outcomes suggesting that there is some, but no conclusive or overwhelming evidence of contribution by all 23 factors. Importantly, each of the MAIN 8 Factors was identified as significant in this analysis. As such, the hypothesis could be considered partially accepted.

H$_2$ was partially accepted.

The results for H$_1$ and H$_2$ are presented in Table 23 on the following page. The bolded items are the MAIN 8 Factors and each is significant and has a high F Value suggesting that there are substantial differences between the four career outcome groups in terms of each of the MAIN 8 Factors. This is most noticeable in terms of the factor scores for each of the four outcome groups. For example, with "Positive Career Management" the Foot Soldiers had a very low score of -0.323 whilst the Stars had a high score of 0.170.

Table 23: SUMMARY OF ANOVA RESULTS AND MEAN FACTOR SCORES FOR THE FOUR CAREER OUTCOME GROUPS

FACTOR	NAME	LOADING	F VALUE	P VALUE	FOOT SOLDIER (n = 106)	FLASH (n = 106)	STALWART (n = 120)	STAR (n = 190)
1	**Self-Positivism ***	**8.070**	**3.559**	**0.014**	**-0.043**	**-0.237**	**0.086**	**0.128**
2	Extraversion	7.010	0.815	0.485	-0.031	-0.061	0.150	-0.012
3	Structure and Order	5.080	1.836	0.139	0.097	0.096	0.044	-0.129
4	**Transformational Leadership ***	**4.675**	**11.126**	**0.000**	**-0.394**	**-0.140**	**0.133**	**0.241**
5	Emotional Stability	4.163	1.677	0.171	-0.017	-0.148	0.166	0.026
6	**Thinking & Cognition ***	**3.712**	**5.397**	**0.001**	**-0.241**	**0.009**	**0.337**	**-0.019**
7	Sensitivity & Openness	3.463	0.994	0.395	0.074	-0.104	0.110	-0.026
8	Active Self-Efficacy	3.367	0.873	0.455	-0.019	0.115	0.028	-0.071
9	**Positive Career Management ***	**3.316**	**8.100**	**0.000**	**-0.323**	**0.161**	**-0.207**	**0.170**
10	Older sisters	3.180	0.473	0.702	0.075	-0.083	0.018	0.000
11	**Discipline and Logic**	**3.033**	**5.895**	**0.001**	**-0.308**	**-0.076**	**0.100**	**0.171**
12	Social Responsibility	2.836	1.555	0.199	0.184	-0.032	-0.041	-0.064
13	**MSCEIT – Awareness ***	**2.768**	**9.796**	**0.000**	**0.452**	**-0.164**	**-0.138**	**-0.089**
14	**Proactive Leadership ***	**2.196**	**3.559**	**0.014**	**-0.121**	**-0.055**	**-0.177**	**0.176**
15	**Experience ***	**2.149**	**35.966**	**0.000**	**-0.337**	**-0.476**	**0.746**	**0.146**
16	Career Anchor – Independence	1.816	1.269	0.284	0.119	-0.002	-0.165	0.008
17	Technical and Practical Actions	1.702	1.800	0.146	0.027	0.078	0.141	-0.123
18	**MSCEIT – Understanding ***	**1.637**	**5.392**	**0.001**	**-0.081**	**0.255**	**0.147**	**-0.172**
19	Work Less	1.568	2.152	0.093	-0.045	0.170	-0.184	0.003
20	Younger Sisters	1.516	0.964	0.410	0.026	0.057	-0.167	0.024
21	Positive Coping	1.508	1.463	0.224	-0.138	-0.067	0.073	0.084
22	**Younger Brothers**	**1.446**	**3.391**	**0.018**	**-0.182**	**-0.089**	**-0.036**	**0.168**
23	**MSCEIT – Facilitation**	**1.351**	**12.176**	**0.000**	**-0.320**	**0.150**	**0.465**	**-0.116**

* The MAIN 8 Factors

Given that positive career management is constructed around proactively and aggressively promoting one's career, it is not surprising that the group with the weakest career outcomes has the lowest score, whilst the group with the strongest career outcomes has the highest. These results will be discussed in more detail, with appropriate reference to the literature in Chapter 6: Discussion.

This thesis also seeks to assess the extent to which these factors have a different impact for those in the hospitality industry compared to other service, non-hospitality industries. As previously discussed in the literature review, one of the key themes of this thesis is the exploration of whether, against a back-drop of hospitality being "special", there are any differences between the drivers of career progression and success in hospitality compared to other industry sectors. This gives rise to the third hypothesis.

H_3 The third hypothesis contains a suite of nested and sub hypothesis

H_{3i} A model comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career progress and success for both hospitality and non-hospitality employees.

H_{3ii} There are significant differences between the four career progress and success classifications and the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours in both the hospitality and non-hospitality sectors.

H_{3iii} There are significant differences in the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents within each of the four career progress and success classification groups.

Each shall be dealt with in turn.

H_{3i} A model comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career progress and success for both hospitality and non-hospitality employees.

A MANOVA produced a significant result, (F=7.501, df=23, sig=0.000).
H_{3i} was accepted.

H$_{3ii}$ There are significant differences between the four career progress and success classifications and the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours in both the hospitality and non-hospitality sectors.

Using ANOVA, 11 of the 23 items were found to be significant. These factors include three of the MAIN 8 Factors (identified with an asterisk*), as well as eight other factors. The significant factors are:

- Extraversion
- Structure and Order
- Emotional Stability
- Thinking and Cognition*
- MSCEIT – Awareness*
- Experience
- Technical and Practical Actions
- MSCEIT – Understanding*
- Positive Coping
- Younger Brothers

In this instance 11 of the 23 items were found to be significant, and this included three of the MAIN 8 Factors. However, the overarching MANOVA model tested in H$_{3i}$ was accepted. This indicates that there is a signficiant difference across the 23 items, but that difference is driven by only 11 of the 23 items, or more interestingly, 3 of the MAIN 8 Factors. As such, it can be argued that the hypothesis be partially accepted because whilst some items drove the significance, the effect was restricted to the impact of less than half the items tested.

H$_{3ii}$ was partially accepted.

The results in detail for H$_{3i}$ and H$_{3ii}$ are presented in Table 24 on the following page. By comparing the factor scores in the right hand column, it can be readily seen that the hospitality respondents were generally more extraverted, decisive, emotionally aware, technically and security career oriented, than the non-hospitality respondents. In turn, the non-hospitality respondents were generally more emotionally stable, cognitive, experienced and, to a lesser extent, more understanding of the power of emotions, and more prepared to seek assistance.

Table 24: SUMMARY OF ANOVA RESULTS AND MEAN FACTOR SCORES FOR HOSPITALITY V NON-HOSPITALITY

FACTOR	NAME	LOADING	F VALUE	P VALUE	HOSPITALITY (n = 221)	NON-HOSPITALITY (n = 301)
1	Self-Positivism *	8.070	0.311	0.577	-0.027	0.015
2	**Extraversion**	**7.010**	**12.066**	**0.001**	**0.200**	**-0.114**
3	**Structure and Order**	**5.080**	**4.500**	**0.034**	**0.117**	**-0.067**
4	Transformational Leadership *	4.675	2.114	0.147	0.093	-0.053
5	**Emotional Stability**	**4.163**	**10.763**	**0.001**	**-0.192**	**0.110**
6	**Thinking & Cognition ***	**3.712**	**29.426**	**0.000**	**-0.312**	**0.178**
7	Sensitivity & Openness	3.463	0.426	0.514	0.035	-0.020
8	Active Self-Efficacy	3.367	0.106	0.745	-0.022	0.013
9	Positive Career Management *	3.316	0.005	0.946	0.007	-0.004
10	Older sisters	3.180	0.876	0.350	0.054	-0.031
11	Discipline and Logic	3.033	0.168	0.682	-0.016	0.009
12	Social Responsibility	2.836	1.691	0.194	0.073	-0.042
13	**MSCEIT – Awareness ***	**2.768**	**10.685**	**0.001**	**0.182**	**-0.104**
14	Proactive Leadership *	2.196	0.316	0.574	0.043	-0.025
15	**Experience ***	**2.149**	**10.405**	**0.001**	**-0.174**	**0.100**
16	Career Anchor – Independence	1.816	0.186	0.667	-0.022	0.013
17	**Technical and Practical Actions**	**1.702**	**22.395**	**0.000**	**0.264**	**-0.151**
18	**MSCEIT – Understanding ***	**1.637**	**4.317**	**0.038**	**-0.130**	**0.074**
19	Work Less	1.568	1.387	0.239	-0.066	0.037
20	Younger Sisters	1.516	1.768	0.184	-0.074	0.042
21	**Positive Coping**	**1.508**	**7.506**	**0.006**	**-0.157**	**0.089**
22	**Younger Brothers**	**1.446**	**5.058**	**0.025**	**-0.122**	**0.070**
23	MSCEIT – Facilitation	1.351	0.463	0.496	-0.050	0.028

* The MAIN 8 Factors

It was also appropriate to investigate whether these differences were uniform across each of the four career outcome groups.

H$_{3iii}$ At the next and final level, the hypotheses state that there are significant differences in the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents within each of the four career outcome classification groups.

As noted, this hypothesis can be broken down to address each of the four career outcome classification groups; foot soldiers, flash, stalwarts and stars. Each shall be addressed in turn.

The Foot Soldiers

H$_{3iiia}$ There are significant differences in the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents in the Foot Soldier career outcome group.

MANOVA produced a significant result (F=2.257, df=23, sig=0.000). There were 12 factors out of 23 with significant differences between hospitality and non-hospitality Foot Soldiers. However, only four of the MAIN 8 Factors were significant as can be noted in Table 25 on the following page.

NAME	F VALUE	P VALUE	FOOT SOLDIER	
			HOSPITALITY (n = 46)	NON HOSPITALITY (n = 60)
Self-Positivism *	**4.701**	**0.032**	**0.263**	**-0.208**
Extraversion	**20.856**	**0.000**	**0.466**	**-0.297**
Structure and Order	**6.318**	**0.013**	**0.358**	**-0.043**
Transformational Leadership *	1.717	0.193	-0.205	-0.495
Emotional Stability	**4.907**	**0.029**	**-0.299**	**0.134**
Thinking & Cognition *	**5.313**	**0.023**	**-0.556**	**-0.073**
Sensitivity & Openness	0.118	0.732	0.112	0.053
Active Self-Efficacy	0.021	0.885	-0.038	-0.008
Positive Career Management *	0.018	0.894	-0.304	-0.334
Older sisters	0.018	0.893	0.097	0.064
Discipline and Logic	0.149	0.700	-0.358	-0.281
Social Responsibility	**6.554**	**0.012**	**0.556**	**-0.015**
MSCEIT – Awareness *	**6.028**	**0.016**	**0.817**	**0.256**
Proactive Leadership *	**9.124**	**0.003**	**-0.577**	**0.123**
Experience *	1.727	0.192	-0.494	-0.253
Career Anchor - Independence	**4.472**	**0.037**	**0.379**	**-0.021**
Technical and Practical Actions	0.224	0.637	-0.025	0.055
MSCEIT – Understanding *	1.357	0.247	-0.228	-0.002
Work Less	0.486	0.487	-0.146	0.009
Younger Sisters	**5.802**	**0.018**	**-0.322**	**0.213**
Positive Coping	**9.225**	**0.003**	**-0.516**	**0.064**
Younger Brothers	2.722	0.102	-0.379	-0.076
MSCEIT – Facilitation	**26.127**	**0.000**	**-1.017**	**0.053**

* The MAIN 8 Factors

The results clearly indicate that the hospitality foot soldier has higher levels of self-positivism, extraversion social responsibility, MSCEIT – Awareness, and Career Anchor – Independence than their counterparts in other service sectors. In contrast, those in the other service sectors have higher emotional stability and thinking and cognition than their hospitality colleagues. These results paint a picture of hospitality foot soldiers being more dynamic, robust and self assured but much less emotionally stable and intelligent than their counterparts.

H_{3iiia} was accepted.

H_{3iiib}   There are significant differences in the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents in the Flash career outcome group.

MANOVA produced a significant result (F=3.151, df=23, sig=0.000). However, there were only three points of difference between the hospitality and non-hospitality Flashes. Of these three, however, only one item belonged to the MAIN 8 Factors as can be noted from Table 26 below.

Table 26: SUMMARY OF KEY ANOVA RESULTS FOR FLASH

NAME	F VALUE	P VALUE	FLASH	
			HOSPITALITY (n = 32)	NON HOSPITALITY (n = 74)
Self-Positivism *	2.510	0.116	-0.441	-0.125
Extraversion	3.473	0.065	0.195	-0.200
Structure and Order	0.063	0.802	0.058	0.117
Transformational Leadership *	2.749	0.100	0.035	-0.236
Emotional Stability	1.009	0.317	-0.270	-0.081
Thinking & Cognition *	**24.941**	**0.000**	**-0.599**	**0.341**
Sensitivity & Openness	0.440	0.509	-0.183	-0.061
Active Self-Efficacy	0.945	0.333	0.243	0.045
Positive Career Management *	2.602	0.110	-0.020	0.260
Older sisters	1.342	0.249	0.028	-0.143
Discipline and Logic	0.274	0.602	-0.145	-0.038
Social Responsibility	0.729	0.395	0.068	-0.087
MSCEIT – Awareness *	0.874	0.352	-0.046	-0.229
Proactive Leadership *	0.968	0.327	0.053	-0.114
Experience *	1.401	0.239	-0.583	-0.417
Career Anchor – Independence	0.082	0.775	-0.037	0.018
Technical and Practical Actions	**7.232**	**0.008**	**0.383**	**-0.089**
MSCEIT – Understanding *	0.151	0.699	0.295	0.232
Work Less	0.493	0.484	0.247	0.128
Younger Sisters	0.369	0.545	-0.014	0.096
Positive Coping	0.236	0.628	-0.132	-0.032
Younger Brothers	**8.006**	**0.006**	**-0.414**	**0.088**
MSCEIT – Facilitation	0.440	0.508	0.233	0.105

* The MAIN 8 Factors

These results suggest that the hospitality flash are much less smarter but considerably more practical than their counterparts in other service sectors.

H_{3iiib} was accepted.

<u>The Stalwarts</u>

H$_{3iiic}$ There are significant differences in the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents in the stalwart career outcome group.

MANOVA produced a significant result (F=5.010, df=23, sig=0.000). There were seven factors which were significantly different between the hospitality and non-hospitality Stalwarts. Of these seven, three were from the MAIN 8 Factors as displayed Table 27 below.

Table 27: SUMMARY OF KEY ANOVA RESULTS FOR STALWARTS

NAME	F VALUE	P VALUE	STALWART	
			HOSPITALITY (n = 69)	NON HOSPITALITY (n = 51)
Self-Positivism *	**4.905**	**0.030**	**-0.272**	**0.256**
Extraversion	**5.322**	**0.024**	**0.554**	**-0.041**
Structure and Order	1.333	0.252	0.211	-0.035
Transformational Leadership *	3.186	0.078	-0.225	0.302
Emotional Stability	1.996	0.162	-0.039	0.263
Thinking & Cognition *	1.800	0.183	0.129	0.435
Sensitivity & Openness	2.748	0.101	0.431	-0.041
Active Self-Efficacy	**8.656**	**0.004**	**-0.369**	**0.217**
Positive Career Management *	0.244	0.623	-0.116	-0.251
Older sisters	0.186	0.667	0.084	-0.013
Discipline and Logic	0.163	0.687	0.037	0.129
Social Responsibility	0.490	0.486	-0.150	0.011
MSCEIT – Awareness *	0.313	0.577	-0.194	-0.112
Proactive Leadership *	**11.546**	**0.001**	**0.347**	**-0.425**
Experience *	2.469	0.120	0.477	0.873
Career Anchor – Independence	**4.682**	**0.033**	**-0.546**	**0.015**
Technical and Practical Actions	**13.753**	**0.000**	**0.821**	**-0.181**
MSCEIT – Understanding *	**12.800**	**0.001**	**-0.568**	**0.486**
Work Less	0.049	0.826	-0.149	-0.200
Younger Sisters	0.001	0.975	-0.162	-0.169
Positive Coping	0.135	0.714	0.134	0.044
Younger Brothers	0.523	0.471	-0.162	0.023
MSCEIT – Facilitation	2.081	0.153	0.673	0.366

* The MAIN 8 Factors

These results indicate that the hospitality stalwarts are likely to be more extraverted, practical and proactive in their leadership style than their counterparts in the service sectors. In contrast, the hospitality stalwarts are considerably less self positive and emotionally understanding.

H$_{3iiic}$ was accepted.

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<u>The Star</u>

H$_{3iiid}$ There are significant differences in the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents in the Stars career outcome group.

A MANOVA (F=2.435, df=23, sig=0.001) produced a significant result. Of the five factors that were significantly different, three belonged to the MAIN 8 Factors as displayed in Table 28 below.

Table 28: SUMMARY OF KEY ANOVA RESULTS FOR STAR

NAME	F VALUE	P VALUE	STAR	
			HOSPITALITY (n = 74)	NON HOSPITALITY (n = 116)
Self-Positivism *	0.015	0.904	0.138	0.122
Extraversion	0.200	0.655	-0.049	0.012
Structure and Order	2.171	0.142	0.001	-0.215
Transformational Leadership *	3.838	0.052	0.379	0.150
Emotional Stability	3.758	0.054	-0.154	0.144
Thinking & Cognition *	**5.118**	**0.025**	**-0.198**	**0.098**
Sensitivity & Openness	0.001	0.979	-0.024	-0.027
Active Self-Efficacy	0.156	0.693	-0.035	-0.094
Positive Career Management *	0.350	0.555	0.216	0.140
Older sisters	0.176	0.675	0.039	-0.025
Discipline and Logic	0.096	0.757	0.197	0.153
Social Responsibility	0.022	0.882	-0.077	-0.055
MSCEIT – Awareness *	**6.739**	**0.010**	**0.132**	**-0.234**
Proactive Leadership *	0.461	0.498	0.231	0.139
Experience *	**4.824**	**0.029**	**-0.033**	**0.263**
Career Anchor – Independence	0.148	0.701	-0.025	0.030
Technical and Practical Actions	**9.540**	**0.002**	**0.146**	**-0.300**
MSCEIT – Understanding *	0.033	0.856	-0.157	-0.182
Work Less	3.561	0.061	-0.166	0.113
Younger Sisters	0.039	0.843	0.042	0.012
Positive Coping	**4.863**	**0.029**	**-0.101**	**0.206**
Younger Brothers	0.000	0.988	0.170	0.167
MSCEIT – Facilitation	2.698	0.102	0.010	-0.199

* The MAIN 8 Factors

These results suggest that despite the significant result, there are very few points of difference between these groups, but they are substantial. In this instance, the non hospitality stars have considerably more experience than the hospitality stars, yet are considerably less practical. They are, at the same time, smarter and adept at adopting more positive coping strategies than hospitality stars.

H$_{3iiid}$ was accepted.

Finally, the relative contributions of these factors to career progression and success in both hospitality and non-hospitality industry sectors was assessed.

H_4 A discriminant function comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can be developed to improve chance prediction in allocating members to the four career outcome groups.

A discriminant function was developed for the overall sample as well as the hospitality and non-hospitality groups. A sub-sample of 40 respondents was "held out" from the Multi Discriminant Analysis (MDA) for subsequent model testing. Therefore, the major model was developed with n=482 respondents.

A reverse stepwise MDA function was used. All 23 factors were inserted into the model. Of the 23 factors entered, 12 were removed for failing to meet the minimum significance threshold, and so eleven were retained. It is also worth noting that all of the MAIN 8 Factors were retained in the model. As expected, the model produced a three function model (Wilks' Lambda = 0.518, df = 33, sig=0.000). The eigenvalues, variances and canonical correlations of the three functions are presented in Table 29 below.

Table 29: SUMMARY OF MDA RESULTS

FUNCTION	WILKS LAMBDA	EIGENVALUE	VARIANCE %	CANONICAL CORRELATION
1	0.518	0.487	63.5	0.572
2	0.770	0.150	19.5	0.361
3	0.885	0.130	17.0	0.339

SPSS's internal model testing routine was used. It claimed to correctly allocate the respondents 52.3% of the time. However, when the resultant discriminant function was applied to the raw data of the 40 hold out respondents, the correct allocation rate fell to 36.7%, which is still 11.7 percentage points, or 46.8% better than if the respondents were allocated by chance, i.e. a one in four chance (25percent).

The process was repeated with the sample split into hospitality (H_{4a}) and non-hospitality (H_{4b}) respondents. In these situations, the allocation rate was 11.0% better than chance. Consequently, H_4, H_{4a}, H_{4b} were all accepted. However, it could be argued that the improvement rates were marginal at best.

The tables on the following page present the key output from the MDA. The first table, Table 30, presents the allocation results and unstandardised canonical discriminant function co-efficients, whilst Table 31 presents the unstandardised canonical discriminant function co-efficients evaluated at the group means.

With regards to Table 30, the allocation results highlight the problematic nature of developing predictive models. Whilst the internal allocation assessments are relatively high at 53.2% for the total sample, when used with hold out data the accuracy of the allocation function falls significantly. Nonetheless, even using external, hold out data, the allocation function of 36.7% is still a 46.8% improvement on the one in four (25percent) allocation rate based on simple chance. Within the same table, the unstandardised canonical discriminant function co-efficients give an insight into the three "functions" that form the four groups (and thus highlight the key important measures). To create four groups, three functions are required. Each function splits the existing group into two sections along the lines of the key elements in the function as identified by the function values for each of the items. This, in turn, provides key insights into the nature of the functions. Therefore, for the total sample, the first function is largely driven by the experience (0.810) and transformational leadership (0.480) factor functions. The second function by the positive career management (0.435) and proactive leadership (0.412) functions whilst the third and final function is driven by the MSCEIT – Awareness (-0.507) and Experience (-0.502), or, given the negative values, the lack thereof. The classification function co-efficients give the clearest insight into the dominant characteristics of the groups.

In Table 31, the group means values also provide a key insight into the nature of the group. For example, in the total sample, function one, which is largely driven by experience and transformational leadership has its highest scores in the stalwart group – the oldest group in the sample. The stars – the most successful career group - have the highest scores in function two which is largely driven by positive career management and proactive leadership. In terms of the third function, which is about the lack of MSCEIT – Awareness and experience, the flash group achieves the highest score. Not surprisingly, given its poor career outcomes, the foot soldier group achieves the lowest scores on both the first and third function.

Table 30: UNSTANDARDISED CANONICAL DISCRIMINANT FUNCTION CO-EFFICIENTS

	TOTAL SAMPLE			HOSPITALITY			NON-HOSPITALITY		
Correctly Allocated in Model	53.2%			63.2%			51.2%		
Correctly Allocated Externally	36.7%			33.3%			33.3%		
Chance Improvement (Int.)	112.8%			152.8%			104.8%		
Chance Improvement (Ext.)	46.8%			33.2%			33.2%		
Function	1	2	3	1	2	3	1	2	3
Self-Positivism *	0.201	0.150	-0.305	-0.274	0.868	0.037			
Transformational Leadership *	0.480	0.321	0.052	0.164	0.375	0.615	0.601	0.400	-0.037
Thinking & Cognition *	0.319	-0.249	0.139	0.442	0.343	-0.224			
Positive Career Management *	0.139	0.435	0.451				-0.228	0.778	-0.325
Discipline and Logic	0.355	0.224	0.087						
MSCEIT – Awareness *	-0.362	-0.074	-0.507	-0.439	0.003	0.213	-0.071	-0.612	0.280
Proactive Leadership *	0.087	0.412	0.020				-0.290	0.288	0.563
Experience *	0.810	-0.259	-0.502	0.685	0.445	-0.591	0.889	-0.058	0.338
Career Anchor – Independence				-0.426	0.167	0.212			
MSCEIT – Understanding *	-0.026	-0.374	0.388				0.227	-0.330	-0.720
Younger Brothers	0.206	0.307	-0.001	0.123	0.488	0.387			
MSCEIT – Facilitation	0.350	-0.489	0.372	0.645	-0.219	0.257			
Constant	0.000	0.000	0.000	0.353	0.227	-0.126	-0.090	-0.002	0.060

* The MAIN 8 Factors

Table 31: UNSTANDARDISED CANONICAL DISCRIMINANT FUNCTION CO-EFFICIENTS EVALUATED @ GROUP MEANS

	TOTAL SAMPLE			HOSPITALITY			NON-HOSPITALITY		
Function	1	2	3	1	2	3	1	2	3
Foot Soldier	-1.023	-0.148	-0.425	-1.559	0.077	-0.327	-0.590	-0.565	0.243
Flash	-0.420	-0.113	0.608	-0.049	-0.875	0.260	-0.560	0.161	-0.452
Stalwart	0.985	-0.645	-0.135	1.507	-0.160	-0.549	1.167	-0.340	-0.195
Star	0.384	0.428	-0.072	0.247	0.485	0.211	0.138	0.396	0.241

Hypothesis Summary

A total of 10 hypotheses were tested. All but two were accepted with these two partially accepted. The results are presented in Table 32 below.

Table 32: SUMMARY OF HYPOTHESIS TESTING RESULTS

H_n	ELEMENTS	RESULT	COMMENTARY
H_1	1 Model 23 Factors 4 Career Groups	Accepted	In total, the 23 factors help explain the 4 career outcome groups.
H_2	23 Factors 4 Career Groups	Partially Accepted	Of the 23 ANOVAs, which explored the 4 career outcome groups, only 11 were significant.
H_{3i}	23 Factors 2 Industry Groups	Accepted	In total, the 23 factors help explain the two industry groups; hospitality and non-hospitality.
H_{3ii}	23 Factors 4 Career Groups	Partially Accepted	Of the 23 ANOVAs, which explored the 4 career outcome groups, only 11 were significant.
H_{3iiia}	23 Factors 2 Industry Groups Foot Soldiers	Accepted	The 23 factors help explain the two industry groups amongst the Foot Soldiers. Of this, 12 of the 23 ANOVAs were significant.
H_{3iiib}	23 Factors 2 Industry Groups Flash	Accepted	The 23 factors help explain the two industry groups amongst the Flash. However, only 3 of the 23 ANOVAs were significant.
H_{3iiic}	23 Factors 2 Industry Groups Stalwarts	Accepted	The 23 factors help explain the two industry groups amongst the Stalwarts. Of this, 7 of the 23 ANOVAs were significant.
H_{3iiid}	23 Factors 2 Industry Groups 4Stars	Accepted	The 23 factors help explain the two industry groups amongst the Star. Of this, only 5 of the 23 ANOVAs were significant.
H_4	23 Factors to predict 4 groups overall.	Accepted	The resultant 10 item discriminant function improved prediction by 15.6% above chance.
H_{4a}	23 Factors to predict 4 groups in hospitality.	Accepted	The resultant 9 item discriminant function improved prediction by 11.0% above chance.
H_{4b}	23 Factors to predict 4 groups in non-hospitality.	Accepted	The resultant 7 item discriminant function improved prediction by 11.0% above chance.

These results, despite including two partial acceptances, clearly support the argument that there is a suite of personal characteristics, acquired skills and learned behaviours (operationalised by the 23 factors) that help explain career progress and success (operationalised by the four state model: Stars, Stalwarts, Flash and Foot Soldiers) and that the hospitality industry has a different combination and pattern of these factors than other service oriented, non-hospitality industries amongst the 522 Melbourne residents included in the final sample.

Table 33 on the following page lists each of the factors and identifies the extent to which they contribute to the hypotheses testing. The **bolded** items are those with large Cronbach's alpha and thus meet the reliability criteria, meaning that they are based on a more coherent set of underlying questions. The column at the far right of the table counts the number of times a factor contributed significantly to each hypothesis.

Table 33: SCHEDULE OF FACTORS UTILISED IN EACH HYPOTHESIS

Hypothesis	Total	Total	HOSPITALITY v NON-HOSPITALITY				MDA			COUNT
			Foot Soldier	Flash	Stalwart	Star	TOTAL	HOSP.	NON HOSP	
	H_2	$H_{3i \& 3ii}$	H_{3a}	H_{3b}	H_{3c}	H_{3d}	H_4	H_{4a}	H_{4b}	
Self-Positivism *	X		X		X			X		4
Extraversion		X	X		X					3
Structure and Order		X	X							2
Transformational Leadership *	X						X	X	X	4
Emotional Stability		X	X							2
Thinking & Cognition *	X	X	X	X		X	X	X		7
Sensitivity & Openness										0
Active Self-Efficacy					X					1
Positive Career Management *	X						X		X	3
Older Sisters										0
Discipline and Logic	X						X			2
Social Responsibility			X							1
MSCEIT – Awareness *	X	X	X			X	X	X	X	7
Proactive Leadership *	X		X		X					3
Experience *	X	X				X	X	X	X	6
Career Anchor – Independence			X		X			X		3
Technical and Practical Actions		X		X	X	X				4
MSCEIT – Understanding *	X	X			X		X		X	5
Work Less										0
Younger Sisters			X							1
Positive Coping		X	X			X				3
Younger Brothers	X	X		X			X	X		5
MSCEIT – Facilitation	X		X				X	X	X	5

* The MAIN 8 Factors

5.04   FURTHER STATISTICAL ANALYSIS

A range of non-metric measures was also recorded, including gender, family background and psychological type, amongst others. Whilst these measures did not contribute to the formation of the model or hypothesis testing, because as non-metric data they cannot be used on MDA, they nonetheless provide more insight into the nature and character of each of the four groups. These findings warrant careful elucidation.

Firstly, there were no significant differences across the four career progression and success groups in terms of gender and family cultural background. There were, however, significant differences in terms of language spoken at home, and broad racial background. Psychological type, which is operationalised by the MBTI and can be presented in a variety of formats and perspectives is also presented, with many permutations, highlighting significant differences across the four groups from a raft of perspectives within the MBTI framework.

Language spoken at home was the first of the items with a significant difference (χ^2 = 8.233, df=3, sig=0.041). Furthermore, the Stars, of whom 91 percent speak English at home, presented as the most significantly anglophonic group, and with nine percent speaking a language other than English at home, the least non-anglophonic group.

Similarly, education achievement was significantly different across the four groups (χ^2 = 20.416, df=6, sig=0.002). Not surprisingly, the Foot Soldiers were over represented amongst those with only a high school education, and under represented amongst those with a university education. In contrast, the Stars and Stalwarts were under represented amongst the high school only completers and were over represented amongst the university graduates.

Perhaps indicative of their age and/or a sense of career abandonment, the Stalwarts were under represented in the pursuit of ongoing study (χ^2 = 18.665, df=9, sig=0.028).

The detailed results are presented in Table 34 on the following pages. The table highlights the similarities and differences between the four groups in terms of these measures. The table includes the key themes, the response categories, the Pearson χ^2 value, degrees of freedom, significance value and the percentage distribution for the response categories across each of the four career progression and success outcome groups. Also, those percentage distributions that have an extreme adjusted residual value (Adj. Res. > 2.6) are <u>underlined</u>. An extreme adjusted residual value suggests that this particular component of the data distribution is statistically significant and thus may drive the underlying differences between the groups.

The results are also discussed in detail in the Discussion section of this thesis. Again, a background discussion on the MBTI is provided in Appendix B.

Table 34: SUMMARY OF SELECTED CROSS TABULATION RESULTS BY EACH CAREER OUTCOME GROUP

THEME	ELEMENT	χ^2 Pearson	df	SIG.	FOOT SOLDIER (n = 106) %	FLASH (n = 106) %	STALWART (n = 120) %	STAR (n = 190) %
GENDER	Male	5.483	3	0.140	39	36	50	47
	Female				61	64	50	53
FAMILY BACKGROUND	Anglo / Celtic / Saxon and speaks English at home	34.779	24	0.072	52	58	69	68
	European heritage speaks English at home				17	16	14	15
	European heritage speaks a language other than English at home				11	9	13	3
	East Asian heritage speaks English at home				1	2	0	3
	East Asian heritage speaks a language other than English at home				3	4	0	3
	South Asian heritage speaks English at home				3	3	2	2
	South Asian heritage speaks a language other than English at home				2	2	1	1
	Other heritage speaks English at home				7	4	0	2
	Other heritage speaks a language other than English at home				4	2	0	2
LANGUAGE	Speaks English at home	**8.233**	**3**	**0.041**	80	84	86	91
	Non English speaking at home				20	16	14	9
RACE	Anglo – Celtic – Australian	**23.973**	**12**	**0.021**	52	58	69	69
	European				29	25	28	18
	East Asian				4	6	0	6
	South Asian				5	4	4	4
	Other				10	6	0	4
EDUCATION	Up to Year 12 – High School	**20.416**	**6**	**0.002**	34	22	17	15
	TAFE, Trade School, Commercial College				22	23	16	19

THEME	ELEMENT	χ^2 Pearson	df	SIG.	FOOT SOLDIER (n = 106) %	FLASH (n = 106) %	STALWART (n = 120) %	STAR (n = 190) %
	University				44	54	68	65
CURRENT EDUCATION	Not Studying	18.665	9	0.028	55	62	77	64
	Up to Year 12 – High School				2	1	0	1
	TAFE, Trade School, Commercial College				18	11	5	7
	University				26	26	18	29
DOMESTIC ARRANGEMENTS	Single and no partner	13.001	6	0.043	29	21	18	14
	Have a long term partner				55	61	73	70
	Did have partner but am now single				16	18	9	16
FAMILY STRUCTURE	No children	63.693	9	0.000	85	84	46	65
	Younger Family				7	13	26	22
	Middle Family				1	2	9	8
	Older Family				7	1	19	5
MBTI[a]	Extraverts	4.565	3	0.207	54	59	68	65
	Introverts				46	41	32	35
	Sensing	4.137	3	0.247	53	61	56	48
	Intuition				47	39	44	52
	Thinking	18.919	3	0.000	53	57	73	76
	Feeling				47	43	27	24
	Judging	30.861	3	0.000	78	65	82	50
	Perceiving				22	35	18	50

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THEME	ELEMENT	χ^2 Pearson	df	SIG.	FOOT SOLDIER (n = 106) %	FLASH (n = 106) %	STALWART (n = 120) %	STAR (n = 190) %
MBTI [b]	ESTJ	116.003	45	0.000	15	10	30	17
	ESTP				2	6	3	5
	ESFJ				8	12	11	2
	ESFP				1	3	1	2
	ENTJ				4	5	14	6
	ENTP				2	6	1	18
	ENFJ				18	6	4	4
	ENFP				3	11	4	10
	ISTJ				15	23	8	14
	ISTP				2	2	0	5
	ISFJ				3	4	3	2
	ISFP				5	1	0	1
	INTJ				8	3	8	4
	INTP				4	2	8	5
	INFJ				6	2	4	1
	INFP				2	4	0	3
MBTI [c]	Extraverted Judging ESTJ ENTJ ESFJ ENFJ	43.619	9	0.000	44	33	59	29
	Introverted Perceiving ISTP INTP ISFP INFP				13	9	8	14
	Extraverted Perceiving ESTP ESFP ENTP ENFP				9	26	10	36
	Introverted Judging ISTJ ISFJ INTJ INFJ				33	32	23	21

THEME	ELEMENT	χ^2 Pearson	df	SIG.	FOOT SOLDIER (n = 106) %	FLASH (n = 106) %	STALWART (n = 120) %	STAR (n = 190) %
MBTI [d]	T(e)F(i)	85.117	21	0.000	19	15	44	23
	S(e)N(i)				4	9	4	7
	F(e)T(i)				26	18	15	6
	N(e)S(i)				9	17	6	28
	S(i)N(e)				19	27	11	16
	T(i)F(e)				6	4	8	11
	F(i)T(e)				7	5	0	3
	N(i)S(e)				14	5	12	5
MBTI [e]	ST: Practical Matter of Fact Types	29.123	9	0.001	35	41	41	42
	SF: Sympathetic & Friendly Types				18	20	15	6
	NF: Enthusiastic & Insightful Types				29	23	12	18
	NT: Logical & Ingenious Types				18	16	32	34
MBTI [f]	IJ: Decisive Introverts	43.619	9	0.000	33	32	23	21
	IP: Adaptable Introverts				13	9	8	14
	EP: Adaptable Extroverts				9	26	10	36
	EJ: Decisive Extroverts				45	33	59	29
MBTI [g]	SJ: Realistic Decision Makers	41.289	9	0.000	42	49	52	35
	SP: Adaptable Realists				11	12	4	13
	NP: Adaptable Innovators				12	23	14	36
	NJ: Visionary Decision Makers				35	16	30	15
MBTI [h]	TJ: Logical Decision Makers	53.699	9	0.000	42	41	60	41
	TP: Adaptable Thinkers				11	16	12	35

THEME	ELEMENT	χ^2 Pearson	df	SIG.	FOOT SOLDIER (n = 106) %	FLASH (n = 106) %	STALWART (n = 120) %	STAR (n = 190) %
	FP: Gentle Types				12	19	5	15
	FJ: Benevolent Administrators				35	24	22	9
MBTI [i]	IS: Thoughtful Realists	23.046	9	0.006	26	30	11	22
	IN: Thoughtful Innovators				20	11	21	13
	ES: Action-Oriented Realists				27	31	45	26
	EN: Action-Orient Innovators				27	28	23	39
MBTI [j]	ET: Action-Oriented Thinkers	28.169	9	0.001	24	27	48	47
	EF: Action-Oriented Co-operators				31	32	20	18
	IF: Reflective Harmonisers				16	11	7	6
	IT: Reflective Reasoners				29	30	25	29
MBTI [k]	SJ: Guardian	26.269	9	0.002	42	49	52	35
	SP: Artisan				11	12	4	14
	NF: Idealist				29	23	12	18
	NT: Rational				18	16	32	34

a   The 4 Bi-polar dimensions
b   The 16 Types
c   The 4 Attitudes
d   The 8 Dominant and Inferior Functions
e   The 4 Columns
f   The 4 Rows
g   The 4 Perceptions and Orientations to the Outside World
h   The 4 Judgement and Orientation to the Outside World
i   The 4 Orientations of Energy and Perceptions
j   The 4 Orientations of Energy and Judgement
k   The 4 Temperaments

The raw data from the MBTI can be organised into a variety of combinations and permutations to provide a rich insight into the psychological type of each group. In this research, the MBTI raw scores, which are in ratio format, were used in factor analysis. The thinking raw score and the feeling raw score loaded substantially on a meaningful, valid and reliable, but ultimately a non-discriminating factor called; "Discipline and Logic". Furthermore, the raw scores for perceiving, judging, intuition and sensing loaded on the "structure and order" factor which was found to be weak and not viable for subsequent analysis. Similarly, the extravert and introvert raw scores loaded on the statistically unsuccessful, but conceptually sound, "extraversion" factor. Nonetheless, despite these shortcomings, the 11 MBTI outputs presented in the preceding table provide some rich insight into the underlying nature of the four groups, as summarised below:

a   The Four Bi-polar dimensions
        Extraverts and Introverts (Not Significant)
        Sensing and Intuition (Not Significant)
        Thinking and Feeling (χ^2 = 18.919, df=3, sig=0.000)
        Judging and Perceiving (χ^2 = 30.861, df=3, sig=0.000)

b   The 16 Types (χ^2 = 116.003, df=45, sig=0.000)

c   The 4 Attitudes (χ^2 = 43.619, df=9, sig=0.000)

d   The 8 Dominant and Inferior Functions (χ^2 = 85.117, df=21, sig=0.000)

e   The 4 Columns (χ^2 = 29.123, df=9, sig=0.001)

f   The 4 Rows (χ^2 = 43.619, df=9, sig=0.000)

g   The 4 Perceptions and Orientations (χ^2 = 41.289, df=9, sig=0.000)

h   The 4 Judgement and Orientation (χ^2 = 53.699, df=9, sig=0.000)

i   The 4 Orientations of Energy and Perceptions (χ^2 = 23.046, df=9, sig=0.006)

j   The 4 Orientations of Energy and Judgement (χ^2 = 28.69, df=9, sig=0.001)

k   The 4 Temperaments (χ^2 = 26.269, df=9, sig=0.002)

As previously noted, a comprehensive discussion on the MBTI and its derivative measures is provided in Appendix B. The key elements of these significance tests are summarised and presented in the Table 35 on the following page. Each of the four groups can be described in terms of the areas in which is it consistently under-represented and where it is consistently over-represented.

Table 35: MBTI: SIGNIFICANT DISTRIBUTIONS OF OVER AND UNDER REPRESENTATION

GROUP	UNDER REPRESENTED	OVER REPRESENTED
Star	Feeling ESFJ Extraverted Judging F(e) T(i) Sympathetic and Friendly Types Decisive Extraverts Realistic Decision Makers Visionary Decision Makers Benevolent Administrators Action-Oriented Co-operators Guardian	Thinking ENTP Extroverted Perceiving N(e) S(i) Logical and Ingenious Types Adaptable Extraverts Adaptable Innovators Adaptable Thinkers Action-Oriented Innovators Action-Oriented Thinkers Rational
Stalwart	Perceiving ENTP Extroverted Perceiving N(e) S(i) Adaptable Extraverts	Judging ESTJ ENTJ Extraverted Judging T(e) F(i) Decisive Extraverts Logical Decision Makers Action-Oriented Results
Flash	T(e) F(i) Logical and Ingenious Types Action-Oriented Thinkers Rational	S(i) N(e)
Foot Soldier	Thinking Perceiving N(e) S(i) Adaptable Extraverts Adaptable Thinkers	Feeling Judging F(e) T(i) Visionary Decision Makers Benevolent Administrators Reflective Harmonisers

All of these characteristics can now be combined with the significant items from the factor analysis and MDA to present a comprehensive comparative profile of the four career progression and success groups. Whilst this will be covered in detail in the Discussion Chapter, the profile is presented in Table 36 on the following page.

The most notable elements of the table are the very significant differences between the foot soldiers and the stars. Whilst this should not be surprising, given that they are at opposite ends of the success spectrum, the substantial differences between these two groups across all of the characteristics is noteworthy.

Table 36: SUMMARY OF KEY COMPARATIVE STATISTICS ACROSS THE FOUR GROUPS

CHARACTERISTIC	FOOT SOLDIER (n = 106)	FLASH (n = 106)	STALWART (n = 120)	STAR (n = 190)
Self-Positivism *	-0.043	-0.237	0.086	0.128
Transformational Leadership *	-0.394	-0.140	0.133	0.241
Thinking and Cognition *	-0.241	0.009	0.337	-0.019
Positive Career Management *	-0.323	0.161	-0.207	0.170
MSCEIT – Awareness*	0.452	-0.164	-0.138	-0.089
Proactive Leadership *	-0.121	-0.055	-0.177	0.176
Experience *	-0.337	-0.476	0.746	0.146
MSCEIT – Understanding *	-0.081	0.255	0.147	-0.172
Language spoken at home	Non-English OR			English OR
Racial Background	Anglo Celtic UR			Anglo Celtic OR
Completed Education	Secondary OR University UR			Secondary UR University OR
Current Education	Trade School OR		Not Studying OR	
Domestic Arrangements	Single No Partner OR			
Family Structure	No Children OR	No Children OR	No Children UR Younger Family OR Older Family OR	
Psychological Type	Not flexible, not logical.	Not logical, not rational, nor ingenious.	Not flexible.	Unsympathetic, non-collegiate, not pragmatic nor decisive.
	Feeling, collegiate, harmonious, intuitive and reflective.	Practical and sensate, structured	Decisive, logical, action oriented, structured.	Logical, ingenious, rational, flexible and extraverted

* The MAIN 8 Factors
OR – over represented compared to the other groups
UR – under represented compared to the other groups

5.05   VALIDATION FROM INDUSTRY REPRESENTATIVES

Four senior managers from four of the large hospitality organisations which provided respondents for this research were interviewed after the conduct of the statistical analysis. The interviews covered four key aspects of the research:

- the conceptualisation taxonomy and typology of the career progression and success groups; stars, stalwarts, flash and foot soldiers;
- the hypothesised constructivist model of career progression and success;
- the conceptualisation and operationalisation of the MAIN 8 Factors; and
- the results of the hypothesis testing, especially the utility of the predictive model.

In terms of the four groups, the industry representatives were able to readily appreciate the underlying nature of the taxonomy and were even able to recognise individuals within their organisation who would putatively belong to each of the four groups.   One representative noted, however, that the model inferred that the stalwarts were ambitious for promotion and thus may feel thwarted. In contrast, she suggested that some of the stalwarts in her organisation were satisfied with their situation and that they were not necessarily focused on career progression.

Each representative took some time to fully understand the constructivist nature of the model and how the attributes, skills and behaviours accumulate from birth with learning, practice and experience over time. However, once clarified, each was able to appreciate and recognise the value in looking at the skills of their staff as an accumulation of learning, practice and experience over time from birth. Each was able to recognise in the management vernacular that such a model suggests that whilst leaders and managers are made, not born, being born with the right innate characteristics is a considerable advantage.

Each representative reflected upon the underlying nature of the MAIN 8 Factors. Whilst the academic taxonomy was initially confusing, each was able to recognise the MAIN 8 Factors in more common language characteristics such as self-confidence, leadership, emotional intelligence (especially empathy), proactivity and a bias for action, critical thinking skills, and a level of work and life experience. Table 37 on the following page highlights these relationships.

Table 37: INDUSTRY VERNACULAR AND THE MAIN 8 FACTOR LABELS

INDUSTRY VERNACULAR	THE MAIN 8 FACTORS
Self Confidence	Self-Positivism
Leadership	Transformational Leadership Proactive Leadership
Emotional Intelligence (empathy)	MSCEIT – Awareness MSCEIT - Understanding
Proactivity	Positive Career Management
Critical Thinking Skills	Thinking and Cognition
Work and Life Experience	Experience

Finally, the results of the research, in the form of the summary tables of statistics and the conceptual model, with the MAIN 8 Factors identified, were presented to each representative. The representatives' comments suggested that these results were intuitively appealing and based on "common sense". The representatives were, however, not convinced that the resultant discriminant function added any value to the selection of high potential employees. Their view was that, whilst the MAIN 8 Factors gave them insight and enhanced their understanding of their candidates, the discriminant function, with a success ratio that was slightly better than chance, was neither sufficiently efficacious nor efficient. These results suggest that whilst the research can enhance industry's understanding of the factors that drive career progression and success, the results are not sufficiently conclusive, accurate and precise to warrant adoption at this stage.

5.06   CONCLUSION

As noted, factor analysis was used to produce 23 factors from which 8 were identified as the MAIN 8 Factors. The subsequent analysis confirmed firstly, the existence of a multi dimensional model that explains career progression and success across the four career outcome groups. Further hypothesis testing identified significant differences across the four career outcome groups, especially in terms of the MAIN 8 Factors. As well, significant differences between industries were also identified. Additional analyses provided further insights into the nature and characteristics of the four career outcome groups. Finally discriminant analysis identified those factors which drive to group membership and their relative contribution to the forming of the groups. Whilst not clarion and unequivocal, these results do provide some evidence and justification for the creation of four discrete groups based on career outcomes.

5.07   SUMMARY

This section of the thesis sought to present the results of a variety of analyses. In particular, it presented:

- the top line results which describe the key characteristics of the sample,

- the results of the hypothesis testing,

- the development of the discriminant function,

- further statistical analysis of the four groups using additional data, and

- validation of the results by industry representatives.

These results will now be discussed in terms of the research question and the theory established in the literature review.

CHAPTER 6: DISCUSSION

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The findings and results from the data preparation and statistical analysis (including hypothesis testing, subsequent group analyses, and industry validation) warrant careful discussion and consideration. In particular, six key areas require a particular focus. Each of these will be dealt with in turn.

6.01 THE FACTOR STRUCTURE

The proposed model addressed 10 key themes that were operationalised by 92 meta-measures. These 92 measures were factor analysed to produce a 23 factor model that explained 72percent of the variance in the data. Whilst the number of analysis items was reduced by 75percent (92 to 23), and having 72percent of the variance explained is considered exceptionally good, 23 items were still too many for parsimonious model development. Further analysis, using the level of explained variance, Cronbach alpha, MANOVA and assessing the conceptual validity of the factors was undertaken to distil the 23 factors down to 8 conceptually meaningful and statistically robust factors, known as the MAIN 8 Factors. This section provides a detailed discussion on the MAIN 8 Factors whilst the remaining fifteen factors, those not included in the MAIN 8, are discussed in Appendix C.

These MAIN 8 Factors are:

- Self-Positivism;
- Transformational Leadership;
- Thinking and Cognition;
- Positive Career Management;
- MSCEIT – Awareness;
- Proactive Leadership;
- Experience;
- MSCEIT – Understanding.

The **Self-Positivism** factor comprised 13 items with loadings ranging from 0.822 through to 0.466 – all of which were considered sufficient for inclusion in the factor description. Furthermore, of these 13 items, 12 were drawn from the EQ-i instrument. This is both encouraging and highly problematic. It is encouraging because the fundamental nature of the original items from the EQ-i (which were self-reported measures) expressed a sense of positive self-esteem. Furthermore, the consistent high loadings indicate a sound and strong mathematical relationship between the answers to the 13 items from the EQ-i and the resulting, single factor. That is, these 13 items clearly point to a well-defined and recognisable construct that has been called Self-Positivism because it deals with a raft of aspects dealing with a strong and positive sense of self.

At the same time, this is highly problematic in that according to the self-report EQ-i model, each of these items (that is, the 12 of the 13 items that load on Self-Positivism) are separate factors within the broader Emotional Intelligence model, as presented in Table 38 below. That all of these factors are not replicated to some extent in the data suggests that they may not be as robust and clearly defined as suggested by Bar-On (1997, 1999, 2000, 2001; 2000).

Table 38: EQ-i MODEL WITH SELF-POSITIVISM

ITEMS IN BOLD (FACTOR LOADINGS)

OVERALL	COMPONENT	ITEM (Loading)	One's self assessed ability to …
EQ-i	Intrapersonal Components	**Self-Regard (0.785)**	respect and accept oneself as basically good.
		Emotional Self-Awareness (0.611)	recognise one's feelings.
		Assertiveness (0.698)	defend one's rights in a non-destructive manner.
		Independence (0.647)	be self-directed and self-controlled.
		Self-Actualisation (0.785)	realise one's own potential capacities.
	Adaptability Components	**Reality Testing (0.616)**	assess the correspondence between what is experienced and what objectively exists.
		Flexibility (0.578)	adjust one's emotions, thoughts and behaviour to changing situations and conditions.
		Problem Solving (0.466)	identify and define problems as well as to generate and implement potentially effective solutions.
	General Mood	**Optimism (0.822)**	look at the brighter side of life, to enjoy oneself and others and to have fun.
		Happiness (0.686)	feel satisfied with one's life, to enjoy oneself and others, and to have fun.
	Interpersonal Components	Empathy	appreciate the feelings of others.
		Social Responsibility	to be cooperative, contributing and constructive member of one's social group.
		Interpersonal Relations (0.571)	establish and maintain mutually satisfying relationships.
	Stress Management	**Stress Tolerance (0.706)**	withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress.
		Impulse Control	resist or delay an impulse, drive or temptation to act.

Source: (Bar-On, 1999 p. 15-18)

This suggests that the underlying common theme in this factor relates to the respondent's self-assessment of their positive attributes and skills, rather than their competence in the underlying components of the EQ-i. Hence the name "self-positivism", which seeks to embrace a sense of self-efficacy and positive self-esteem, has been proposed. Therefore, rather than be aligned to the underlying constructs of emotional intelligence, this factor appears to be more closely aligned to some form of self-efficacy, which, according to Bandura (1997b) is a confidence and belief in one's ability to successfully undertake certain tasks and responsibilities. As noted in the result section, this factor played a significant and substantial role in defining key differences across the four career progression and success groups. Such a finding is consistent with many authors.

In particular, Bandura (1991a, 1991b, 1995, 1997a, 1997b, 1999) argued persuasively that a form of self-efficacy is essential to personal success. In a business setting, McCall and his colleagues (2002) argued that successful managers need to be

> *"resilient, resourceful, optimistic and energetic" in that she "responds to a challenge; is not discouraged by adversity; is self-reliant and creative; sees the positive side of things; has a high level of physical and emotional energy; is able to deal with stress."*
>
> (McCall & Hollenbeck, 2002, p. 35)

McCall and Hollenbeck generalised and argued that a successful manager needs to take the initiative, generally be proactive and have an impact. This is especially the case in the areas of coping with, managing, and even driving change, as well as having a capacity for resilience, self-efficacy and completion.

Furthermore, Seibert and his colleagues (Seibert, Kraimer, & Crant, 2001; Seibert, Kraimer, & Liden, 2001) discussed a concept called the "proactive personality", which involves "taking initiative in improving current circumstances or creating new ones; it involved challenging the status quo rather than passively adapting to present conditions" (Crant, 2000, p. 436). Therefore, these elements of proactivity, self-efficacy and positive attitude also appear to be deeply ingrained in the Self-Positivism factor.

The concept of **Transformational Leadership** was originally proposed by Burns (Burns, 1978) and was subsequently refined by Bass and Avolio (Bass & Avolio, 1993; Bass, Avolio, & Atwater, 1996). In the factor analysis in this research, this fourth factor (second of the MAIN 8 factors) explained 4.675% of the variance, and had a Cronbach alpha of 0.882, was heavily loaded by all five transformational elements of Bass and Avolio's leadership model, plus one of the transactional elements, contingent reward.

Given that all five of the transformational leadership styles load on this factor and thus confirm its validity, it is reasonable to name the factor "Transformational Leadership". The inclusion of contingent reward as the highest weighted item (0.824) may appear problematic. However, Bass and Avolio acknowledged that optimum leadership requires a base of transactional leadership, such as contingent reward, wherein the contractual nature of contingent reward ensures that people understand what is expected of them and are properly rewarded in return.

As such, this transactional leadership style forms a base that supports transformational leadership as presented in Table 39 below. Furthermore, this blending of the transactional and transformational may provide a key insight into dealing with some of the aforementioned key challenges confronting the hospitality industry.

Table 39: MLQ MODEL WITH TRANSFORMATIONAL LEADERSHIP ITEMS IN BOLD (FACTOR LOADINGS)

MAJOR STYLE	OPERATIONAL STYLE (Loading)	The Leader …
Laissez Faire	Laissez Faire	allows staff to do as they wish.
Transactional	**Contingent Reward (0.824)**	has a "contractual" relationship with staff.
	Management by Exception (Passive)	does not intervene until problems become serious.
	Management by Exception (Active)	intervenes early and frequently before problems arise.
Transformational	**Idealised Influence (Behaviour) (0.754)**	sets an example by exhibiting appropriate behaviours.
	Idealised Influence (Attributed) (0.766)	sets an example by demonstrating appropriate values.
	Inspirational Motivation (0.741)	talks optimistically about the future, articulates a compelling vision and takes a stand.
	Intellectual Stimulation (0.618)	challenges others to think critically and creatively to solve problems.
	Individualised Consideration (0.721)	treats people as worthy individuals, not just team members.

Source: (Bass, 1998)

Therefore, the identification and construction of this factor is conceptually sound, statistically robust and meaningful and thus able to make a positive contribution to the research.

The **Thinking and Cognition** factor is comprised of the five elements of the Watson Glaser Critical Thinking Appraisal (WGCTA), which, as a reading and comprehension and critical thinking assessment, is generally considered a proxy for cognitive intelligence, plus the 16PF item called "reasoning", which is also considered a proxy for cognition. This factor explained 3.712% of the variance, had a Cronbach's alpha of 0.751, and the MANOVA was significant (F=5.397, df=3, sig. = 0.001). Therefore, it is statistically sound and logically consistent with the underlying structure of the WGCTA. As well, the inclusion of reasoning from the 16PF is also consistent with its structure.

Several researchers have noted the value of cognitive ability to career success (Gottfredson, 1997; Murensky, 2000; Stough & De Guara, 2003; Vinchur, Schippmann, Switzer, & Roth, 1998). Furthermore, Tracey and his colleagues (Tracey, et al., 2007) found that general mental ability and conscientiousness are important for predicting the performance of restaurant employees on the front-line with general mental ability more critical in the early stages of one's career. Therefore, this thinking and cognition factor is able to contribute to the explication of the proposed model.

Positive Career Management, which explained 3.316% of the variance, had a Cronbach alpha of 0.799 and a significant MANOVA (F=8.100, df=3, sig. = 0.000). It also incorporated four of its five elements from the career management model (with loadings): Seek Mentoring (0.794), Self-Presentation (0.692), Maintain Career Flexibility (0.653), and Build Networks (0.639). The only item from the Career Management construct that did not load on this factor was Extended Work Environment. This loads as the only item on factor 19 which explained 1.568% of the variance and was found not to have a significant ANOVA value. This factor also includes the Schutte Emotional Intelligence construct. However, with a loading of 0.436, compared to the other items, which range from 0.794 to 0.639, this particular item is somewhat spurious and not relevant to the factor.

The development of career strategies and their execution through appropriate, proactive career management activities has been identified as vital to career success by several writers (Bolton & Gold, 1994; Garavan, et al., 2006; Guthrie, et al., 1998; Hammer, 1996; Iles, 1997; Ladkin & Riley, 1996a; Preston & Biddle, 1994). The notion of this pro-activity is also consistent with the aforementioned work of Seibert (Seibert, Kraimer, & Crant, 2001; Seibert, Kraimer, & Liden, 2001) and his colleagues and McCall and his colleagues (McCall & Hollenbeck, 2002; McCall & Lombardo, 1982, 1990; McCall, et al., 1989; McCall, Lombardo, & Morrison, 1992; McCall, Lombardo, & Morrison, 1988). As such, positive career management is a factor that contributes to an understanding and explanation of the proposed model.

The **MSCEIT – Awareness** factor explained 2.768% of the variance, had a Cronbach's alpha of 0.627 and a significant and substantial MANOVA (F=9.796, df=3, sig. 0.000). Whilst the Cronbach's alpha is lower than desirable, the consistency of the loadings and the significant MANOVA values suggests that the usual Cronbach's alpha threshold of 0.70 can be relaxed somewhat so as to include this factor. The five MSCEIT items that load on MSCEIT – Awareness are presented in Table 40 below.

Table 40: MSCEIT MODEL WITH MSCEIT - AWARENESS

ITEMS IN BOLD (FACTOR LOADINGS)

TOTAL	AREA	BRANCH	TASK	The ability to …
MSCEIT	EXPERIENTIAL	Perceiving Emotions	**Faces (0.717)**	see emotions in people's faces.
			Pictures (0.719)	see emotions in art, music and objects.
		Facilitating Thought	**Sensations (0.643)**	relate different emotions to different sensations, such as light, colour.
			Facilitation	Understand how moods interact and support thinking and reasoning.
	STRATEGIC	Understanding Emotions	Blends	decompose feelings into their component emotions and, assemble simple emotions into complex feelings.
			Changes	understand how emotions can escalate and transit.
		Managing Emotions	**Emotion Management (0.468)**	incorporate emotions into your own thinking, reasoning and decision making.
			Emotional Relations (0.453)	incorporate emotions into decision making that involves other people.

Source: (Mayer, Salovey, & Caruso, 2002, p. 19-20)

It is worth noting that changes and blends load together on another factor called **MSCEIT – Understanding,** which will be discussed subsequently. The item Facilitation loads on its own factor. This particular factor taps into two key elements of the MSCEIT - being aware of, and managing, emotions. It is somewhat problematic that these two elements, which are proposed as being at opposite ends of the MSCEIT model, load on the same factor. However, it should be noted that the three "awareness" items have significant and substantial loadings whereas the two "management" items have loadings that are relatively weak. As a result, this factor is clearly recognisable as dealing with the awareness elements of emotional intelligence rather than the management elements.

As previously discussed, emotional intelligence has emerged as a key concept in understanding and explaining career success in the last few years (Bardzil & Slaski, 2003; Boyatzis & Van Oosten, 2003; Carmeli, 2003; Caruso, 1999; Caruso & Salovey, 2004; Caruso & Wolfe, 2001; Cherniss, 2001a, 2001b; Cherniss & Adler, 2000).

Even in hospitality, emotional intelligence has been seen as a key contributor to career success (Erkutlu & Chafra, 2006; Ineson, 2000; Sykes Hendee, 2004). Therefore, the MSCEIT – Awareness factor will contribute to further understanding of career progression and success. However, the creation of three factors (Self-Positivism, MSCEIT – Awareness and MSCEIT – Understanding) from two key measures, EQ-i (self assessed emotional intelligence) and MSCEIT (objectively assessed emotional intelligence) is somewhat problematic in that the EQ-i is hypothesised to have 14 key elements – yet produced one factor whilst the MSCEIT is hypothesis to comprise eight key elements – yet produced two factors. The nature of the relationship between these seemingly same constructs is further discussed in Appendix E.

The **Proactive Leadership** construct is potentially confusing because of the double negatives, as the two items in this factor deal with the two most disengaged and passive leadership styles proposed by Bass and Avolio. However, they are presented in the negative, as shown in the table below. This gives rise to an interpretation of the negative form of a passive style of leadership (i.e. a positive form of leadership) as can be seen in Table 41 below.

Table 41: MLQ MODEL WITH NON-NON LEADERSHIP ITEMS IN BOLD (FACTOR LOADINGS)

MAJOR STYLE	OPERATIONAL STYLE	The Leader
Laissez Faire	**Laissez Faire (-0.629)**	allows staff to do as they wish.
Transactional	*Contingent Reward*	has a "contractual" relationship with staff.
	Management by Exception (Passive) (-0.740)	does not intervene until problems become serious.
	Management by Exception (Active)	intervenes early and frequently before problems arise.
Transformational	*Idealised Influence (Behaviour)*	sets an example by exhibiting appropriate behaviours.
	Idealised Influence (Attributes)	sets an example by demonstrating appropriate values.
	Inspirational Motivation	talks optimistically about the future, articulates a compelling vision and takes a stand.
	Intellectual Stimulation	challenges others to think critically and creatively to solve problems.
	Individualised Consideration	treats people as worthy individuals, not just team members.

The italicised items are from the MLQ Transformational Leadership factor discussed previously.
The Management by Exception (Active) item loads on an insignificant factor.
Source: (Bass, 1998)

This factor, which explained 2.196% of the variance, had a Cronbach alpha of 0.704 and a significant MANOVA result (F=3.559, df=3, sig=0.014). Therefore, whilst apparently a contrary item, it is nonetheless robust, valid and, ultimately, meaningful. Furthermore, the proactive nature of this factor is consistent with the work of several authors, including Collins (Collins, 2001), Bass & Avolio (Antonakis, et al., 2003; Ardichvili, 2001; Avolio & Bass, 1988; Bass et al., 1994) and Seibert and his colleagues (Seibert, Kraimer, & Crant, 2001) in that it taps into a form of proactive leadership. It is therefore to be expected that respondents who score high on this factor do not resort to the disengaged and passive leadership styles, and will, alternatively, engage in the proactive, positive leadership styles encapsulated in the "transformational leadership" factor. As such, this factor adds explanatory value to the proposed model.

The second last meaningful and robust factor included in the MAIN 8 Factors is called **Experience**. It includes three variables, age in years, length of industry experience in years and, length of organisational experience in years. It explained 2.149% of the variance, had a Cronbach's alpha of 0.726 and produced a meaningful and significant MANOVA (F=35.966, df=3, sig.=000).

Several of the models used in the development of the proposed model, incorporated a range of time related elements such as age, industry experience and work experience (Garavan, et al., 2006; Judge, et al., 1995; Patton & McMahon, 1999; Ruddy, 1989). Therefore the factor called experience will contribute to further exploration of the proposed model.

The last factor is **MSCEIT – Understanding** which explained 1.637% of the variance and comprised two MSCEIT elements: changes and blends, both of which involve understanding emotions and their impact as proposed by the MSCEIT model of emotional intelligence. At 0.558, the Cronbach Alpha for this factor is below the required threshold. However, the MANOVA was significant (F=5.392, df=3, sig. = 0.001) and the items load as theorised in the MSCEIT model. Therefore, this factor and its two constituent items, as presented in Table 42 on the following page, offer strong face validity and reasonably good statistical robustness, and so will add further insight to the proposed model. To enhance interpretation of this factor, the items from the aforementioned **MSCEIT – Awareness** factor and their factor loadings (in brackets) are presented in *italics*.

Table 42: MSCEIT MODEL WITH MSCEIT - UNDERSTANDING

ITEMS IN BOLD (FACTOR LOADINGS)

TOTAL	AREA	BRANCH	TASK	The ability to …
MSCEIT	EXPERIENTIAL	Perceiving Emotions	*Faces (0.717)*	see emotions in people's faces.
			Pictures (0.719)	see emotions in art, music and objects.
		Facilitating Thought	*Sensations (0.643)*	relate different emotions to different sensations, such as light, colour.
			Facilitation	Understand how moods interact and support thinking and reasoning.
	STRATEGIC	Understanding Emotions	**Blends (0.519)**	decompose feelings into their component emotions and, assemble simple emotions into complex feelings.
			Changes (0.714)	understand how emotions can escalate and transit.
		Managing Emotions	*Emotion Management (0.468)*	incorporate emotions into your own thinking, reasoning and decision making.
			Emotional Relations (0.453)	incorporate emotions into decision making that involves other people.

The *italicised* items were included in the aforementioned **MSCEIT – Awareness** factor.
Source: (Mayer, et al., 2002, p. 19-20)

Where this factor differs from the **MSCEIT – Awareness** is that the awareness elements are related to observing and sensing emotions, whereas understanding relates to an intellectualisation of emotions as a resource that can be harnessed by an individual. Again, much of the research into the hospitality industry argues for interpersonal skills. An understanding of emotions clearly contributes to enhanced interpersonal skills.

Table 43 on the following page presents a summary of the MAIN 8 Factors and their comparable constructs and models.

Table 43: THE MAIN 8 FACTORS - CONCEPTUALLY SOUND AND STATISTICALLY ROBUST FACTORS

FACTOR	KEY THEME	COMPARABLE MODELS		
		CONSTRUCTS	AUTHOR(s)	YEAR
Self-Positivism	Self-Efficacy and Self-Esteem	Self Concept	Patton & McMahon	1999
		Proactive Personality & Voice	Seibert, Kramer & Crant	2001
		Self Esteem & Self Concept	Ruddy	1995
		Passion for the industry	Ayres	2006
		Personality	Melamed	1996
		Ambition	Judge et al	1995
Transformational Leadership	Inspiring leadership that transforms individuals	Managerial Competencies	Ruddy	1995
		Managerial Competencies Depth of Manager Role	Garavan et al	2006
		Transactional & Transformational Leadership	Bass & Avolio	1995
Thinking & Cognition	Intelligence and cognition	Abilities & Skills	Patton & McMahon	1999
		Knowledge & Learning Ability Personal Competence	Ruddy	1995
		Metal Ability	Melamed	1996
Positive Career Management	Actively pursuing career opportunities	Career Initiative	Seibert, Kramer & Crant	2001
		On the job training Off the job training	Ruddy	1995
		Further Education	Ayres	2006
		Investment in post education training Commitment to development Mentoring and Networking Activities	Garavan, O'Brien & O'Hanlon	2006
		Career Strategies	Guthrie et al	

FACTOR	KEY THEME	COMPARABLE MODELS		
		CONSTRUCTS	AUTHOR(s)	YEAR
MSCEIT – Awareness	Ability to understand and manage people's emotions	World of Work Knowledge Self Concept	Patton & McMahon	1999
		Political Knowledge	Seibert, Kramer & Crant	2001
		Self Concept	Ruddy	1995
		Accomplishments Self Rating	Judge et al	1995
		Emotional Intelligence	Mayer, Solovey & Caruso	1995
		Emotional Intelligence	Bar-On	1999
Proactive Leadership	Actively Engaged Leadership	MLQ Management by Exception - Passive		
		MLQ Laissez-Faire Leadership		
Experience	Time served	Age	Patton & McMahon	1999
		Age & Experience	Ruddy	1995
		Number and type of career moves	Ayres	2006
		Age & Breadth of work experience	Garavan et al	2006
		Age	Melamed	1996
		Age & Tenure / Experience	Judge et al	1995
MSCEIT – Understanding	Intellectual basis of and application of emotional knowledge	MSCEIT Changes Task	Salovey and Mayer	1990
		MSCEIT Blends Task		

This discussion argues that the factor analysis has contributed to the research by identifying and describing a suite of factors that resonate with the concept of career progression and success:

- a robust, positive sense of self-esteem and self-efficacy;
- a capacity to employ leadership styles that inspire and motivate;
- an ability to think critically and logically;
- a proactive and energetic approach to career management;
- an ability to be aware of emotions;
- a proactive approach to assuming leadership responsibilities;
- a breadth of experience in life, the job or profession and the organisation; and
- an understanding of the role emotions play in our dealings with others.

The validation interviews with industry representatives confirmed the intuitive appeal of these factors to industry operatives.

This analysis suggests that there is a wide, rich and embracing framework wherein career progression and success can be examined. However, the extent to which these factors shape career progression, and the nature in which they influence, was assessed in the hypothesis testing and will be discussed in the following section.

6.02 THE RESULTS OF THE HYPOTHESIS TESTING

As indicated previously, a total of 10 hypotheses tests were undertaken. These are once more summarised in Table 44 on the following page.

H_n	ELEMENTS	RESULT	COMMENTARY
H_1	1 Model 23 Factors 4 Career Groups	Accepted	In total, the 23 factors help explain the 4 career outcome groups.
H_2	23 Factors 4 Career Groups	Partially Accepted	Of the 23 ANOVAs, which explored the 4 career outcome groups, only 11 were significant.
H_3	23 Factors 2 Industry Groups 4 Career Groups	Accepted	In total, the 23 factors help explain the two industry groups; hospitality and non-hospitality. However, only 10 of 23 ANOVAs were significant.
H_{3ii}	23 Factors 4 Career Groups	Partially Accepted	Of the 23 ANOVAs, which explored the 4 career outcome groups, only 11 were significant.
H_{3iiia}	23 Factors 2 Industry Groups Foot Soldiers	Accepted	The 23 factors help explain the two industry groups amongst the Foot Soldiers. Of this, 12 of the 23 ANOVAs were significant.
H_{3iiib}	23 Factors 2 Industry Groups Flash	Accepted	The 23 factors help explain the two industry groups amongst the Flash. However, only 3 of the 23 ANOVAs were significant.
H_{3iiic}	23 Factors 2 Industry Groups Stalwarts	Accepted	The 23 factors help explain the two industry groups amongst the Stalwarts. Of this, 7 of the 23 ANOVAs were significant.
H_{3iiid}	23 Factors 2 Industry Groups 4Stars	Accepted	The 23 factors help explain the two industry groups amongst the Star. Of this, only 5 of the 23 ANOVAs were significant.
H_4	23 Factors to predict 4 groups overall.	Accepted	The resultant 10 item discriminant function improved prediction by 15.6% above chance.
H_{4a}	23 Factors to predict 4 groups in hospitality.	Accepted	The resultant 9 item discriminant function improved prediction by 11.0% above chance.
H_{4b}	23 Factors to predict 4 groups in non-hospitality.	Accepted	The resultant 7 item discriminant function improved prediction by 11.0% above chance.

H_1 A model comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career progress and success.

The discussion on the factor analysis and the MANOVA highlighted the existence of several independent variables, eight in particular, that can help identify a four state model of career progress and success.

H_2 There are significant differences between the four career progress and success classifications and the 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours.

The acceptance of this hypothesis also highlights the contribution of several key elements. The more successful respondents tended to be different compared to the less successful respondents in terms of self-positivism, transformational leadership, positive career management, tough logic, proactive leadership, and experience.

The acceptance of this model is generally consistent with most of the multivariate career prediction models, especially those offered by , Collins and McCall, Lombardo and their colleagues (Collins, 2001; McCall, et al., 1988), and more importantly, Judge, Cable, Ruddy and Seibert (Ayres, 2006b; Garavan, et al., 2006; Judge, et al., 1995; Judge, Heller, & Mount, 2002; Melamed, 1996; Ruddy, 1995; Seibert, Kraimer, & Crant, 2001).

H_{3i} A model comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can identify a four state classification of career progress and success for both hospitality and non-hospitality employees.

H_{3ii} There are few significant differences between the four career progress and success classifications and the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours in both the hospitality and non-hospitality sectors.

H_{3iii} There are significant differences in the 23 factors comprising a variety of personal characteristics, acquired skills and learned behaviours between hospitality and non-hospitality respondents within each of the four career progress and success classification groups.

Of the 23 factors, there were 10 that showed significant differences between the hospitality respondents and the non-hospitality respondents. The hospitality respondents were generally more extraverted, decisive, emotionally aware, technically and security career oriented than the non-hospitality respondents. In turn, the non-hospitality respondents were generally more emotionally stable, cognitive, experienced and, to a lesser extent, more understanding of the power of emotions, and more prepared to seek assistance. Some of these findings are consistent with much of the literature, whilst some are confounding. That hospitality workers tend to be more extraverted, decisive, technically and security oriented, not to mention more tactile and sensate, has been covered extensively in the literature. In particular, the work of Brownell has noted many of these characteristics (Brownell, 1987, 1992, 1994a, 1994b, 1994c, 1994d). The limited scope of hospitality operations, compared to other economic endeavours may explain the relatively poor showing of the hospitality respondents' cognitive skills. As previously discussed the craft traditions, operational and structural stability and head and branch office structures may diminish the demand for high level cognitive skills amongst hospitality managers.

However, two findings are somewhat confounding and clearly warrant further research. The finding that the non-hospitality respondents were more emotionally stable and more understanding of the power of emotions would surprise many in the hospitality industry.

The ability to provide service, engage with guests and ensure that they enjoyed themselves is part of hospitality mythology. Such mythology implies that hospitality workers are more adept at these interactions, and thus more skilled than workers in other industrial settings. The failure of the data to support this is a contentious finding. Less contentious, but still perplexing, is the finding that hospitality respondents are less likely to seek assistance from colleagues. Hospitality, especially the food service sector is often seen as a team activity requiring the participation of many workers to contribute to the guests' experience. That this does not show in the data warrants further investigation at a later time.

H_4 A discriminant function comprising 23 factors representing a variety of personal characteristics, acquired skills and learned behaviours can be developed to improve chance prediction in allocating members to the four career progress and success groups.

All 23 factors were entered into a stepwise discriminant function. For the whole sample as a single group, a total of 11 factors were found to be useful in allocating the respondents into one of the four career progression and success groups. These 11 factors included all of the original MAIN 8 Factors. However, when the sample was split into hospitality and non-hospitality, the results were substantially different. For example, in hospitality, of the MAIN 8 Factors included in the overall sample, only five were included. Table 45 on the following page provides a summary of these results. It clearly indicates that the MAIN 8 Factors play a key role in the development of the discriminant functions. It is also worth noting that three of the MAIN 8 Factors are retained in each of the three functions; Transformational Leadership, MSCEIT Awareness and Experience. This suggests that these three factors possess an enduring capacity to influence career development irrespective of the setting. Given that leadership, experience and some form of emotional intelligence have been repeatedly mentioned in the literature such a finding is to be expected.

In terms of the hospitality industry, five of the MAIN 8 Factors are included in the discriminant function with Positive Career Management, Proactive Leadership and MSCEIT Understanding excluded.

Table 45: SUMMARY OF FACTORS IN THE DISCRIMINANT FUNCTIONS

FACTOR	TOTAL SAMPLE	HOSPITALITY	NON-HOSPITALITY
Self-Positivism *	X	X	
Transformational Leadership *	*X*	*X*	*X*
Thinking & Cognition *	X	X	
Positive Career Management *	X		X
Discipline and Logic	X		
MSCEIT – Awareness *	*X*	*X*	*X*
Proactive Leadership *	X		X
Experience *	*X*	*X*	*X*
Career Anchor – Independence		X	
MSCEIT – Understanding *	X		X
Younger Brothers	X	X	
MSCEIT – Facilitation	X	X	

That these items were not included in the discriminant function is problematic in the first instance given that such characteristics have been previously identified, albeit by analogues, in the literature and are intuitively appealing. However, it may be that these characteristics are so pervasive in the sample that they have lost their discriminatory power.

6.03   THE NATURE AND CHARACTERISTICS OF THE FOUR GROUPS

It is also appropriate to look at the specific characteristics of the four groups, both internally and externally, by comparing them to each other. Table 46 on the following page highlights the key characteristics of the four groups in terms of the MAIN 8 Factors and, subsequently, the differences between them.

Table 46: SUMMARY OF KEY COMPARATIVE STATISTICS ACROSS THE FOUR GROUPS

CHARACTERISTIC	FOOT SOLDIER (n = 106)	FLASH (n = 106)	STALWART (n = 120)	STAR (n = 190)
Self-Positivism *	-0.043	-0.237	0.086	0.128
Transformational Leadership *	-0.394	-0.140	0.133	0.241
Thinking and Cognition *	-0.241	0.009	0.337	-0.019
Positive Career Management *	-0.323	0.161	-0.207	0.170
Discipline and Logic *	-0.308	-0.076	0.100	0.171
MSCEIT – Awareness *	0.452	-0.164	-0.138	-0.089
Proactive Leadership *	-0.121	-0.055	-0.177	0.176
Experience *	-0.337	-0.476	0.746	0.146
MSCEIT – Understanding *	-0.081	0.255	0.147	-0.172
Language spoken at home	Non-English OR			English OR
Racial Background	Anglo Celtic UR			Anglo Celtic OR
Completed Education	Secondary OR University UR			Secondary UR University OR
Current Education	Trade School OR		Not Studying OR	
Domestic Arrangements	Single No Partner OR			
Family Structure	No Children OR	No Children OR	No Children UR Younger Family OR Older Family OR	
Psychological Type	Not flexible, not logical.

Feeling, collegiate, harmonious, intuitive and reflective. | Not logical, not rational, nor ingenious.

Practical and sensate, structured | Not flexible.

Decisive, logical, action oriented, structured. | Unsympathetic, non-collegiate, not pragmatic nor decisive.

Logical, ingenious, rational, flexible and extraverted |

* The MAIN 8 Factors
OR – over represented compared to the other groups
UR – under represented compared to the other groups

In interpreting the table on the previous page, the factor scores can be directly compared to each other. As well, given that the score for each factor for the whole sample is 0.000, the various factor scores can be assessed. That is, each factor score can be compared to an overall expected average factor score of 0.000. This will help gain an insight into the fundamental nature of each of the four groups in terms of the significant factors. The size of the factor score indicates its strength, whilst a negative sign suggests that the sentiment of the factor name is "reversed".

Whilst a detailed discussion on the nature of the four groups is provided in Appendix F, several key findings can be identified. In summary, the Foot Soldiers are stuck in their lowly positions and do not appear to have the attributes, skills or capacities to advance their career. The Flash have used some innate skills to get some quick progress and promotions, but do not appear to have the skills needed to sustain long-term ongoing career progression. The Stalwarts, whilst the smartest and oldest, have stalled careers and do not appear to have the flexibility or skills needed to rejuvenate their career, whilst the Stars appear to have the right combination of characteristics and skills to maintain career progression. They are logical, ingenious, unsentimental, self focused and flexible in the pursuit of their career.

6.04   APPLICATIONS OF THE RESULTANT FACTOR MODEL TO THE PROPOSED MODEL

Whilst the MAIN 8 Factors did not directly align to the elements of the proposed model, there is sufficient overlap with some items to justify locating them within it.

More to the point, given that the focus of the research is to assess the factors that contribute to career progression and success, it is worthwhile including in the model all of the items in which there were significant differences across the four career outcome groups. On the following page Figure 12 locates the MAIN 8 Factors as well as the significant items within the proposed model as a tested model. The way the MAIN 8 Factors are located within and across key sections of the model suggests that there is some validity in the co-constructivist nature of the model. For example, according to the constructivist perspective, the innate characteristics play a major role as key foundations for the further development of subsequent skills and behaviours. In this instance, there are five significant items, out of twelve significant items that belong to the innate characteristics. In turn there are only three elements in "the job" that are significant.

THE INDIVIDUAL'S DEVELOPMENT

INNATE CHARACTERISTICS	ACQUIRED SKILLS	LEARNED BEHAVIOURS		ENVIRONMENT	OUTCOMES

INNATE DEMOGRAPHICS
Race
Language

EDUCATION
Completed Education

CAREER MANAGEMENT
Positive Career Management *
Current Education

ECONOMIC

EMPLOYMENT EXPERIENCE
Experience *

INNATE CHARACTERISTICS
Psychological Type

SELF EFFICACY
Self-Positivism *

CAREER DEVELOPMENT
Not Significant

THE JOB
Transformational Leadership *
Proactive Leadership *
Domestic arrangements

INDUSTRY

OBJECTIVE ASSESSMENT
Career Outcomes

INNATE SKILLS
Thinking and Cognition *
MSCEIT – Awareness *
MSCEIT – Understanding *

MORAL DEVELOPMENT
Not Significant

CAREER ANCHORS
Not Significant

ORGANISATION

SUBJECTIVE ASSESSMENT

* The MAIN 8 Factors

Figure 12: A TESTED MODEL OF CAREER SUCCESS

6.05 RELEVANCE TO THE LITERATURE

These findings shall now be discussed in light of the key issues raised in the literature review and the model development sections.

Career Progression and Success in Hospitality

The literature review in this thesis identified a body of inquiry into the fundamental nature and characteristics of the hospitality manager and how these characteristics contribute to success. The research results from this thesis suggest that career success in the hospitality industry is driven by a suite of innate characteristics and learned behaviours. The extant research into the hospitality industry suggests that not only does the successful manager in hospitality have to be hard working, diligent, and energetic with a strong bias for action and completion (Faiola, 1994; S. M. Kim, 1994; Ladkin & Laws, 2000; Nebel, 1991; Purdue, Ninemeier, & Woods, 2000; Ross, 1995a; Swanljung, 1981; Tas, et al., 1996; Woods, Rutherford, et al., 1998), the manager also needs a suite of fundamental skills and attributes such as listening skills, empathy and sensitivity, and psychological disposition (Berger & Bronson, 1981; Berger & Ferguson, 1986a, 1986b; Berger, et al., 1989; Brownell, 1994a, 1994c; Ghei & Nebel, 1994; Peacock, 1995; Riley & Ladkin, 1994) as well as "traditional hospitality skills" (Assante, 1998; Avgoustis, 1996; Chan & Coleman, 2004; Chung-Herrera, et al., 2003; Damitio, 1988; Dotson, 1993; Faiola, 1994; Mullins & Davies, 1991; Nelson, 1994; Ole-Sein, 1994; C. Roberts & Shea, 1995; Rudolph, 1999; D. C. Walker, 1992; Wilson, et al., 2000; Wilson, Murray, Black, & McDowell, 1998; Wisch, 1988). There is also a strong suggestion that the successful hotel manager has followed a particular career path (Ladkin, 2000; Ladkin & Juwaheer, 2000; Ladkin & Riley, 1996b; Nebel, et al., 1994; Nebel, et al., 1995; Riley, 1990; Riley & Turam, 1989).

These characteristics can be directly compared to the MAIN 8 Factors:

- hard working, diligent, and energetic with a strong bias for action and completion embrace key elements of self-positivism and positive career management;
- listening skills, empathy and sensitivity, psychological disposition, and emotional intelligence itself clearly link in with MSCEIT – Awareness and MSCEIT – Understanding;
- leadership is directly related to Transformational Leadership and Proactive Leadership; and
- career path implies the accumulation of experience.

Finally, thinking and cognition, in the form of critical thinking skills are well recognised as important and valuable skills.

The discussion has clearly indicated that at both the wider industry level and at the more specific hospitality level, career progression and success is built upon a raft of innate abilities that form a foundation. This facilitates the development of a range of specific skills and behaviours. Whilst the possession of the innate capabilities is a function of chance at birth, and thus beyond control or influence, the ongoing development of skills can be addressed either by academics or by the industry.

Career Progression and Success Beyond Hospitality

The findings can be further reaffirmed from a variety of perspectives, including reference to the broader literature about career success, especially in terms of corporate leadership and success.

In the *Harvard Business Review*, Drucker (2004) rebutted some of the attributional aspects of leadership (such as the need for charisma) and identified eight key practices of effective executives. A number of key concepts identified in the MAIN 8 Factors can be identified in Drucker's list in terms of self-confidence, proactivity and leadership. This proactivity is further supported by the work of Eby, Butts and Lockwood (2003) who sought to identify and evaluate three contributors to career success in the boundaryless career.

They indicated that in the boundaryless career, the ability to be proactive and motivated, coupled with high level technical skills, will make the biggest contribution to career success (p. 703).

This conceptualisation of the "proactivity" is consistent with Karpin's identification of career "drivers". It can also be seen as a driving force in human behaviour, particularly the pursuit of success (Carr, Powell, Knezovic, Munro, & MacLachlan, 1996; Kirkpatrick & Locke, 1991; Tait, 1996). It parallels Sternberg's significant work in the areas of "practical intelligence" (Sternberg et al., 2000; Sternberg & Grigorenko, 2000, 2001; Sternberg, et al., 1995) and "tacit knowledge" (Sternberg, et al., 1995; Torff & Sternberg, 1998; Wagner & Sternberg, 1991; Wagner, Sujan, Sujan, Rashotte, & Sternberg, 1999).

In a series of articles about "corporate leadership", Scarnati (1997, 1998a, 1998b, 1998c, 1998d, 1999a, 1999b, 2000, 2002) identified seven attributes "beyond technical competence" and the 12 rules for leaders and role models. According to Scarnati, the successful manager must have a basis of technical competence that is appropriate for that profession or industry, as has been previously identified. However, beyond this skills base, the successful manager and leader must consistently and enduringly live by and display seven key attributes:

- Honesty and integrity;
- Persistence;
- Understanding of and caring for staff;
- A preparedness to listen;
- Leadership; and
- Mental toughness.

Despite the folksiness of Scarnati's homilies, there is considerable consistency with elements of the MAIN 8 Factors, especially in terms of self-confidence, leadership, emotional intelligence and proactivity. In particular, the characteristics of persistence and mental toughness, whilst poorly conceptualised by Scarnati, highlight the importance of resilience which was conceptualised within both "self positivism" and "positive career management" in this research.

Samson (2005) argued that future career success will be driven by moving away from tasks that machines do best, to jobs that only "self-aware humans can do" (p. 42). Perhaps most salient for the proposed model is his assertion that these new jobs of the future will be created and driven by the initiative of the individual (p. 46) (self-positivism) using well developed cognitive skills (thinking and cognition).

Again, while using a different lexicon to that of this study, McKenna (1994) noted that managers need to have the:

- ambition and assertiveness to assume responsibility to take on complexity (Self-Positivism);
- vision to recognise and understand the organisation's strategy (Thinking and Cognition);
- extroversion and engagement to confront the individuals within their organisation (Transformational Leadership and Proactive Leadership); and
- perspective to recognise the importance and value of informal networks (MSCEIT – Awareness and MSCEIT – Understanding).

Career Development Models

The figure on the previous page clearly establishes a series of links between the key elements and career outcomes. These results are consistent with the literature, especially that relating to the multi-factor models of career progression as advanced by Patton and McMahon (1999), Seibert, Kramer and Crant (2001), Ruddy (1989), Garavan, O'Brien and O'Hanlon (2006) and others, as discussed in the literature review.

6.06   ADDITIONAL FINDINGS

The research has identified a number of unexpected, yet provocative and challenging results. The most significant of these results suggest that there are some fundamental difficulties in the way the hospitality promotes its managers and the criteria by which they are promoted.

The discussion in Appendix F coupled with the discriminant function results suggest that despite the rhetoric about critical thinking skills and teamwork, the industry is promoting those people who are first and foremost ambitious and present and not necessarily the most critical thinking or strongest team player. In essence, it seems that the "squeaky wheel" is promoted, often at the expense of the smarter, quiet team player.   It may be that the traditional branch structure and stable operating environment of the hospitality industry permits such activities.

However, this suggests that claims about needing critical thinkers and team players may not be an accurate reflection of the situation in the hospitality industry. Furthermore, if the wider environment is becoming increasingly complex and the demands for innovation louder, then the hospitality industry may find itself with a leadership that is incapable of properly identifying and addressing the key challenges that confront it.

6.07   ANSWERING THE RESEARCH QUESTIONS

This thesis sought to explore four key research questions. The questions, and their answers are:

1. Is it possible to identify a number of recurring themes related to career success and promotion into the managerial ranks in the hospitality industry by looking at certain common characteristics, attributes and behaviours of those who have enjoyed career success and those who have not?

Yes.   These themes relate to a suite of characteristics that comprise innate characteristics (family background – language spoken at home, cognitive and emotional intelligence), acquired skills (such as education, and self-efficacy) and learned behaviours (such as leadership style), all of which are either enhanced or attenuated by a combination of age and experience. Furthermore, the statistical analysis identified several instances where there were significant differences in these themes across four archetypical career outcomes. Therefore, it can be reasonably argued that this research question has been answered in the positive.

2. Is it possible to analyse these differences and similarities and find that there is considerable commonality with other perspectives, industries and research settings?

Yes. The literature review, model building and statistical analysis all confirm that irrespective of specific conceptualisation and operationalisation, the broad themes of maintaining a positive attitude, self-efficacy and a sense of ambition are vital to career progression and success. Furthermore, the literature identifies several perspectives, industrial settings and research paradigms which came to much the same conclusions. Therefore, it can be reasonably argued that this research question has been answered in the positive.

3. Is it possible that these themes and behaviours point to the role, and importance, of a number of fundamental, innate personal characteristics, that combine in a constructivist manner to produce skills, knowledge and subsequent behaviours that drive the individual's career success?

Yes. The analysis and subsequent discussion confirm the importance of innate characteristics, acquired skills and learned behaviours in constructing the individual and their performance in the job. In turn, this leads to a career outcome that can vary in response to the myriad combinations of the aforementioned characteristics, skills and behaviours. Furthermore, the literature review highlights the role of these innate characteristics in shaping ongoing development, especially the acquisition of skills and the exhibition of career driving behaviours. Therefore, it can be reasonably argued that this research question has been answered in the positive.

4. Finally, is it possible to predict likely career outcomes based upon a combination of the aforementioned innate characteristics, learned skills and behaviours?

Yes, to an extent. The statistical analysis identified that the more successful people have a profile of characteristics that is clearly different to the less successful. However, given the low prediction rate of the model, it is not appropriate to attribute these outcomes solely to the characteristics under investigation. Clearly more research is required in this area.

6.08 CONCLUSION

The MAIN 8 Factors are conceptually sound, statistically discriminatory and have face appeal to industry practitioners. The eight factors; Self-Positivism, Transformational Leadership, Thinking and Cognition, Positive Career Management, MSCEIT – Awareness, Proactive Leadership, Experience and MSCEIT – Understanding are also confirmed in the management, leadership and career development literature. As such, it is consistent and appropriate that these factors play a key role in the forming of the four career outcome groups. The statistical analysis provides a consistent insight into the underlying characteristics of the four groups in a manner that clarifies and justifies the typology employed. More importantly, the analysis confirms to a considerable extent the proposed model.

6.09 SUMMARY

This discussion has sought to link the results of the analysis back to the literature review. It has done this by reviewing the factor structure in light of the underlying theories behind the instruments that were used. It also looked at the results of the hypothesis testing in light of the multi dimensional models that informed the development of the proposed model. Furthermore, it linked the MAIN 8 Factors to both the hospitality and general career theory. In each situation the discussion identify compelling evidence that linked the results of the research to the aforementioned literature thus giving further credence to the proposed model. However, the discussion has also raised certain challenges for the hospitality industry in terms of the way it identifies and promotes staff.

It is now appropriate to offer a few concluding remarks about the research.

CHAPTER 7: CONCLUSION, LIMITATIONS and RECOMMENDATIONS

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│           Operationalisation              │
│                Analysis                   │
│            Further Research               │
│               Conclusion                  │
│                Summary                    │
└─────────────────────────────────────────┘
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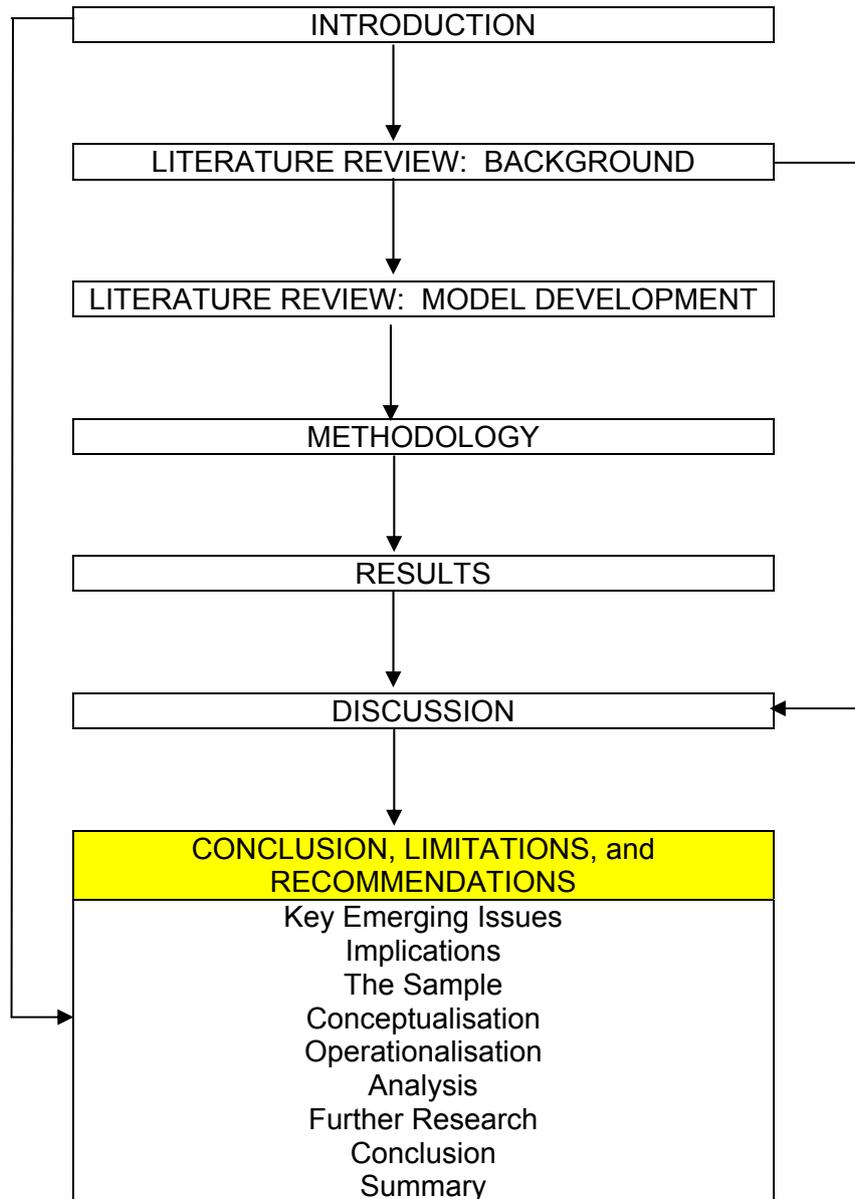
The Discussion Section highlighted the relevance of the results to the broader literature and the hospitality industry in terms of general management and corporate leadership, and covered an extensive variety of issues. However, despite the different perspectives, research methods and styles adopted by the various authors, there have been a number of common threads woven within the extant research from which a number of conclusions can be drawn. This suggests that a combination of underlying personality dimensions and the workplace behaviours that emanate from them, as discussed in the proposed model, are likely to be the best predictors of career success.

7.01 KEY EMERGING ISSUES

The key emerging message from this discussion suggests that in order to achieve career progress and success, individuals need to have a suite of key characteristics, such as:

- ambition;
- motivation, energy, commitment and persistence in pursuit of that ambition;
- honesty and integrity and a predisposition to accept responsibility;
- intellectual capacity and technical knowledge to accurately assess the environment in which they operate;
- imagination to envision their personal and organisational future;
- emotional and intellectual honesty to evaluate their own performance; and
- awareness of their own and others self and personal needs as they relate to the pursuit of organisational goals.

This discussion suggests that the MAIN 8 Factors are, to some extent, recognised in the formal academic literature, including that from; general industry, the hospitality industry and hospitality academics, especially in the emerging curriculum. Furthermore, it also suggests that this discussion recognises the value of these factors to career progression and success.

7.02 IMPLICATIONS FOR THE ACADEMY

In terms of research, the findings tend to confirm the appropriateness of the general direction of research into hospitality. The proposed and tested model was based upon an extensive review of the hospitality research and thus adds support for and reinforcement to the findings from that research. A suite of recommendations on the future directions of this research at made later in this thesis.

In terms of the curriculum and classroom the research poses a key challenge for teachers. As noted in the literature review, academics have been pushing for the incorporation in the curriculum of a suite of higher order skills such as critical thinking, emotional intelligence, and some interpersonal skills such as communication and leadership. However, it would appear that the hospitality industry is not as enthusiastic about these skills.

In a competitive post secondary education environment, maintaining industry relevance and support, whist meet students long term academic need will continue to present a major challenge for academics.

7.03 IMPLICATIONS FOR THE INDUSTRY

The research also has two key implications for the hospitality industry; one benign, one more confronting. The first, more benign implication deals with advancing individuals careers. The results suggest that those individuals with a particular suite of extraverted, active and motivated ambitions are more likely to succeed than those without these characteristics. The results also suggest that the industry can use this information to more strategically recruit staff. In turn, those who desire career progression and success can use this information to better manage the way they present themselves to management and other key decision makers. The second, less benign results suggest that the industry may be doing itself a considerable disservice by attracting and promoting these people. The results indicate that when compared to persons enjoying similar levels of career progression and success in other service sectors, the hospitality respondents were less critical in their think, less sensitive in terms of their emotional intelligence. Much research suggests that these characteristics are vital to organisational and industrial success. The earlier discussion on the hospitality industry identified a number of challenges such as the hospitality conundrum of needing to use systems and procedures to ensure consistently high quality yet at the same time have the flexibility, sensitivity and creativity needed to provide customised service. It appears that the hospitality industry is denying itself the type of skilled worker needed to successfully deal with many of these challenges by failing to identify, recruit, develop and promote these people.

However, whilst promising, the results, insights, discussion and subsequent conclusion from this thesis need to be assessed in light of a number of caveats and considerations. These caveats and considerations relate to the sample frame, the sampling methodology, sample representation, the concepts operationalised, the instruments used and the analytical techniques employed. Each will be dealt with in turn.

7.04   THE SAMPLE

Three key elements of the sample warrant reflection.

The Sample Frame

The sampling processes removed the impact of the external economic environment and labour market elements from the proposed model and thus sharpened the focus on the remaining components of the model. However, by deliberately selecting a specific sample of Melbourne residents, the research precluded the ready transference of the results to a broader environment. Furthermore, the sample was broadly divided into those working in hospitality and those not working in hospitality, but rather working in other service oriented industries and sectors. It is feasible that the non hospitality service sector is internally diverse and that it is not appropriate to consider it as an homogeneous group. Therefore, considerable care must be taken when attempting to relate the findings of this thesis to broader environments.

This suggests that the research will be strengthened by replication in other labour markets, particularly another large Australian city (e.g. Sydney) and a large Australian tourist precinct (e.g. the Gold Coast or Cairns). More broadly, the model will be strengthened by replication in other major tourist cities around the world, especially those with a diversified economic base, a large resident population, a strong tourism industry and a large and strong hospitality sector, such as New York or London.

The Sampling Methodology

The ethics requirements of academic research demand that all participants be volunteers who can withdraw from the research process at anytime without any consequence, be it negative or positive. As a result, the sample was likely to have an over representation of those with an interest in the research topic, and, even more so, those desperate to use their participation in the research to advance their career. In contrast, it was possible that those who considered that they were already enjoying career progression and success may not have perceived any benefit in participating in the research. Furthermore, they were also unlikely to participate given the time commitment required to undertake all of the assessment items.

As well, front-line operational staff, especially those on hourly rates, are unlikely to commit as much as six hours on their own time, to undertake all of the assessment activities involved in the research. Not surprisingly, very few hospitality operations can afford to pay their hourly staff to participate in the research. Similarly, senior managers and those on salaries, whilst not on hourly rates, are unlikely to find the time to participate in the research because of their busy workloads. As a result, the data may simply have highlighted the anxieties and aspirations of those in the middle ranks and thus deeply interested in more actively managing their career rather than highlighting the relative contribution to career progression and success for all hospitality employees and managers. As a consequence, considerable care must be taken when attempting to relate the findings of this thesis to all employees in the hospitality and other service industries.

Finally, in terms of the sampling technique, which is cross-sectional rather than longitudinal, care must be taken when interpreting the consequence of the research. That is, the cross sectional nature of the sampling means that no inference can be made that the Foot Soldiers become Stalwarts or Flashes become Stars as they age. Whilst such outcomes are intuitively appealing, such conclusions cannot be drawn from the available data. As such, these groups need simply to be seen as key stages in career outcomes that are quantitatively different to each other. To overcome this problem and thus better understand the nature of career development, time series or longitudinal research is required. In this type of research, respondents record their different career status over an extended period of time. This longitudinal data can then help explain whether a Flash grows up to become a Star or whether a Star achieves and exhibits Star attributes and career progression from the start of their career.

The recruitment of respondents by a variety of means and sources lead to instances of respondents receiving multiple invitations. Whilst this in itself is not problematic, it does raise questions about measuring the effectiveness of the recruitment strategies. The focus in the research was to use professional organisations to approach individuals. It may be appropriate, in order to expand the sample, to recruit through more agencies, such as employer groups, who then encourage their members to invite their staff to participate in the research. It may also be feasible to use an appropriate incentive of sufficient value to encourage broader participation across the organisational ranks. For example, a lucky draw for a high value holiday may be a sufficient incentive to encourage staff across all ranks to participate in the research.

Sample Representation

The comparisons with the ABS Census profile of Melbourne residents (see Table 15) and the Australian Psychological Type Database (see Table 16) clearly indicate that the sample is not representative of the broader population. The preceding discussion about the sample frame and sampling techniques further reinforces this situation and thus no claim for representation to either the broader population or those working in the hospitality industry in Melbourne can be made in this research. Given that research of this nature is fundamentally voluntary, the issue of representativeness of the sample will remain problematic. The challenge of using volunteers, rather than compelling participation, to secure a representative sample cannot be readily overcome. It may be that subsequent iterations of this research would need to secure more active involvement and financial support from employers to ensure that there is broad opportunity for all employees and managers to participate. For example, a sponsoring organisation may agree to pay a staff member's salary whilst that staff member voluntarily participates in the research.

7.05   CONCEPTUALISATION

A number of the concepts operationalised in this research were, and remain, highly contentious due to their role in normative and empirical models and their novelty. There were three concepts in particular: emotional intelligence, moral development and, career progression and success - the dependent variable.

The recent managerial literature is replete with stories about the value of emotional intelligence and its positive contribution to career success. The ability to understand and manage one's and other's emotions is an intuitively appealing concept and is presented as such in normative models. However, these claims are somewhat problematic for two reasons. Firstly, the bulk of the claims about the value of emotional intelligence involve an element of prevarication wherein the samples cited are highly homogenised, even more so than the sample used in this research. The defining point of the emotional intelligence proponents is that all things being equal, a person with superior emotional intelligence will do better than one with poorer emotional intelligence. Secondly, as the data in this research suggested, the various models of emotional intelligence and their respective instruments appeared to measure different constructs.

The relationship between the EQ-i version of Emotional Intelligence and Greenglass's version of Self-Efficacy, when contrasted with the MSCEIT model of Emotional Intelligence, is particularly problematic in this situation.

In a similar fashion, the construct of moral development, and the DIT-2 which operationalise it, also tend to confuse the situation. In this research, moral development was used as an analogue for the predisposition to embrace empowerment. As such, one would expect that it should predict a capacity to pursue career progression and success, which it did not. It may be that there is a substantive difference between seeking independence in the way one undertakes a job and the pursuit of higher duties.

Finally, the dependent variable, the four state career progression and success model assumed that all employees harbour some ambition to seek higher duties. Whilst this may have been the case with the Flash and the Stars, it may be that the other two, and particularly the Stalwarts, do not harboured such ambitions and thus may be content without having secured a promotion in the last five years.

As a result, when interpreting the results, three key points need to be considered:

a) Emotional intelligence may be intuitively appealing, but it is not a demonstrable ability that enhances career progression and success due to its poor conceptualisation and operationalisation in this research.
b) Moral development may not adequately measure one's potential to embrace empowerment and such willingness to embrace empowerment may not be a good predictor of one's ability to secure career progress and success.
c) The proposed model of career progression and success may make an invalid assumption about the ambition of the Stalwarts and thus care needs to be taken when interpreting the ambitions and personal characteristics of these respondents.

Three key concepts were identified in the caveats section as presenting problems for the interpretation and transferability of the results.

To overcome these problems, future replications of this research will need to:

a) use a more universally accepted and more valid and reliable instrument for emotional intelligence;
b) use a more universally accepted and more valid and reliable instrument for predisposition to embrace empowerment; and
c) expand the dependent variable, career progression and success, to ensure that the ambition of "Stalwarts" is considered. This may involve having two subsets of the Stalwart group; a "thwarted Stalwart" (i.e. one who is still ambitious but whose ambitions for promotion are thwarted) and "contented Stalwart" (i.e., one who is satisfied with their career peaking at their particular level) to ensure that the impact of individual ambition is considered in the model.

7.06   OPERATIONALISATION

For this research, the respondents needed to answer a battery of questions within instruments that contained more than 1,150 items. Some respondents took more than eight hours to complete these instruments, although most completed within four and a half hours. Whilst the proposed model is complex and sophisticated, and thus requires a significant body of data to test, asking respondents to spend so much time on a potentially onerous task is highly problematic. The high incidence of attrition during the research, despite the incentives and the considerable efforts to communicate encouragement to the participants, was indicative of the onerous nature of the research for respondents.

Furthermore, the inconsistent alignment of the original instruments to the subsequent factor model suggests that elements of the model were both more complex and more subtle than the data suggested. Therefore, the results infer that whilst elements of the model were intuitively appealing and statistically robust, the same cannot be said for all elements of the model. Therefore, considerable care must be taken not to over-interpret the data as an accurate, robust and valid measure of the underlying concepts. Subsequent replications of this research may benefit from using different instruments to measure emotional intelligence, predisposition to embrace empowerment and career progression and success.

In terms of emotional intelligence, the EQ-i version of Emotional Intelligence presented more as a self reported measure of self-efficacy whilst the MSCEIT, as a performance based measure of Emotional Intelligence provided some meaningful discrimination, albeit via two different factors.

The DIT-2 provided little discrimination, yet the predisposition to empowerment is intuitively appealing. It may be that more robust research into the relationship between career ambition and predisposition to empowerment is warranted to assess whether this construct does in fact contribute to career progression.

Furthermore, the career progression and success construct may need to be reconceptualised to include a sense of career ambition on the part of the respondent, especially amongst those classified as Stalwarts.

Finally, whilst the breadth of the model gave rise to a raft of instruments, the need for parsimony suggests that a smaller, more compact instrument may be more appropriate for ongoing research into career progression and success. To that end, there is considerable scope to draw upon the findings of this research in the development and testing of a single, parsimonious and robust instrument for the explanation and prediction of career progression and success.

7.07   ANALYSIS

The broad spectrum of instruments produced a suit of independent variables that included nominal, ordinal, interval and ratio data, and a dependent variable that comprised nominal data. Given that the dependent variable comprised nominal data, Multi Discriminant Analysis (MDA) was the most appropriate technique to develop a predictive model that allocated respondents into one of the four dependent groups. However, MDA assumed that the independent variables were metric. Some of the items in the proposed model however were non-metric, for example; gender, family background, language spoken at home and psychological type. As such, they were excluded from the development of model. However, they were included in subsequent analysis to describe the characteristics of the four career progression and success groups. Whist this subsequent analysis clarified the nature of the groups, it did not provide any insight into the contribution of these items to the formation of the groups.

Therefore, considerable care must be taken when interpreting the differences between the groups. Group formation can only be attributed at this stage to the items included in the MDA, whilst those items not in the MDA can be used only to describe and characterise the four career progression and success groups.

Future replications of the research may also benefit from using techniques other than MDA. These techniques embrace two activities: data preparation and the analytical procedure.

In terms of data preparation, it may be appropriate to record current nominal or ordinal variables in interval or ratio format. For example, level of education, which was recorded in ordinal format, could be recorded as number of years of schooling, which is in ratio format. However, this assumes that the schooling is progressive and additive rather than repetitive; that is, each year of schooling adds value, it is not a repeat, nor is it a diversion from the individual's career interest. Furthermore, some of the nominal data could be transformed into a series of dummy variables.

In terms of the statistical techniques, procedures such as structural equation modelling may provide better insights than MDA, certainly with regards to the inter-relationships between the independent measures. However, this method requires that all variables, both dependent and independent are in interval or ratio format. Therefore, in order to use this technique, subsequent replications of this research will need to consider how to turn the dependent variable from its current nominal state into an interval or ratio state.

7.08 FURTHER RESEARCH

Finally, the ongoing research into predicting career outcomes will clearly benefit from more embracing and rigorous testing of all of the elements of the model.

This will require attention in a number of areas:

a)   The inclusion of all items in the model, especially the broader economic and labour market measures, as well as the subjective career outcome measures. This means gathering more data beyond the scope of this research.

b)   A more heterogeneous sample to accommodate the need for respondents from different economic and labour market environments. This means gathering data from other environments and markets, such as Sydney and the Gold Coast.

c)   Expanding the sample to include substantial groups in clearly identified service areas beyond hospitality. For example, this may involve generating larger samples from government, financial services and other service sectors so as to better understand the differences between hospitality and non-hospitality. Axiomatically, this implies generating larger samples.

d)   Expanding the sample to include substantial groups in clearly identified sectors beyond the service sector. For example, this may involve generating samples from areas within the broader manufacturing sectors. Axiomatically, this implies generating larger samples beyond the service sector to sharpen the difference between the service sector and the manufacturing sector.

e)   A larger sample to ensure that the respondent to model item ratio is as close to 20 to 1, which is the ideal requirement, as possible. This means gathering data from a final sample as large as 800 respondents, compared to the 522 that were used.

f)   Using measures that are metric rather than non-metric, or where this is not feasible, using a raft of dummy variables.

g)   Using predictive techniques that measure the interactions between the independent variables. This means using techniques such as structural equation modelling.

Each of these actions would enhance the quality of the research and further understanding of the dynamic of career progression and success in the hospitality industry. Each would also bring greater insight into how the hospitality industry differs (or not) compared with other industries.

As noted, one of the serendipitous findings of this research was the subtle but significant differences between the stars in hospitality and their counterparts in the non-hospitality service sector. As indicated, the findings suggest that the hospitality stars are substantially less cognitive than their counterparts.

If this is the case, then such findings may contribute to various debates about the future of the hospitality industry, including its ability to attract and retain highly competent staff; the incidence of burn-out and attrition amongst hospitality managers; and the lack of internally-driven innovation in the industry.

If this research gives rise to a more critical questioning of the development and retention of senior, high-performance managers and leaders in the hospitality industry, this will be an important legacy.

7.09   CONCLUSION

This section sought to discuss the key findings of the research in light of the extant theories and their implications for both the academy and the industry. The discussion suggests that there is some evidence to substantiate the:

- taxonomy and typology of the four career outcome groups;
- conceptualisation of the MAIN 8 Factors;
- relationship between the four groups and the MAIN 8 Factors;
- perceived differences in career progression between the hospitality and non hospitality industries; and
- feasibility of developing a predictive model for career progression.

However, the results, whilst intuitively appealing and statistically valid, are still not conclusive and thus this important topic warrants further investigation. Nonetheless, hospitality researchers and teachers can draw some insights from this research to further inform their research programs and the hospitality management curriculum. This discussion highlights a number of areas that challenge the prima facie results of the research. The sample frame, the sampling methodology, sample representation, the concepts operationalised, the instruments used and the analytical techniques employed all justify the need for care when interpreting and applying the results of the research.

Despite these issues, the research has given rise to a rich, co-constructivist model of career progression and success. As well, the findings contribute to a better understanding of the relative importance of various innate characteristics, acquired skills and learned behaviours and their impact on career progression and success. Furthermore, the findings also help better conceptualise and understand four career progression states, namely the four groups; stars, stalwarts, flashes and foot soldiers. This conceptualisation can contribute to an enhanced understanding of the dynamic of career progression.

Not withstanding the limitations and caveats, this research has made a contribution to the advancement of answers to a range of key questions within the hospitality industry. In addition, the adoption of the proposed recommendations in this thesis will ensure the continued development of the body of knowledge in the area of career progression and success.

7.10   SUMMARY

This final chapter addressed the conclusions, limitations and recommendations emanating from the research. It highlighted that whilst there were several key outcomes from the research, the reader needs to be mindful of several limitations. These limitations are a function of the sampling, the way the elements of the model were conceptualised and operationalised and finally, the way the data analysed. However despite these limitations, the research has nonetheless contributed to the body of knowledge.

APPENDICES

APPENDIX	TITLE
A	Testing The Two Dependent Variables
B	The MBTI
C	The Factors
D	The Top Line Results
E	Canonical Correlation Analysis
F	The Four Groups

APPENDIX A: TESTING THE TWO DEPENDENT VARIABLES

The literature review identified a number of means by which career outcomes can be conceptualised. This research has focussed on two, career velocity and career reach. Whilst ultimately the two variables were combined to form a composite variable, it is worthwhile exploring the nature of the relationships between these original dependent variables and the original independent variables.

CAREER VELOCITY

A multiple stepwise regression analysis identified a significant model of 12 items in 14 iterations with an Adjusted R^2 of 0.121 (F=8.667, df=12, sig=0.000). The 14 items and their standardised beta co-efficients are presented in Table 47 below and are ranked from those items with the highest absolute beta to the lowest.

Table 47: KEY METRICS FROM MULTIPLE REGRESSION ANALYSIS OF CAREER VELOCITY

ITEM	Standardised beta Coefficients	t	sig.	IMPACT RANK	IMPACT DIRECTION
Age in Years	-0.203	-4.742	.000	1	-
CM Seek Mentoring	0.162	4.197	.000	2	+
EQ-i Reality Testing	0.147	3.352	.001	3	+
EQ-i Empathy	-0.133	-3.322	.001	4	-
WGCTA Inference	-0.130	-3.380	.001	5	-
CA Security Anchor	-0.121	-3.222	.001	6	-
Number Of Older Brothers	-0.116	-3.027	.003	7	-
MLQ Individual Consideration	0.115	2.975	.003	8	+
MSCEIT Facilitation Task	-0.109	-2.919	.004	9	-
Years In Current Organisation	0.095	2.378	.018	10	+
SE Procrastination	0.092	2.227	.026	11	+
Number Of Older Sisters	0.091	2.360	.019	12	+

The factors that seem to drive career acceleration and promotions are seeking mentoring (β = 0.162) and reality testing (β = 0.147) and to a much lesser extent individual consideration (β = 0.115) length of service in the organisation (β = 0.095), procrastination (β = 0.092) and having older sisters (β = 0.091). In contrast, along with age (β = -0.203), career velocity seems to be hampered by empathy (β = -0.133), inference as a critical thinking skill (β = -0.130), seeking security (β = -0.121), having older brothers (β = -0.116) and finally facilitation as an emotional intelligence skill (β = -0.109).

Whilst not unequivocal, these results suggest that career velocity is facilitated by the pursuit of mentoring and adopting a critical approach to decision making. In contrast, career velocity seems to be hampered by age, too much consideration for others, an over intellectualising of information and the pursuit of security. It can be argued that these results have face validity.

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CAREER REACH

At the same time, ordinal regression analysis identified a significant, 12 item, model for career rank (χ^2 = 420.876, df=89, sig.=0.000) with a pseudo R^2 (Cox and Snell) of 0.462. A rejected test of parallel lines (χ^2 = 60.893, df=89, sig.=0.990) indicates that the model is valid. The 12 items and the results are presented in Table 48 below. The estimate provides guidance on the direction and magnitude of the impact whilst the WALD value is the best indicator of the significance of that impact.

Table 48: KEY METRICS OF ORDINAL REGRESSION ANALYSIS OF CAREER RANK

ITEM	Estimate	Std. Error	Wald	Sig.	IMPACT RANK	IMPACT DIRECTION
Age in Years	.136	.018	55.686	.000	1	+
16PF Abstractedness	-152.651	40.445	14.245	.000	2	-
BIG 5 Self-Control	-508.656	134.808	14.237	.000	3	-
16PF Liveliness	-101.711	26.958	14.235	.000	4	-
16PF Rule-Consciousness	203.366	53.925	14.222	.000	5	+
16PF Perfectionism	203.334	53.924	14.219	.000	6	+
MSCEIT Emotion Management Task	.035	.014	6.317	.012	7	+
EQ-i Impulse Control	-.023	.010	5.164	.023	8	-
EQ-i Stress Tolerance	.030	.014	5.014	.025	9	+
EQ-i Flexibility	-.022	.011	4.325	.038	10	-
Number of Younger Sisters	-.243	.117	4.320	.038	11	-
MLQ Contingent Reward	.409	.205	3.981	.046	12	+

The results are also equivocal. However, they do suggest that whilst age has a clear, positive impact on rank, it is not as consequential as other elements such as rule consciousness (the disposition to follow rules) and perfectionism (the disposition to do things to a very high standard), on rank achieved. In contrast, abstractedness (a mental ability to deal with concepts), self control (a personal ability to maintain internal discipline), and liveliness (an ability to engage with other and be vivacious) appear to have a negative influence on rank achieved. Whilst not as clear cut as that for career velocity, the results do allude to a pattern of influences that drive or inhibit the career rank achieved.

However, the results from both analyses clearly indicate that velocity and reach are substantially different concepts that are subject to very different influences. In fact, in Table 49 on the next page, age has a positive impact on reach (which is not surprising) and negative impact on velocity (which can be explained). Further analysis of Table 49 provides more insight. For example, both elements of the MLQ contribute to both velocity and reach. On the other hand, Emotional Intelligence as operationalised by Bar-On's EQ-i, has elements that drive and thwart both career velocity and career reach. This clearly indicates that career progression and success is not a simple linear construct wherein more and more of a particular characteristic drives or hinders career.

Table 49: SUMMARY OF KEY METRICS FROM MULTIPLE AND ORDINAL REGRESSION ANALYSES

ITEM	CAREER VELOCITY		CAREER REACH	
	IMPACT RANK	IMPACT DIRECTION	IMPACT RANK	IMPACT DIRECTION
Age in Years	1	-	1	+
16PF Abstractedness			2	-
16PF Liveliness			4	-
16PF Perfectionism			6	+
16PF Rule-Consciousness			5	+
BIG 5 Self-Control			3	-
CA Security Anchor	6	-		
CM Seek Mentoring	2	+		
EQ-i Empathy	4	-		
EQ-i Flexibility			10	-
EQ-i Impulse Control			8	-
EQ-i Reality Testing	3	+		
EQ-i Stress Tolerance			9	+
MLQ Contingent Reward			12	+
MLQ Individual Consideration	8	+		
MSCEIT Emotion Management Task			7	+
MSCEIT Facilitation Task	9	-		
Number Of Older Brothers	7	-		
Number Of Older Sisters	12	+		
Number of Younger Sisters			11	-
SE Procrastination	11	+		
WGCTA Inference	5	-		
Years In Current Organisation	10	+		

The confounding nature of these outcomes indicate that there is value in pursuing an all embracing model of career progression and success. However, it also suggests that career progression and success is a complex construct which requires the development of a new, multifaceted dependent variable which captures these diverse complex elements. To this end, the thesis develops a new variable to operationalise career reach and career velocity. Furthermore, the lack of clarity from across the 10 instruments in testing the model and the complexity and confounding nature of the results suggests that there may be value in developing a new set of independent variables by way of factor analysing all of the items from the 10 instruments. Finally, the results also suggest that simple linear regression analysis will not adequately explain the relationship between the dependent and independent variables and so a more robust technique like MDA will be used to explain the relationship between the independent variables of personal characteristics, skills and behaviours and the career outcomes of progression and success.

APPENDIX B: THE MBTI

The Myers-Briggs Type Indicator (Briggs Myers, McCaulley, Quenk, & Hammer, 1999) is a self administered pencil and paper instrument used to operationalised the theories of C.G. Jung (Jung, 1971). This test consists of 131 questions or statements. It was developed by Katharine C. Briggs and Isabel Briggs Myers. Copyright for this test is held by Consulting Psychologists Press Inc.

The test measures four key bipolar dimensions (with the designating letter in bold):

Extraversion – **I**ntroversion
Sensing - I**N**tuition
Thinking – **F**eeling
Judging - **P**erceiving

These four bipolar dimensions can be combined to produce 16, four letter types. These 16 types, including a short description are presented in Table 50 on the following page.

Each of the four poles represents a particular aspect of psychological type.

The Extraversion – Introversion dimension deals with the way individuals direct and rejuvenate their psychic energy. Extraverts direct and rejuvenate their psychic energy outwards. That is, their natural disposition is to demonstrate and share themselves with others and to look to others to help re-energise themselves. As such, Extraverts tend to prefer crowds and vibrant settings. In contrast, Introverts prefer to keep their psychic energy to themselves and use their own resources to rejuvenate themselves. To an Extravert, an Introvert can appear stand-offish and aloof whereas to an Introvert, an Extravert is likely to be overbearing and noisy.

The Sensing – Intuition dimension notes the way people deal with incoming information. Sensing people prefer information which is concrete, factual and unambiguous that is readily assessed in terms of the five senses. In contrast, Intuition people prefer information which is symbolic and theoretical that is readily conceptualised and abstracted. As such, Sensing people tend to be practical and matter of fact whereas Intuition people tend to be theoretical and conceptual. To a Sensing person an Intuition person is a woolly minded thinker with a poor grasp on reality whereas to an Intuition person, a Sensing person is myopic and unimaginative.

The Thinking – Feeling dimension deals with the way people express their ideas and decisions. Thinking people tend to work in terms of logic and facts. In contrast, Feeling people tend to work in terms of values and emotions. As such, Thinking people are most comfortable in making decisions based on logic whereas Feeling people prefer to make decisions based on an internal set of values. To a Thinking person, a Feeling person is irrational whereas to a Feeling person, a Thinking person is unduly narrow minded.

Finally, the Judging – Perceiving dimension deals with the way people like to organise themselves. Judging people like structure and order with rules and regulations that can be readily followed. In contrast, Perceiving people prefer flexibility and discretion in organising themselves. To a Judging person, Perceiving people procrastinate whereas to a Perceiving person, Judging persons are in a rush to make rash judgements.

Table 50: THE 16 TYPES

ISTJ	ISFJ	INFJ	INTJ
Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organised. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	Quiet, friendly, responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.	Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honoured and followed for their clear convictions as to how best to serve the common good.	Usually have great minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organise a job and carry it through with or without help. Sceptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.
ISTP	**ISFP**	**INFP**	**INTP**
Cool onlookers - quiet reserved, observing and analysing life with detached curiosity and unexpected flashes of original humour. Usually interested in cause and effect, how and why mechanical things work, and in organising facts using logical principles.	Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion.	Full of enthusiasm and loyalties, but seldom talk about these until they know you well. Care about learning, ideas, language and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
ESTP	**ESFP**	**ENFP**	**ENTP**
Good at on-the-spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.	Outgoing, easy going, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skilful in finding logical reasons for what they want.
ESTJ	**ESFJ**	**ENFJ**	**ENTJ**
Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organise and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	Warm-hearted, talkative, popular, conscientious, born co-operators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.	Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.

Source (Briggs Myers, et al., 1999, p. 64)

Beyond the 16 Types, according to Jung's theory, there are a number of "operating styles" called the Eight Jungian Functions. Each person uses all of the eight functions. However, each person has a preference for each function which ranges from a preferred or "dominant" style though to a least favoured or "inferior" style. The adoption of these eight functions is part of a life long developmental process that is beyond the scope of this discussion. However, for the purposes of this thesis, it is sufficient to note that these functions play a key role in shaping an individual's overt behaviours as show in Table 51 below.

Table 51: THE EIGHT JUNGIAN FUNCTIONS

Jungian Function	Typical Characteristics and *Behaviour*
Extraverted sensing	Directing energy outwardly and acquiring information by focussing on detailed, accurate accumulation of sensory data in the present. *The classic doubting Thomas - show me the evidence, now!.*
Introverted sensing	Directly energy inwardly and storing facts and details of both external reality and internal thoughts and experiences. *The quiet reader - let me look at that overnight.*
Extraverted intuition	Directing energy outwardly to scan for new ideas, interesting patters and future possibilities. *The brainstormer - let's talk about this now.*
Introverted intuition	Directing energy inwardly to focus on unconscious images, connections, and patterns that create inner vision and thought. *The day dreamer - let me reflect on this overnight.*
Extraverted thinking	Seeking logical order to the external environment by applying clarity, goal directedness, and decisive action. *The vocal decision maker - this is what we will do now!*
Introverted thinking	Seeking accuracy and order in internal thoughts through reflecting on and developing a logical system for understanding. *The quiet analyst - let me work on this overnight - I will get back to you tomorrow.*
Extraverted feeling	Seeking harmony through organising and structuring the environment to meet people's needs and their own lives. *The peace maker - lets talk about how you feel about this.*
Introverted feeling	Seeking intensely meaningful and complex inner harmony through sensitivity to their own and others' inner values and outer behaviours. *Still waters run deep - very deep - I will tell you how I feel about this in the morning.*

Drawn from: (Briggs Myers, et al., 1999, p. 39)

As can be readily noted, the dominant function, which ever it may be, plays a key role in shaping an individual's overt behaviours, including leadership style.

Furthermore, the MBTI can be used to provide a raft of information from various perspectives. For example, each column and each row of the 16 cell table can be aggregated to highlight a particular characteristic. The first column has a common characteristic of the ST letters which suggest a practical matter of fact Type. In the second column the letters SF, which suggest a sympathetic and friendly Type, are the common characteristic. Alternatively, the first row features the IJ letters suggesting a "decisive introvert" whilst the last row feature the EJ letters suggesting a "decisive extravert".

APPENDIX C: THE FACTOR STRUCTURE

The proposed model addressed 10 key themes that were represented by 92 meta measures. These 92 measures were factor analysed to produce a 23 factor model that explained 72percent of the variance in the data. Whilst the number of analysis items was reduced by 75percent (92 to 23), and having 72percent of the variance explained is considered exceptionally good, 23 items were still too many for parsimonious model development. Further analysis, using the level of explained variance, Cronbach alpha, MANOVA and conceptual validity of the factors, was undertaken to distil the 23 factors down to 8 conceptually meaningful and statistically robust factors, known as the MAIN 8 Factors. These MAIN 8 Factors were:

- Self-Positivism;
- Transformational Leadership;
- Thinking and Cognition;
- Positive Career Management;
- MSCEIT – Awareness;
- Proactive Leadership;
- Experience; and
- MSCEIT - Understanding

There were also 11 factors that were conceptually sound but were statistically weak. These factors included:
- Social Responsibility;
- Discipline and Logic;
- Emotional Stability;
- Active Self-Efficacy;
- Older Siblings;
- Career Anchor – Independence;
- Technical and Practical Actions;
- Positive Coping;
- Extraversion;
- Structure and Order; and
- Sensitivity and Openness.

There were also three single factors that were logical, but had either low loadings or weak MANOVAs, thus weakening their contribution to this research:
- Work Less;
- Younger Sisters; and
- MSCEIT – Facilitation.

Finally, there was one factor that was conceptually confounding, had a weak Cronbach alpha, but had a significant MANOVA, which is most likely due to some form of chance. Because of its confounding nature, this factor did not contribute much to the research even though it appeared to be significant in a number of the tests. Again, however, this is likely due to chance:
- Younger Brothers.

A full factor model, including cross loadings is presented in Table 52 on following pages.

ITEM/FACTOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
EQ-i Optimism	**0.82**	0.12	-0.05	0.13	0.04	-0.05	0.06	0.11	0.08	-0.04	0.01	-0.01	-0.01	-0.06	-0.02	0.00	0.02	-0.06	0.06	0.03	0.05	0.07	0.03
EQ-i Self-Actualization	**0.79**	0.10	0.08	0.13	-0.02	-0.04	0.08	0.15	0.06	0.04	0.03	-0.06	0.09	-0.01	0.00	-0.04	-0.03	0.06	0.01	-0.08	-0.01	0.01	-0.05
EQ-i Self-Regard	**0.79**	0.17	0.04	0.03	-0.01	-0.21	-0.03	-0.02	0.10	-0.03	-0.05	0.00	0.01	-0.02	0.03	0.01	0.01	0.01	0.03	0.05	-0.05	-0.08	0.01
EQ-i Stress Tolerance	**0.71**	0.33	0.07	0.05	0.00	-0.14	0.08	-0.07	0.01	0.07	-0.04	-0.14	0.04	-0.09	0.04	-0.03	-0.03	0.06	-0.05	0.02	-0.18	-0.03	-0.02
EQ-i Assertiveness	**0.70**	-0.04	-0.09	0.08	0.08	-0.24	0.09	0.08	0.06	-0.01	-0.07	0.22	-0.09	-0.02	-0.02	-0.02	-0.03	0.03	0.06	-0.05	0.11	0.10	-0.02
EQ-i Happiness	**0.69**	0.13	-0.04	0.14	0.12	-0.01	0.00	0.01	0.14	0.01	0.11	0.38	0.01	0.02	0.01	0.02	0.01	-0.08	-0.04	-0.08	0.11	0.11	0.03
EQ-i Independence	**0.65**	-0.02	0.12	0.07	-0.03	-0.19	0.42	0.01	0.03	0.10	-0.03	0.15	0.10	-0.08	-0.08	0.00	-0.08	0.09	-0.02	-0.04	0.13	-0.03	-0.23
EQ-i Reality Testing	**0.62**	-0.05	-0.02	0.12	0.05	-0.10	-0.02	0.16	0.15	0.12	0.03	0.33	-0.28	0.05	-0.09	-0.03	0.09	-0.15	0.10	-0.11	-0.03	0.09	-0.04
EQ-i Emotional Self-Awareness	**0.61**	0.29	0.02	0.09	0.01	-0.01	0.34	0.01	0.01	0.06	0.10	-0.07	0.24	0.06	0.05	0.06	0.07	-0.01	-0.02	-0.06	0.07	0.01	0.27
EQ-i Flexibility	**0.58**	0.48	0.05	0.06	-0.11	-0.01	0.34	-0.02	0.03	0.08	0.05	-0.13	0.14	-0.04	-0.02	0.04	0.02	0.03	-0.04	0.09	-0.08	-0.02	0.19
EQ-i Interpersonal Relationship	**0.57**	-0.01	-0.17	0.10	-0.19	-0.18	0.25	0.12	0.05	0.15	0.06	0.02	0.09	0.02	-0.02	-0.13	-0.07	-0.15	0.22	-0.14	0.09	-0.10	-0.08
SE Proactive Coping	**0.51**	0.01	0.00	0.19	0.00	-0.03	-0.05	0.44	0.28	-0.06	0.00	0.13	0.06	-0.04	-0.01	-0.03	0.10	-0.01	-0.08	-0.30	-0.05	0.17	0.09
EQ-i Problem Solving	**0.47**	0.08	0.08	0.16	-0.01	0.03	0.02	0.40	0.35	-0.04	0.10	0.02	0.11	0.06	-0.08	0.01	0.12	0.10	-0.16	-0.07	-0.12	0.19	0.12
BIG 5 Extraversion	-0.44	**0.90**	-0.23	-0.14	0.08	0.18	0.05	-0.27	-0.07	-0.05	-0.02	0.04	0.02	0.09	0.05	-0.16	-0.05	-0.02	0.37	0.37	-0.09	-0.04	0.02
MBTI Extravert Raw Score	0.43	**0.89**	-0.07	0.13	-0.08	-0.07	0.26	0.24	0.35	0.08	0.14	-0.06	0.13	-0.11	0.04	0.09	0.13	0.05	0.07	0.02	-0.07	0.03	0.23
16PF Social Boldness	0.37	**0.78**	-0.10	0.08	0.03	-0.31	-0.07	0.31	-0.01	-0.03	0.01	0.04	-0.03	-0.29	-0.01	0.04	-0.15	0.05	-0.21	-0.26	0.25	0.14	0.01
16PF Liveliness	0.14	**0.71**	-0.08	0.07	-0.07	-0.15	0.12	-0.06	0.06	0.03	0.14	0.04	0.10	-0.01	-0.02	-0.06	-0.01	0.00	0.03	-0.07	-0.01	0.07	-0.03
16PF Self-Reliance	0.25	**-0.68**	-0.04	0.07	-0.03	-0.06	-0.04	-0.02	0.11	0.00	-0.02	0.07	-0.01	-0.08	-0.06	0.00	-0.02	-0.06	0.03	0.03	-0.05	0.00	0.05
16PF Privateness	0.33	**-0.66**	-0.06	0.03	-0.05	-0.15	-0.10	0.03	0.13	0.01	-0.01	0.23	-0.04	-0.07	0.04	0.02	-0.05	-0.08	-0.02	0.12	-0.02	-0.04	0.11
16PF Warmth	0.07	**0.55**	-0.25	0.11	-0.01	-0.02	-0.02	0.05	0.08	0.05	-0.05	0.02	0.05	-0.23	-0.02	-0.03	0.01	0.07	-0.05	-0.01	-0.17	-0.08	-0.22
BIG 5 Independence	-0.11	**0.51**	-0.07	0.02	-0.02	0.08	-0.03	0.12	0.00	-0.04	-0.12	0.04	-0.21	-0.15	0.08	0.08	0.01	0.15	-0.07	0.06	-0.08	0.05	-0.32

ITEM/FACTOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SE Emotional Support Seeking	0.03	**0.41**	0.06	-0.02	0.04	0.22	-0.20	0.02	-0.07	-0.04	-0.01	-0.02	-0.04	-0.01	0.06	0.05	0.01	-0.07	-0.06	0.15	-0.01	-0.18	0.35
MBTI Judging Raw Score	0.08	0.57	**0.87**	0.13	-0.16	-0.06	0.26	-0.11	-0.03	-0.02	0.39	-0.03	0.06	0.03	0.06	-0.06	0.01	0.11	0.02	-0.11	0.04	0.19	0.01
BIG 5 Self-Control	-0.01	-0.18	**0.81**	-0.08	-0.15	-0.09	0.07	0.07	0.04	-0.02	-0.06	0.04	0.00	-0.03	-0.03	0.05	-0.05	0.01	0.01	-0.08	0.03	0.11	0.03
16PF Perfectionism	0.05	-0.02	**0.73**	0.03	0.00	0.11	-0.02	0.21	-0.07	0.07	0.02	-0.02	-0.01	0.07	0.06	-0.07	-0.06	0.03	0.05	-0.04	-0.04	-0.22	0.11
MBTI Sensing Raw Score	-0.01	-0.14	**0.58**	0.04	-0.24	0.07	0.06	0.23	0.01	0.07	0.05	0.08	-0.07	-0.07	0.02	-0.04	0.09	-0.02	-0.04	-0.13	-0.04	-0.13	0.09
16PF Rule-Consciousness	-0.05	-0.15	**0.53**	0.13	0.06	0.17	-0.01	0.09	-0.01	0.14	0.22	0.09	-0.01	0.22	0.03	-0.01	0.08	-0.02	0.11	-0.05	-0.09	-0.01	0.23
16PF Abstractedness	0.01	-0.02	**-0.51**	-0.12	-0.17	0.09	-0.15	-0.11	-0.08	-0.06	-0.35	-0.02	-0.01	-0.01	0.07	-0.08	-0.16	0.15	-0.01	0.09	0.00	0.06	-0.09
MLQ Contingent Reward	-0.02	-0.04	0.61	**0.82**	-0.02	-0.15	0.08	0.01	0.10	0.04	-0.02	0.09	0.11	0.11	-0.08	0.15	-0.14	0.07	0.14	-0.10	-0.06	0.37	0.08
MLQ Idealised Influence - Attributed	0.06	0.12	-0.52	**0.77**	0.13	-0.11	0.06	0.17	0.03	0.02	0.41	0.32	-0.10	-0.15	0.01	-0.01	0.12	-0.09	0.01	-0.01	-0.03	0.15	0.19
MLQ Idealised Influence - Behaviour	0.06	0.08	-0.04	**0.75**	0.02	0.03	-0.02	0.06	0.09	-0.03	-0.03	0.05	-0.12	0.05	0.01	0.03	0.05	0.04	0.00	-0.03	0.01	-0.06	-0.06
MLQ Inspirational Motivation	0.22	0.18	0.04	**0.74**	-0.01	-0.07	0.09	0.01	0.05	0.03	-0.03	0.05	-0.06	0.13	0.01	0.02	0.09	0.04	0.00	-0.06	0.00	-0.04	-0.04
MLQ Individual Consideration	0.10	0.04	0.03	**0.72**	0.01	0.03	0.10	0.03	0.18	-0.06	0.07	0.16	0.14	0.09	-0.05	0.16	0.07	0.00	-0.06	-0.05	0.14	0.12	0.06
MLQ Intellectual Stimulation	0.30	0.11	-0.07	**0.62**	-0.01	-0.13	-0.13	0.10	0.11	-0.06	0.01	0.06	-0.06	-0.05	-0.03	0.04	0.04	-0.04	0.01	-0.09	0.11	0.06	0.00
BIG 5 Anxiety	0.10	-0.02	-0.12	0.71	**-0.86**	-0.05	0.04	0.04	0.11	0.00	0.14	-0.05	0.06	-0.24	-0.04	-0.07	-0.13	0.01	0.03	0.12	-0.10	0.06	0.02
16PF Tension	0.09	-0.06	-0.19	0.66	**-0.69**	0.03	0.11	0.20	0.09	0.02	0.01	0.16	0.12	-0.08	-0.04	-0.10	0.00	-0.12	0.20	0.06	-0.09	-0.01	0.08
16PF Emotional Stability	0.03	-0.02	-0.11	-0.01	**0.68**	0.01	-0.06	0.02	0.00	-0.06	-0.07	-0.07	-0.12	-0.03	-0.01	-0.01	-0.07	0.02	0.03	0.02	0.05	0.08	0.09
16PF Impression Management	0.01	-0.08	-0.16	-0.04	**0.66**	-0.05	-0.11	0.02	-0.04	-0.11	-0.06	0.03	0.03	0.05	0.05	0.02	-0.04	-0.03	0.08	0.08	-0.06	0.04	0.00
16PF Apprehension	0.05	-0.06	-0.03	0.00	**-0.58**	-0.02	-0.01	0.01	0.01	0.09	0.18	0.08	0.02	0.06	-0.01	-0.03	-0.06	-0.07	-0.06	0.04	0.01	0.05	-0.08
16PF Vigilance	-0.08	-0.07	-0.11	0.05	**-0.52**	0.03	-0.07	-0.01	0.06	0.00	-0.11	-0.01	-0.10	-0.14	-0.09	0.01	-0.04	-0.10	-0.17	-0.04	0.14	-0.02	-0.02
EQ-i Impulse Control	0.01	0.07	-0.03	0.18	**0.44**	-0.06	0.01	0.01	-0.09	0.02	-0.04	-0.03	0.11	-0.07	-0.01	0.08	0.10	0.02	0.12	-0.02	0.24	-0.14	-0.02
SE Self-Regulation	-0.02	-0.05	-0.08	-0.06	**0.40**	-0.07	-0.05	-0.03	-0.01	0.15	0.07	0.08	0.07	0.11	-0.21	0.09	0.07	0.01	-0.01	-0.09	0.08	-0.38	0.07
WGCTA Deduction	-0.40	-0.24	0.04	-0.06	-0.10	**0.76**	0.05	0.00	0.02	-0.01	0.03	0.01	0.04	0.10	-0.05	-0.04	-0.01	0.01	0.07	-0.01	0.02	0.02	0.04

ITEM/FACTOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
WGCTA Inference	-0.06	-0.10	0.10	0.05	0.06	**0.75**	-0.21	0.01	0.06	-0.02	0.06	0.08	-0.01	0.02	-0.02	0.05	0.10	-0.02	-0.14	0.12	0.00	0.01	-0.12
WGCTA Interpretation	0.24	0.07	0.22	0.04	-0.01	**0.74**	0.10	-0.09	-0.07	0.09	0.20	-0.05	0.02	-0.13	0.02	0.01	0.05	-0.02	-0.07	-0.02	-0.08	0.08	0.02
16PF Reasoning	0.44	0.29	0.08	0.13	0.05	**0.66**	-0.15	0.10	0.00	-0.02	-0.05	0.03	-0.01	-0.14	0.02	0.07	0.07	0.06	-0.12	-0.02	-0.06	-0.02	-0.12
WGCTA Recognition of Assumptions	-0.44	-0.07	0.06	-0.04	-0.04	**0.62**	0.20	0.03	0.07	0.04	0.09	-0.24	0.06	0.07	-0.04	-0.05	-0.09	0.00	0.14	-0.10	-0.04	0.10	0.04
WGCTA Evaluation of Arguments	-0.15	-0.25	0.03	-0.04	-0.31	**0.60**	-0.04	0.07	-0.10	-0.10	-0.16	0.32	0.07	0.06	-0.06	-0.05	0.05	0.17	0.08	-0.08	0.05	-0.11	0.09
BIG 5 Tough-Mindedness	0.21	0.11	0.05	0.09	-0.12	-0.02	**-0.81**	0.11	-0.01	0.10	0.04	-0.07	0.03	0.03	0.08	0.01	0.00	-0.05	0.03	-0.03	0.01	0.16	0.00
16PF Sensitivity	0.21	0.19	-0.06	0.08	-0.10	0.05	**0.73**	0.10	0.03	0.07	0.13	-0.09	0.12	-0.10	0.07	0.04	0.09	0.07	0.02	0.01	-0.04	0.07	0.08
16PF Openness to Change	0.17	-0.22	0.07	-0.09	-0.11	-0.35	**0.58**	0.10	0.00	0.18	-0.05	-0.06	-0.06	0.15	-0.05	-0.01	-0.10	-0.05	-0.07	-0.02	0.03	-0.21	-0.20
SE Strategic Planning	0.11	-0.05	0.02	0.08	-0.02	0.06	0.18	**0.76**	0.21	0.05	-0.02	0.11	-0.01	-0.06	0.05	-0.01	-0.04	0.01	0.16	0.11	0.01	-0.05	-0.05
SE Reflective Coping	0.17	-0.02	0.16	0.15	0.03	0.01	-0.05	**0.69**	0.05	0.01	0.12	0.04	0.09	-0.01	-0.01	-0.02	0.03	0.12	-0.18	-0.15	0.05	-0.01	0.02
SE Preventative Coping	0.34	-0.06	0.12	0.06	0.03	-0.02	0.35	**0.64**	0.08	0.08	0.05	0.20	0.06	0.01	-0.02	-0.05	-0.02	-0.09	0.23	0.09	-0.04	0.02	-0.13
SE Proactive Attitude	0.11	-0.13	0.11	0.12	0.04	0.00	0.09	**0.46**	0.22	-0.04	-0.16	0.10	0.13	-0.02	-0.01	0.12	0.07	0.37	-0.25	-0.02	-0.05	-0.01	0.16
SE Procrastination	0.12	0.09	0.03	0.18	0.04	0.04	-0.03	**-0.45**	0.76	-0.15	0.03	0.04	0.17	-0.09	-0.03	-0.03	-0.03	0.12	0.01	0.02	0.03	0.04	-0.08
CM Seek Mentoring	0.09	0.21	0.10	0.12	-0.08	0.12	-0.01	0.03	**0.79**	0.06	0.05	0.02	0.01	0.05	0.06	-0.02	0.07	0.00	0.02	-0.09	0.07	-0.18	0.09
CM Self-Presentation	0.26	0.05	-0.13	0.22	0.08	-0.01	-0.01	0.24	**0.69**	-0.08	0.12	0.05	-0.02	-0.09	0.04	0.03	0.14	-0.05	0.13	0.13	-0.10	0.13	-0.06
CM Maintain Career Flexibility	0.31	0.04	-0.12	0.14	-0.05	-0.05	0.09	0.20	**0.65**	-0.01	0.02	0.03	0.00	-0.17	-0.06	0.02	0.06	-0.01	0.10	-0.08	-0.02	-0.02	0.00
CM Build Networks	0.07	-0.01	0.03	-0.07	-0.01	-0.02	0.03	-0.04	**0.64**	0.77	0.03	-0.05	0.04	0.05	-0.01	-0.07	0.00	0.07	-0.02	-0.04	0.11	-0.02	0.05
EI Emotional Intelligence	-0.01	-0.01	0.03	-0.05	0.04	-0.03	0.07	0.04	**0.44**	0.76	-0.05	0.01	0.02	-0.01	-0.03	0.01	0.04	0.05	0.02	-0.04	-0.03	0.06	0.04
Number of Older Sisters	-0.01	0.07	-0.03	0.03	-0.01	-0.03	0.05	0.05	0.04	**0.82**	0.05	-0.04	0.01	-0.09	-0.01	0.10	-0.05	-0.03	-0.01	0.05	0.09	-0.02	-0.09
Number of Older Brothers	-0.01	0.10	-0.11	0.02	-0.05	0.01	0.06	0.01	0.10	**0.82**	0.81	-0.08	0.13	-0.03	-0.04	-0.04	-0.06	0.04	-0.03	0.02	0.10	-0.06	-0.08
MBTI Thinking Raw Score	-0.03	-0.17	0.52	-0.12	-0.03	0.01	-0.11	-0.10	-0.06	-0.06	**0.81**	-0.14	-0.02	0.01	-0.01	0.04	-0.06	0.01	-0.03	0.03	-0.02	-0.08	-0.13
16PF Dominance	0.26	0.39	-0.17	0.20	-0.02	0.06	-0.11	0.22	0.08	-0.04	**0.52**	0.69	-0.06	-0.14	0.08	0.08	0.08	-0.03	-0.02	-0.03	-0.02	0.01	0.07

ITEM/FACTOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
EQ-i Social Responsibility	0.23	0.22	0.03	0.26	0.03	0.07	-0.13	0.20	0.07	-0.05	0.02	**0.82**	-0.04	-0.12	0.11	0.13	0.07	-0.01	-0.05	-0.07	-0.03	0.00	-0.07
EQ-i Empathy	0.09	-0.27	0.19	0.07	0.07	0.04	-0.39	0.09	-0.03	-0.11	-0.28	**0.80**	-0.13	0.04	0.08	0.05	0.01	-0.08	-0.07	0.10	-0.06	-0.03	-0.09
MSCEIT Pictures Task	-0.11	-0.20	0.12	0.23	-0.03	0.11	-0.01	-0.07	0.16	-0.10	-0.21	0.37	**0.72**	0.10	-0.15	-0.16	-0.06	0.22	0.02	-0.10	0.05	-0.10	0.01
MSCEIT Faces Task	0.07	0.29	-0.02	-0.02	-0.04	0.07	0.14	0.18	0.19	0.09	0.12	0.00	**0.72**	0.04	0.05	-0.11	0.05	-0.09	0.03	0.09	0.00	0.11	0.00
MSCEIT Sensations Task	0.24	0.38	0.04	0.05	-0.06	-0.01	0.17	0.11	0.10	0.11	0.09	-0.11	**0.64**	0.14	0.08	0.02	0.12	0.01	-0.15	-0.01	-0.02	0.02	0.00
MSCEIT Emotion Management Task	-0.05	0.15	0.02	0.21	-0.09	-0.02	0.04	0.01	0.36	-0.13	-0.17	0.22	**0.47**	0.18	-0.03	0.07	0.24	0.05	0.11	-0.13	0.16	-0.01	0.00
MSCEIT Emotion Relationship	-0.04	-0.16	0.00	0.10	-0.05	0.19	0.02	-0.08	-0.22	-0.07	0.02	-0.06	**0.45**	0.66	0.06	0.06	0.09	0.23	0.02	0.13	0.03	-0.02	-0.05
MLQ Management by Exception - Passive	-0.20	-0.09	-0.10	-0.18	-0.02	0.27	-0.05	-0.07	-0.03	-0.03	-0.09	-0.14	0.12	**-0.74**	-0.08	0.01	0.01	0.10	0.00	0.29	0.01	0.01	0.07
MLQ Laissez-Faire Leadership	0.14	-0.04	0.02	-0.05	-0.04	-0.05	0.03	-0.13	0.05	0.29	0.12	-0.01	0.19	**-0.63**	-0.04	0.08	0.17	0.17	0.04	0.28	0.34	0.11	-0.05
Industry Experience (years)	-0.05	-0.09	-0.07	-0.03	-0.04	-0.07	0.03	0.08	0.03	-0.03	-0.07	0.04	0.02	0.16	**0.77**	0.02	-0.07	-0.10	0.10	-0.06	0.02	0.09	-0.17
Age (years)	-0.01	-0.08	0.02	-0.06	-0.03	-0.05	0.04	0.03	0.03	-0.10	-0.08	-0.03	-0.10	-0.08	**0.74**	-0.09	-0.05	-0.04	-0.03	0.11	0.06	0.06	0.33
Organisation Experience (years)	-0.03	-0.10	-0.04	0.02	0.03	-0.02	0.10	0.02	0.07	-0.13	-0.09	-0.01	-0.28	0.13	**0.72**	-0.07	-0.04	-0.04	-0.18	0.17	-0.12	0.07	0.14
CA Autonomy Anchor	0.01	0.03	-0.08	0.01	0.06	0.00	-0.19	0.18	0.00	0.02	-0.11	-0.17	-0.01	0.00	-0.53	**0.74**	0.00	-0.18	0.24	-0.12	0.22	0.15	-0.10
CA Entrepreneurial Creativity Anchor	-0.11	-0.09	-0.04	0.04	0.06	-0.05	0.10	-0.03	0.17	-0.03	-0.16	0.13	0.03	0.00	-0.02	**0.74**	-0.14	-0.10	-0.08	-0.05	0.02	0.00	-0.01
DIT Overall DIT Score	0.05	0.02	0.07	0.00	0.01	0.11	-0.02	0.00	-0.10	0.13	0.01	-0.01	-0.09	0.04	0.02	0.32	**-0.62**	0.17	0.14	-0.06	-0.20	-0.17	-0.11
CA Security Anchor	0.04	-0.17	-0.05	0.09	0.04	-0.16	-0.11	0.07	-0.18	-0.11	0.16	-0.04	-0.10	0.02	-0.07	0.39	**0.58**	-0.13	0.14	0.18	0.20	0.13	0.21
CA Technical Anchor	0.02	-0.08	-0.14	0.08	-0.01	0.09	-0.04	-0.03	0.16	0.04	0.04	0.01	0.02	0.21	-0.03	-0.01	**0.57**	0.04	-0.12	-0.03	-0.02	-0.08	-0.12
MLQ Management by Exception - Active	-0.01	0.03	-0.13	0.03	-0.14	-0.08	0.06	0.07	0.04	-0.03	-0.05	0.09	0.04	-0.14	-0.06	-0.08	**0.36**	0.06	0.19	0.00	0.00	0.05	0.15
MSCEIT Changes Task	0.01	-0.04	0.09	-0.01	-0.08	0.03	0.02	0.15	0.05	0.08	0.11	-0.05	-0.07	0.17	-0.03	-0.04	0.13	**0.71**	-0.02	0.01	0.02	-0.02	-0.07
MSCEIT Blends Task	-0.15	0.02	0.26	-0.03	-0.25	-0.05	0.02	-0.02	0.15	0.15	-0.20	-0.04	0.04	0.09	0.07	-0.07	-0.29	**0.52**	0.11	-0.03	-0.13	-0.13	0.09
CM Extend Work	-0.01	-0.04	0.04	0.30	0.17	0.06	0.23	-0.02	0.09	0.14	0.15	-0.12	-0.02	0.09	0.07	-0.11	0.25	-0.36	**-0.54**	0.04	-0.08	-0.03	-0.14

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ITEM/FACTOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Involvement																							
Number of Younger Sisters	0.08	0.04	0.05	0.13	0.00	0.09	0.04	-0.02	0.18	-0.01	0.00	-0.05	-0.06	0.01	0.08	0.10	0.06	0.02	0.69	**0.84**	-0.09	0.03	0.00
Avoidance Coping (percentage)	-0.20	-0.09	-0.13	-0.01	0.06	0.04	-0.05	-0.01	-0.05	-0.01	-0.02	-0.05	0.06	0.17	0.00	-0.01	-0.03	-0.01	-0.10	0.63	**0.70**	0.04	0.02
SE Instrumental Support Seeking	-0.06	-0.06	-0.08	0.04	0.31	0.03	-0.04	0.09	0.04	0.23	0.06	-0.03	-0.04	0.04	0.06	-0.09	-0.09	-0.16	-0.05	0.07	**0.37**	-0.02	0.04
Number of Younger Brothers	0.11	-0.10	0.07	0.04	0.36	0.13	0.06	-0.08	-0.02	0.05	0.10	0.01	-0.02	0.01	0.04	0.01	0.05	0.14	-0.12	0.06	0.58	**0.69**	-0.03
CA Managerial Anchor	0.15	0.14	-0.12	0.08	0.03	0.09	0.17	0.04	-0.11	0.42	0.09	-0.02	0.05	-0.05	-0.03	-0.12	0.02	-0.09	0.07	0.08	-0.04	**0.31**	0.01
MSCEIT Facilitation Task	0.28	0.12	-0.08	0.05	-0.04	-0.09	0.17	-0.04	-0.04	0.43	0.01	0.03	0.13	0.01	0.06	-0.06	0.01	-0.06	-0.03	-0.01	-0.04	0.45	**0.61**

A detailed discussion of the remaining 15 factors not included in the MAIN 8 and their structure follows.

The remaining 15 factors explained the remaining 43.039% of the variance. This is highly problematic because some of the factors produced statistically weak results, which diminished their contribution to the model. Some of this was due to the weakness of the Cronbach's alpha and/or the failure to produce a significant MANOVA value. Only in one case was the underlying structure of the factor conceptually unsound and inconsistent, even though it produced a significant MANOVA. These sound but weak factors shall be addressed within this outcome framework.

<u>Conceptually sound but statistically weak</u>

These 11 items fall into three categories:

- Strong Cronbach but weak MANOVA;
- Weak Cronbach but a significant MANOVA;
- Weak Cronbach and weak MANOVA.

<u>Factors with strong Cronbach's alpha but weak MANOVA.</u>

Social Responsibility, which explained 2.836% of the variance and had a very strong Cronbach alpha of 0.905, comprised two items that had strong loadings on two EQ-i factors: Social Responsibility (0.819) and EQ-i Empathy (0.804). However, this factor did not have a significant MANOVA (F=1.555, df=3, sig.=0.199). Furthermore, as discussed with self-positivism, the EQ-i items are fundamentally problematic. In light of the self-positivism factor, this factor may suggest that the respondent sees themself as a socially responsible and empathic individual. Whilst this factor resonates with the broader elements of emotional intelligence it is likely that, like the other EQ-i items, it will deal more with self-efficacy than emotional intelligence.

<u>Factors with weak Cronbach's alpha but with a significant MANOVA.</u>

Discipline and Logic explained 3.033% of the variance, and a significant MANOVA (F=5.895, df=3, sig.=0.001), but had a very weak Cronbach's alpha of 0.264. The MBTI Thinking raw score had a loading of 0.807 whilst its MBTI opposite, Feeling, had a loading of -0.775, which is consistent and logical. The 16PF item dominance, which had a loading of 0.524, deals with the desire to exert one's will over others, rather than accommodate their needs. Whilst this item does not explicitly deal with logic, there is a link, albeit weak, between a low dominance score which relates to accommodating others and the MBTI Feeling dimension, which deals with people's need for harmony and consistency of values. However, in the light of the strong Thinking loading, this link is rather tenuous and coupled with the very weak Cronbach's alpha, suggests that this factor is unlikely to help explain the proposed model. Nonetheless, the concept of discipline and logic, as expressed by these three items, is intuitively appealing in that successful managers and leaders would need to display a relatively high level of disciplined critical thinking in their decision making.

This is consistent with some of Collins comments, particularly with regard to the Level 3 Competent Manager who organises people and resources toward the effective and efficient pursuit of predetermined objectives (Collins, 2001, p. 70), an action that would require cognition and the exercise of power.

<u>Factors with weak Cronbach's alpha and weak MANOVA</u>

In terms of the **Extraversion** factor, which explained 7.010% of the variance, the Cronbach's alpha was 0.301 and the MANOVA was (F=0.815, df=3, sig.=0.485). However, conceptually, this proved to be a particularly appealing factor as can be seen from the table below. Table 53 below identifies the items that loaded on the Extraversion factor, their loading value and an explanation of their underlying construct.

<u>**Table 53: EXTRAVERSION ITEMS**</u>

ITEMS	LOADING	CONSTRUCT
BIG 5 Extraversion	0.904	Be oriented towards people and seek out others.
MBTI Extrovert Raw Score	0.891	Draw energy from engagement with others.
16PF Social Boldness	0.775	Be bold and adventurous and show little fear in social groups compared to being timid, cautious and shy in group and social settings.
16PF Liveliness	0.710	Express exuberance and spontaneity compared to the exercise of self-control.
16PF Self-Reliance	-0.683	Enjoy own time and decision making compared to preferring other's company and engaging with others in decision making.
16PF Privateness	-0.659	Be open and forthright compared to be private and nondisclosing.
16PF Warmth	0.550	Be warmly involved with people versus the tendency to be more reserved, both socially and interpersonally.
BIG 5 Independence	0.514	Be independent, persuasive and wilful compared to be accommodating, agreeable and selfless.
SE Emotional Support Seeking	0.414	Have a good network of friends and family to help you deal with stressful and challenging problems without overly relying on them to actually solve your problems.

As can be seen, this factor clearly deals with an extroverted, people-oriented perspective. Whilst a general notion exists that extraversion contributes to career progression and success (Judge, et al., 1999; Pearman, 1998; Seibert, Kraimer, & Crant, 2001), some authors suggest that this relationship is not so clear cut and may be moderated by a range of external elements, such as learned behaviour (Lau & Shaffer, 1999) and organisational environment (Bozionelos, 2003). This contradiction may give rise to both the intuitive appeal of this factor and its statistical weakness.

The factor titled **Structure and Order** also had a weak Cronbach's alpha (0.392) and a weak MANOVA (F=1.836 df=3, sig. = 0.139). However, it did explain 5.080% of the variance, which was the third largest factor. The underlying structure of this factor, presented in Table 54 on the next page is particularly interesting in that the positive items are related to: order, planning, control, self-discipline, being practical, and being right or wrong. In contrast, the negative items comprise key terms like: flexible, spontaneous, big picture, and mental processes rather than practicalities. When these items are re-directed and converted to reflect the leading negative sign, they produce a range of items that are consistent with the aforementioned positive items.

ITEM	LOADING	CONSTRUCT
MBTI Judging Raw Score	0.874	Live in a planned, orderly way, wanting to regulate life and control it.
BIG 5 Self-Control	0.813	Be highly controlled self disciplined, and inhibit their urges.
16PF Perfectionism	0.731	Be highly organised and predictable compared to being flexible and easy going.
MBTI Sensing Raw Score	0.575	Accept and work with what is "given" in the here-and-now, and be realistic and practical.
16PF Rule-Consciousness	0.531	Internalise cultural standards of right and wrong to govern behaviour compared to making up one's own rules of behaviour.
16PF Abstractedness	-0.510	Be oriented towards internal mental processes and ideas rather than towards practicalities and external realities.

These results clearly indicate that this factor deals with a preference for structure and order coupled with a strong sense of internal discipline. Therefore, whilst not statistically sound, the construct is conceptually appealing in that such attributes can be seen to be helpful, to an extent, in both personal and professional life. The combination of judging and self-control, point to a strong sense of focus and discipline.

Furthermore, the high scores on both Judging and Sensing clearly indicate that this dimension taps into the SJ group within the MBTI framework, and the SJ Temperament in the Keirsey Temperament Model. The SJs, also known as the "Realistic Decision Makers" (Briggs Myers, et al., 1999, p. 48) are generally described as focused, pragmatic and disciplined, with an eye for detail. Furthermore, Barrick and Mount (1991) found Self-Control to be positively correlated with three measures of job performance (training proficiency, job proficiency and training data). They said "those individuals who exhibit traits associated with a strong sense of purpose, obligation, and persistence generally perform better than those who do not" (1991, p. 18).

Emotional Stability explained 4.163% of the variance, the Cronbach's alpha was 0.203, and MANOVA was not significant (F=1.677, df=3, sig.=0.171). This would suggest that this factor is of little value to the analysis. However, as presented in Table 55 on the next page, the underlying structure of this item was intuitively appealing. Of the eight items in this factor, five are directly related to the Big Five Factor, Anxiety, but usually in the negative. The other two items were EQ-i Impulse Control (0.438) and Self-Efficacy Self Regulation (0.395). These are relatively low loadings, and there is some conjecture as to what the EQ-i actually measures. However, if it is assumed that they measure some form of self-efficacy and self esteem, they add further evidence, albeit in a weak form, that this factor deals with aspects related to the individual's self-esteem and personal wellbeing. Therefore, this factor appears to deal largely with aspects of being emotionally stable and having reasonably strong self-esteem.

Table 55: BIG FIVE MODEL WITH EMOTIONAL STABILITY

ITEMS IN BOLD (FACTOR LOADINGS)

BIG FIVE	16PF ELEMENTS	DESCRIPTION
Anxiety (-0.855)	Emotional Stability (-) (0.679)	feel comfortable about one's ability to cope with day to day life and its challenges compared to being anxious and worried about life's challenges.
	Vigilance (-0.515)	question and challenge the motives and intentions of others, compared to accepting the motives and intentions of others.
	Apprehension (-0.579)	be worried and feel insecure compared to feeling self-assured and confident.
	Tension (-0.694)	be restless and fidgety compared to being relaxed and tranquil.

Source: (Russell & Karol, 2000, p. 42 - 56)

Whilst this factor cannot be formally used to explain the proposed model, it does provide further evidence for the importance of having a robust self-image, strong self-esteem and high self-efficacy in achieving career and personal success.

The last of these three factors, **Sensitivity and Openness**, presented in Table 56 below, had a weak Cronbach's alpha (0.322) and a weak MANOVA (F=0.994, df=3, sig. = 0.395) and yet was conceptually sound as can be seen by the consistency of the three elements that comprise the factor.

Table 56: SENSITIVITY AND OPENNESS ITEMS

ITEM	LOADING	CONSTRUCT
BIG 5 Tough-Mindedness	-0.807	Be tough minded, resolute and unempathetic in contrast to being receptive, open-minded and intuitive.
16PF Sensitivity	0.727	Make decisions based on personal tastes and aesthetics compared to making decisions based upon utilitarian expediency.
16PF Openness to Change	0.577	Think of ways to experiment and change things compared to preferring traditional ways and the status quo.

This factor highlights an underlying construct that relates to being open-minded, values-driven and intuitive, a series of qualities which, under the right circumstances, can enhance personal and professional development. In fact, Barrick and Mount (1991), found that respondents who scored high on "openness to experience" were more likely to have positive attitudes towards learning experiences in general (p. 19). However, Barrick and Mount also found that these same people did not perform as well on the other two job performance criteria. Such a finding suggests that whilst these people are open and enthusiastic, especially with new things such as training, they may not be very disciplined and may not persist as much as those with a different personality profile.

Another of these appealing but weak factors was **Active Self-Efficacy** which explained 3.367% of the variance, had a Cronbach's alpha of 0.456, and a weak MANOVA (F=0.873, df=3, sig.=0.455) and is presented in Table 57 on the following page.

However, the five items that loaded on this were five of the nine self-efficacy measures: Strategic Planning (0.756), Reflective Coping (0.690), Preventative Coping (0.640), Proactive Attitude (0.455), Procrastination (-0.453). That is, all items in this factor came from the one construct.

This finding clearly indicates that the factor taps into the self-efficacy concept as proposed by Bandura (1997b). It is unfortunate that the scale has a weak Cronbach's alpha and a poor MANOVA, because the concept of people actively taking charge of their situation resonates with the idea that career progression and success involves some form of taking responsibility for, and control over, one's career and engaging in the necessary behaviours and activities needed to advance that career.

Table 57: SELF-EFFICACY WITH ACTIVE SELF-EFFICACY

ITEMS IN BOLD (FACTOR LOADINGS)

FACTOR	ELEMENT	DESCRIPTION
Proactive Attitude (0.455)		a belief in the rich potential of changes that can be made to improve oneself and one's environment.
Procrastination (-0.453)		an avoidance technique that has a negative impact of self-efficacy.
Self-Regulation		maintaining persistence and perseverance in the pursuit of a goal.
Proactive Coping	Proactive Coping	taking charge of situations and managing them to one's advantage.
	Reflective Coping (0.690)	taking time out to think about and reflect upon the challenges one confronts.
	Strategic Planning (0.756)	working steadily and logically through problems as they arise.
	Preventative Coping (0.640)	planning for contingencies and being mentally prepared to deal with unforeseen disturbances.
	Instrumental Support Seeking	ability to ask for a helping hand rather than struggle on alone.
	Emotional Support Seeking	having a good network of friends and family to help one deal with stressful and challenging problems without relying on them to actually solve problems
	Avoidance Coping	using some common sense to make decisions about when to tackle a problem.

The *italicised* items in the above table loaded solely on the **Positive Coping** factor.
Source: (Greenglass, Schwarzer, & Taubert, 1999)

The **Older Siblings** factor accounted for 3.18%, had a moderately deficient Cronbach's alpha of 0.563, and an insignificant MANOVA (F=0.473, df=3, sig. = 0.702). Whilst it is tempting to reject this factor as being inconsequential because of its statistical weakness, the two items (number of older sisters 0.821 and brothers 0.819) load heavily and are conceptually consistent.

The issue of birth order in terms of career progression and success is somewhat problematic. Whilst there is extensive literature on personality (Nyman, 1995), creativity (Boling & Boling, 1993), school success, sports participation (Seff, Gecas, & Frey, 1994), and even market segmentation (Claxton, 1995) and birth order, there is a dearth with regards to career choice, progress and success. According to Paulhus and his colleagues (1999), first borns are the most likely to achieve and be conscientious, whereas later borns are the most rebellious, liberal and agreeable. This would suggest that this factor may provide some insight into the dynamic of the proposed model of career progression and success.

The next two items are drawn from the broader literature on career anchors and so, whilst statistically weak, they do tend to support the underlying construct of a career anchor. The first of these, **Career Anchor – Independence** explained 1.816% of the variance, had a Cronbach alpha of 0.486, and an insignificant MANOVA (F=1.269, df=3, sig. = 0.284). The other, **Technical and Practical Actions** explained 1.702% of the variance, had a Cronbach's alpha of 0.086, and a weak MANOVA (F=1.800, df=3, sig. = 0.146). Based on Schein's seminal work on career development (Schein, 1986) the recent research on career anchors (Beck & La Lopa, 2001; D. C. Feldman & Bolino, 2000; Jarlstrom, 2000; Ross, 1995a) suggests that the independence factor, given that it incorporates the autonomy anchor and the entrepreneurial anchor, should be a clear indicator for a preference of self-employment. In contrast, the technical and practical anchor factor comprised three elements, with their loadings in brackets: DIT (-0.617), Security Anchor (0.582) and Technical Anchor (0.574).

A high negative DIT score suggests a preference for a rule driven, as opposed to an empowered, environment (Rest & Narvaez, 1998; Rest, et al., 1999; Rest, Thoma, Narvaez, & Bebeau, 1997). The security anchor, as the name suggests, indicates a preference for safe and secure employment, one that is devoid of risk and uncertainty (D. C. Feldman & Bolino, 2000). Similarly, the technical anchor indicates an employment and career preference that is governed by technical and procedural matters (Beck & La Lopa, 2001). The combination of these three elements highlights a preference for a safe, process driven, almost bureaucratic form of employment.

As such, given that they appear to be describing polar opposites, it is reasonable to suggest that these two factors can help explain aspects of career progression and success.

The last of the conceptually sound, but statistically weak factors, **Positive Coping** factor explained 1.508% of the variance, had a Cronbach's alpha of 0.225 and a poor MANOVA (F=1.463, df=3, sig= 0.224). This factor is comprised of a consistent suite of related items: avoidance coping (0.704) and instrumental support seeking (0.371). Whilst statistically weak, these two items are from the self-efficacy construct, which suggests that this factor deals with elements relating to dealing with problems in a proactive, timely, practical and collegiate fashion (Endler, Speer, Johnson, & Flett, 2000; Eronen & Nurmi, 1999), all of which is deeply embedded in the concept of self-efficacy. Therefore, this factor, whilst not statistically robust, may help inform elements of the proposed model.

The results for these conceptually sound but statistically weak factors are summarised and presented in Table 58 on the following page.

Table 58: CONCEPTUALLY SOUND BUT STATISTICALLY WEAK FACTORS

FACTOR	ITEMS	LOADING	COMPARABLE MODELS		
			CONSTRUCT	AUTHOR(s)	YEAR
Extraversion	BIG 5 Extraversion	0.904	Extraversion Social Boldness	Judge Seibert Pearman	1999 2001 1998
	MBTI Extrovert Raw Score	0.891			
	16PF Social Boldness	0.775			
	16PF Liveliness	0.710			
	16PF Self-Reliance	-0.683			
	16PF Privateness	-0.659			
	16PF Warmth	0.550			
	BIG 5 Independence	0.514			
	SE Emotional Support Seeking	0.414			
Structure and Order	MBTI Judging Raw Score	0.874	Career Structure and Order SJ Types	Barrick and Mount Briggs and Myer	1991 1999
	BIG 5 Self-Control	0.813			
	16PF Perfectionism	0.731			
	MBTI Sensing Raw Score	0.575			
	16PF Rule-Consciousness	0.531			
	16PF Abstractedness	-0.510			
Social Responsibility	EQ-i Social Responsibility	0.819	Self Esteem	Bar-On	1997
	EQ-i Empathy	0.804			
Discipline and Logic	MBTI Thinking Raw Score	0.807	Competent Manager	Collins	2001
	16PF Dominance	0.524			
Emotional Stability	BIG 5 Anxiety	-0.855	Self esteem &	Bar-on	1997
	16PF Tension	-0.694			
	16PF Emotional Stability	0.679			

FACTOR	ITEMS	LOADING	COMPARABLE MODELS		
			CONSTRUCT	AUTHOR(s)	YEAR
	16PF Impression Management	0.663	Self-efficacy		
	16PF Apprehension	-0.579			
	16PF Vigilance	-0.515		Bandura	1997
	EQ-i Impulse Control	0.438			
	SE Self-Regulation	0.395			
Sensitivity and Openness	BIG 5 Tough-Mindedness	-0.807	Career Openness	Barrick and Mount	1991
	16PF Sensitivity	0.727			
	16PF Openness to Change	0.577			
Active Self-Efficacy	SE Strategic Planning	0.756	Self-efficacy	Bandura	1997
	SE Reflective Coping	0.690			
	SE Preventative Coping	0.640			
	SE Proactive Attitude	0.455			
	SE Procrastination	-0.453			
Older Siblings	Number of Older Sisters	0.821	Birth order	Paulhus	1999
	Number of Older Brothers	0.819			
Career Anchor – Independence	CA Autonomy Anchor	0.739	Career Anchor	Schein	1986
	CA Entrepreneurial Creativity Anchor	0.735			
Technical and Practical Actions	DIT Overall DIT Score	-0.617	Schein	Schein	1986
	CA Security Anchor	0.582			
	CA Technical Anchor	0.574			
	MLQ Management by Exception – Active	0.357			
Positive Coping	SE Avoidance Coping	0.704	Self-efficacy	Bandura	1997
	SE Instrumental Support Seeking	0.371			

Three single item factors emerged from the factor analysis. Single item factors are somewhat problematic in that they make marginal contributions to the efficiency of the factor and no contribution to developing a richer insight into the data. That is, in this instance with 92 items, each item accounts for 1.08% of the variance. If the factor accounts for as little as 1.5%, then the factor has made a minimal improvement in the efficiency of the factor. This is further evidenced when looking at the eigenvalues of the single item factors, which are marginally above 1.0 - the cut-off value for inclusion in the factor. Furthermore, as previously mentioned, the item loadings influence the naming of the factor. Whilst this is acceptable when the item loading is high, such as 0.841 for younger sisters, it is problematic when the item loading is as low as 0.60, as it is with **Work Less** and **MSCEIT – Facilitation**. Finally, the location of these items at 19, 20 and 23 in a 23 factor model, where they explain a total of 4.436% of the 72percent explained by the factor model, highlights their relative insignificance in the model.

To this end, these items offer a vague, but generally unhelpful insight into the model:

- **Working less**, with a relatively weak negative loading, suggests that the concept of working harder may make some contribution to understanding career progression and success. This result is consistent with the model proposed by Judge and his colleagues (1995).
- **Younger sister**, with a relatively strong positive loading, suggests that the presence of younger sisters may contribute to some understanding of the proposed model. More to the point, Paulhus (1999) would argue that the older sibling is more likely to be successful.
- **MSCEIT – Facilitation**, with a marginally strong positive loading, suggests that an understanding of how emotions can be affected and facilitated can help explain, to some small extent, the role of emotional intelligence in the proposed model, especially in terms of the cognitive elements of emotional intelligence identified in the MSCEIT.

Confounding factors

Younger Brothers explained 1.446% of the variance and had a Cronbach's alpha of 0.009 and an insignificant MANOVA (F=3.391, df=3, sig.=0.18). Furthermore, the main item in this factor was number of younger brothers with a relatively high loading of 0.691. However, the other item was the managerial anchor from career anchors, which had a very low loading of 0.305. This barely makes the acceptable threshold of 0.30 for an item loading. In essence this is a weak factor, both the Cronbach's alpha and MANOVA are not significant and the factor items are neither clear cut nor strong. As such, this factor is unlikely to assist in explaining the proposed model.

The results from the factor analysis and subsequent Cronbach alpha and MANOVA analysis is something of a mixed bag. Some items were clear, statistically sound, discriminatory, robust and intuitively appealing. Others, whilst conceptually sound, were lacking in statistical clarity; some merely produced results of statistical chance.

The results for all factors are summarised presented in Table 59 on the following page.

Table 59: SUMMARY OF FACTORS

FACTOR GROUPING	FACTOR	NAME	EXPLAINED %	ALPHA	F VALUE	P VALUE
Conceptually sound and statistically robust **THE MAIN 8 FACTORS**	1	Self-Positivism	8.070	**0.925**	3.559	**0.014**
	4	Transformational Leadership	4.675	**0.882**	11.126	**0.000**
	6	Thinking & Cognition	3.712	**0.751**	5.397	**0.001**
	9	Positive Career Management	3.316	**0.799**	8.100	**0.000**
	3	MSCEIT - Awareness	2.768	0.627	9.796	**0.000**
	14	Proactive Leadership	2.196	**0.704**	3.559	**0.014**
	15	Experience	2.149	**0.726**	35.966	**0.000**
	18	MSCEIT – Understanding	1.637	0.558	5.392	**0.001**
Conceptually sound but statistically weak	2	Extraversion	7.010	0.301	0.815	0.485
	3	Structure and Order	5.080	0.392	1.836	0.139
	12	Social Responsibility	2.836	**0.905**	1.555	0.199
	11	Discipline and Logic	3.033	0.264	5.895	**0.001**
	5	Emotional Stability	4.163	0.203	1.677	0.171
	7	Sensitivity and Openness	3.463	0.322	0.994	0.395
	8	Active Self-Efficacy	3.367	0.456	0.873	0.455
	10	Older Siblings	3.180	0.563	0.473	0.702
	16	Career Anchor – Independence	1.816	0.486	1.269	0.284
	17	Technical and Practical Actions	1.702	0.086	1.800	0.146
	21	Positive Coping	1.508	0.225	1.463	0.224
Single items	19	Work Less	1.568		2.152	0.093
	20	Younger Sisters	1.516		0.964	0.410
	23	MSCEIT – Facilitation	1.351		12.176	**0.000**
Confounding	22	Younger Brothers	1.446	0.009	3.391	**0.018**

This discussion suggests that the factor analysis has contributed to the research by identifying and describing a suite of factors that resonate with the concept of career progression and success:

- a robust, positive sense of self-esteem and self-efficacy;
- a capacity to employ leadership styles that inspire and motivate;
- an ability to think critically and logically;
- a proactive and energetic approach to career management;
- an ability to be aware of emotions;
- a proactive approach to assuming leadership responsibilities;
- a breadth of experience in life, the job or profession and the organisation; and
- an understanding of the role emotions play in our dealings with others.

Less clear, because of poor statistical robustness, but nonetheless, commonsensical, are eleven other factors:

- seeing oneself as socially responsible and empathetic;
- being disciplined and logical in one's decision making;
- being calm and confident, rather than anxious and apprehensive;
- having a proactive and positive approach to dealing with problems;
- older siblings;
- career anchor independence;
- technical and practical actions;
- solving problems in a timely, practical and collegiate manner;
- being outgoing and socially comfortable, even bold;
- maintaining a sense of discipline, structure and order in one's activities; and
- being open to new ideas and experimentation.

There were also three single item factors that appear appealing, but lack sufficient data in the form of questionnaire items and significant statistical results to make a considered decision:

- working hard;
- experiencing responsibility early in life with younger siblings; and
- being able to manage and facilitate one's and other's emotions.

This analysis suggests that there is a wide, rich and embracing framework in which career progression and success can be examined. However, the extent to which these factors shape career progression, and the nature in which they influence, is assessed in the hypothesis testing and Discussion sections of the thesis.

APPENDIX D: TOP LINE RESULTS

This section of the thesis provides the top line results of the statistical analysis. In total, 10 instruments were used to gather a variety of data. The key data includes:

- Individual sociodemographic and employment characteristics;
- Personality, as measured by the 16PF;
- Emotional Intelligence, as measured by the EQ-I;
- Emotional Intelligence, as measured by the MSCEIT;
- Critical Thinking, as measured by the WGCTA;
- Moral Development, as measured by the DIT-2;
- Leadership Style, as measured by the MLQ;
- Self-Efficacy, as measured by the Greenglass Instrument;
- Career Anchors, as measured by the modified Schein's Instrument;
- Career Management, as measured by the modified Gould and Penley's Instrument.

The 10 instruments were analysed using Cronbach's alpha to assess their reliability. All instruments were found to have acceptable co-efficient alphas as indicated in Table 60 below.

Table 60: RELIABLITY ANALYSIS OF MAJOR INSTRUMENTS

SCALE	ALPHA	NUMBER OF ITEMS
EQ-i Bar-On's Emotional Intelligence	0.757	137
MSCEIT Emotional Intelligence	0.814	141
16PF Personality	0.690	185
Career Anchors	0.693	22
Career Management	0.854	27
Defining Issues Test	0.791	88
Emotional Intelligence	0.848	35
Myers Briggs Type Indicator	0.655	132
Self Efficacy	0.909	95
Watson Glaser Critical Thinking Appraisal	0.816	80

Each will now be addressed in turn.

As noted in the methodology section, the respondents were purposively selected to produce a highly homogenised sample of people who had some industry and organisational experience. This is presented in Table 61 below.

Table 61: INDIVIDUAL SOCIODEMOGRAPHIC AND EMPLOYMENT CHARACTERISTICS

CHARACTERISTIC	MEAN	STD. DEV.
Age (years)	35.9	9.0
Industry Experience (years)	12.7	7.5
Years in Current Organisation (years)	5.0	5.8
Number of Promotions in Last Year	0.4	0.6
Number of Promotions in Past Years	1.8	1.7

Table 62: PERSONALITY AS PER THE 16PF

PERSONALITY - 16PF (sten score)	MEAN (0 – 10)	STD. DEV.
Warmth	5.8	1.8
Reasoning	6.4	2.0
Emotional Stability	6.0	1.8
Dominance	5.8	1.8
Liveliness	6.3	1.7
Rule-Consciousness	4.4	1.5
Social Boldness	6.2	1.9
Sensitivity	5.8	1.9
Vigilance	5.4	1.7
Abstractedness	5.5	1.9
Privateness	5.1	2.0
Apprehension	5.4	1.9
Openness to Change	6.4	1.9
Self-Reliance	5.3	1.9
Perfectionism	5.0	1.8
Tension	5.1	1.7

In Table 62 above the results from the 16PF are presented. The sten score is measured on a scale from 0 to 10 with 5 considered an average and a normal response within 4 and 6. This suggests that the selected sample is marginally above the norm in terms of:

- Reasoning (mean = 6.4 and standard deviation = 2.0);
- Liveliness (6.3 and 1.7);
- Social Boldness (6.2 and 1.9); and
- Openness to Change (6.4 and 1.9).

The first and last items (Reasoning and Openness to Change) indicate that the sample is slightly more cognitive then the broader population and, at the same time, slightly more extraverted and energetic. Not surprisingly, these results are reinforced in the Big Five, presented in Table 63 below, which also suggests that the sample is more extraverted (Extraversion 6.2) and emotionally independent (Independence 6.2) than the broader population.

Table 63: PERSONALITY AS PER THE BIG 5

PERSONALITY - THE BIG FIVE	MEAN (0 – 10)	STD. DEV.
Extraversion	6.2	1.9
Anxiety	5.0	2.0
Tough-Mindedness	4.9	2.0
Independence	6.2	1.7
Self-Control	4.6	1.5

The scoring scale of the EQ-i assumes a mean of 100 and a standard deviation of 15. Therefore the feasible scale of plus or minus three standard deviations will include 99 percent of possible respondents. The results presented in Table 64 on the following page, suggest that the sample is very typical of the broader population with no item as much as half a standard deviation away from the mean.

Table 64: EMOTIONAL INTELLIGENCE AS PER THE EQ-i

EMOTIONAL INTELLIGENCE – EQ-i	MEAN (55 – 145)	STD. DEV.
Self-Regard	100.0	13.8
Emotional Self-Awareness	104.0	14.8
Assertiveness	100.2	13.4
Independence	100.5	13.7
Self-Actualization	99.4	13.9
Empathy	99.2	14.4
Social Responsibility	98.7	13.4
Interpersonal Relationship	102.0	13.3
Stress Tolerance	102.2	12.9
Impulse Control	98.7	13.5
Reality Testing	98.7	12.6
Flexibility	105.6	12.8
Problem Solving	100.6	12.9
Optimism	101.3	12.7
Happiness	102.4	12.7

Like the EQ-i, the scoring scale of the MSCEIT assumes a mean of 100 and a standard deviation of 15. Therefore the feasible scale of plus or minus three standard deviations will include 99 percent of possible respondents. The results, as seen in Table 65 below, suggest that the sample is relatively typical of the broader population; one item (Faces Task) is just over one standard deviation above the mean, whilst Blends Task is nearly half a standard deviation below the mean.

Table 65: EMOTIONAL INTELLIGENCE AS PER THE MSCEIT

EMOTIONAL INTELLIGENCE – MSCEIT	MEAN (55 – 145)	STD. DEV.
Faces Task	107.4	23.0
Facilitation Task	102.7	13.1
Changes Task	96.9	9.3
Emotion Management Task	94.4	7.8
Pictures Task	97.7	10.4
Sensations Task	96.1	9.6
Blends Task	93.8	8.6
Emotion Relationship	94.2	7.8

The Watson Glaser Critical Thinking Appraisal (WGCTA) is a long established instrument used to measure critical thinking, and by implication, reading, comprehension and some elements of cognitive intelligence. As such, it can act as a good indicator of likely career success. The results of the WGCTA are presented in Table 66 on the following page.

Table 66: CRITICAL THINKING AS PER THE WGCTA

CRITICAL THINKING - WGCTA	MEAN (0 – 100)	STD. DEV.
Inference	59.0	17.5
Recognition of Assumptions	77.1	18.5
Deduction	69.7	15.6
Interpretation	77.6	13.2
Evaluation of Arguments	74.4	13.8
Overall Result	71.6	11.4

According to the WGCTA Administrator's Manual, these results can be compared to an American population of:

- Third Year Medical Students - 83.2
- MBA Students - 82.4
- Final Year University Students - 74.4
- First Year University Students - 70.0
- Final year High School Students - 58.00

These results suggest that the sample is typical of those who have had some post-secondary education.

According to the DIT-2 Administrators Manual, the result, presented in Table 67 below suggests that the sample is at the cusp of the post-conventional stage of development. Situations are seen as complex and comprise conflicting rights and responsibilities rather than being of a simplistic right or wrong.

Table 67: MORAL DEVELOPMENT AS PER THE DIT-2

MORAL DEVELOPMENT – DIT-2	MEAN (0 -100)	STD. DEV.
Overall	55.1	11.2

According to the MLQ, a score ranges from 0 (never engage in that leadership style) through to 4 (always engages in that leadership style). The results found in Table 68 below suggest that overall, the sample perceives themselves as predominately engaging in the transformational leadership style, rather than the management by exception styles.

Table 68: LEADERSHIP AS PER THE MLQ

LEADERSHIP - MLQ	MEAN (0 – 4)	STD. DEV.
Laissez-Faire Leadership	0.7	0.6
Contingent Reward	3.0	0.7
Management By Exception – Passive	1.2	0.7
Management By Exception – Active	1.9	0.8
Idealised Influence – Behaviour	2.9	0.6
Idealised Influence – Attributed	2.9	0.6
Inspirational Motivation	3.1	0.6
Intellectual Stimulation	2.9	0.6
Individual Consideration	3.1	0.6

Procrastination is the only item in the Greenglass Instrument where the lower the score the better. The generally high scores, especially for Proactive Attitude and Proactive Coping and Instrumental Support Seeking presented in Table 69 below, suggest that the sample is relatively proactive and pragmatic.

Table 69: SELF-EFFICACY AS PER GREENGLASS

SELF-EFFICACY - GREENGLASS	MEAN (0 - 100)	STD. DEV.
Proactive Attitude	83.4	10.4
Procrastination	56.0	10.5
Self-Regulation	74.7	10.2
Proactive Coping	80.6	9.5
Reflective Coping	76.9	11.3
Strategic Planning	77.0	12.3
Preventative Coping	74.7	12.4
Instrumental Support Seeking	80.3	12.9
Emotional Support Seeking	78.8	15.1
Avoidance Coping	63.0	15.1

The results from the Career Anchors, Table 70 below suggest that there is no particularly strong focus on any one aspect. That is, the results for the five items are fairly closed bunched from 50.5 to 63.2. This could be a consequence of the diversity of the sample (despite efforts to produce an homogenised sample). The magnitude of the standard deviations suggests that there may be considerable diversity across the respondents.

Table 70: CAREER ANCHORS AS PER SCHEIN

CAREER ANCHORS - SCHEIN	MEAN (0 – 100)	STD. DEV.
Technical Anchor	63.2	14.0
Managerial Anchor	57.5	17.4
Autonomy Anchor	63.0	14.4
Security Anchor	56.3	17.6
Entrepreneurial Creativity Anchor	50.5	22.8

This is further reinforced when compared to other samples in which there is considerable diversity across the five items. For example, Beck and La Lopa's (2001) sample was composed exclusively of hospitality managers. The results for each item from both the Beck and La Lopa research and this research were standardised using the respective means from each sample. The results, presented in Table 71 on the following page, show a much greater variation across the Beck and La Lopa sample. This suggests that hospitality managers place much greater store in their autonomy (Autonomy Anchor = 1.2) compared to their technical skills (Technical Anchor = 0.5).

Table 71: CAREER ANCHORS INDEX VALUES

CAREER ANCHORS – INDEX VALUES	This Sample	Beck & La Lopa (2001)
Technical Anchor	1.1	0.5
Managerial Anchor	1.0	1.1
Autonomy Anchor	1.1	1.2
Security Anchor	1.0	1.1
Entrepreneurial Creativity Anchor	0.9	1.1

The modified Gould and Penley instrument produced results that are relatively consistent with previous use of the instrument. However, in contrast, Nabi (1999) used a similarly adjusted version of the Gould and Penley instrument to explore three elements of career management amongst university administrators. Given the likely significant differences between those seeking tenure as an educational administrator compared to those working in hospitality and the broader service sector, different results are not unexpected. Whilst the results for Maintain Career Flexibility are similar, the results for Build Networks and Self-Presentation were considerable different. This is illustrated in Table 72 below.

Table 72: CAREER MANAGEMENT AS PER GOULD AND PENLEY

CAREER MANAGEMENT – GOULD AND PENLEY	MEAN (0 – 100)	STD. DEV.	NABI 1999
Seek Mentoring	64.2	16.6	n/a
Maintain Career Flexibility	79.6	10.0	80.0
Build Networks	73.7	14.0	64.3
Extend Work Involvement	69.2	18.5	n/a
Self-Presentation	76.6	13.7	61.6

APPENDIX E: CANONICAL CORRELATION ANALYSIS

The creation of three factors based upon the two different approaches to operationalising emotional intelligence is problematic. In particular the first and largest factor is highly problematic in that it is dominated by a majority of items that are assumed, in their primary construct – Emotional Intelligence in the EQ-i, to be conceptually independent of each other, yet they loaded on the same factor. Similarly, but to a lesser extent, the eight independent items of the MSCEIT loaded on two factors.

Such results suggest that the construct of emotional intelligence may not operate exactly as hypothesised by their developers.

Further analysis was undertaken better understand and explain the underlying nature of these two measures of emotional intelligence. This analysis involved using canonical correlation analysis to investigate the relationship not just between the measure measures of emotional intelligence, but also their relationship with key personal traits such as personality (measured using the 16PF), cognitive intelligence (measured using the WGCTA) and self-efficacy (measured with the modified version of Greenglass' instrument).

Canonical correlation suggests that the EQ-i, which is a self report instrument of emotional intelligence is more closely aligned to personality and elements of self efficacy than cognitive intelligence. In contrast, the MSCEIT, which is a performance based measure of emotional intelligence, is more closely aligned with cognitive intelligence and much less aligned with self efficacy than the EQ-i. Table 73 below presents the canonical correlation analysis of these five major constructs with both the EQ-i and the MSCEIT.

Table 73: CANONICAL CORRELATION OVERALL EFFECTS

CANON	PERSONALITY (16PF) %	COGNITIVE INTELIGENCE (WGCTA) %	SELF EFFICACY %	EQ-i %	MSCEIT %
Personality (16PF)	xxxx	10.19	71.78	86.53	18.80
Cognitive Intelligence (WGCTA)		xxxx	5.20	13.40	22.60
Self-Efficacy			xxxx	87.80	25.12
EQ-i				xxxx	44.00
MSCEIT				44.00	xxxx

These results suggests that whilst the two models of Emotional Intelligence share common ground (44.00% correlation overall effect), when compared to other constructs, they diverge into radically different domains. The MSCEIT links with some measure of balance between Personality (18.80%), and Cognitive Intelligence (22.60%), and Self-Efficacy (25.12%). However, the EQ-i is very heavily correlated with both Personality (86.53%) and Self-Efficacy (87.80%), but much less so with Cognitive Intelligence (13.40%). Interestingly, Personality and Self-Efficacy, at 71.80%, also have high correlation, whilst their correlation with cognitive intelligence is not as strong.

These findings are not inconsistent with those of Warwick (2003) who found that abstract reasoning was positively correlated with the MSCEIT, but that it was not significantly correlated to some of the key extroversion elements, namely openness and extroversion.

As a consequence, the interpretation of the first factor needs to accommodate elements of personality, self-efficacy, and the most positive elements of the self assessed EQ-i instrument without much reference to cognitive intelligence. As a consequence this factor was named "Self-Positivism" to highlight its focus on one's self assessed positive sense of self.

In contrast, the interpretations of the two MSCEIT based factors suggest that less emphasis on personality and self-efficacy and more emphasis on cognitive intelligence is required.

APPENDIX F: THE FOUR GROUPS

The Foot Soldiers had the lowest scores on 6 of the 11 significant factors and 3 of the MAIN 8 Factors. These six significant items deal with several key contributors to career progression and success: the use of transformational leadership practices; thinking and cognition; positive career management; discipline and logic; and MSCEIT Facilitation. The one item where the Foot Soldiers scored highest was MSCEIT – Awareness, which is also one of the "MAIN 8 Factors" . These results suggest that whilst Foot soldiers are attuned to reading people's faces and emotions (MSCEIT – Awareness, a necessary skill for front-line workers), they are not as bright, decisive or proactive in managing their careers as the other groups.

The Flash group were found to have the least amount of experience, the weakest ability to reads other's emotions and the least positive and self-efficacious outlook. This lack of self-efficacy is somewhat confounding, a Flash by its nature should be self-efficacious and positive, and, their Positive Career Management score of 0.161 was close to this Stars' score of 0.170. This suggests that whilst being a little anxious and cynical, the Flash group were nonetheless proactively managing their careers.

The most notable aspects of the Stalwarts was that they are the most experienced and smartest of the four groups. However, they did not appear to exercise much leadership, especially transformational leadership. They appeared to "under manage" their careers.

Finally, the Stars were more positive, made greater use of transformational leadership, engaged more actively in positive career management, were more decisive, made greater use of transformational leadership behaviours, but had less understanding of emotions than the other groups. They were both more positive and more active than the other three groups.

Not surprisingly, given their age and lack of financial resources, the Foot Soldiers were over-represented amongst those who were single (χ^2 = 13.001, df=6, sig=0.043) and subsequently those without children (χ^2 = 63.683, df=9, sig=0.000). In contrast, but also because of age and financial resources, the Stalwarts were over-represented amongst those with both younger children and older children.

The **Foot Soldiers** are most notable because all bar one factor (MSCEIT - Awareness) is in the negative. Given that MSCEIT – Awareness is a skill that is unusually well developed in front-line service staff, who have to be able to read subtle emotional cues in their guests/customers' faces, it is not surprising that this group has a particularly high score in this area. Low, negative scores in all other areas indicate the relative weakness of the Foot Soldiers in these career advancing characteristics. This group is also characterised as being less educated, although they are somewhat over-represented in undertaking further trade and TAFE training. They tend to be younger, single and without children, and more likely to be from a non-English speaking background. In terms of their psychological type, they are neither flexible, nor logical. However, they are feeling, collegiate, harmonious, intuitive and reflective.   It is likely that the combination of age and their sociodemographic background, including the language and education, and their lack of psychological flexibility are hampering their career progression and success.

The **Flash** tend to have negative scores for most items except for positive career management, MSCEIT – Understanding and MSCEIT – Facilitation. Their positive scores are not unexpected. They have achieved some quick promotions in the early stages of their career, and thus are likely to make use of this factor. Given that they are axiomatically younger than the Stalwarts and Flash, they tend not to have children. In terms of the psychological type, they are neither logical, nor rational nor ingenious. They are, however, practical, sensate, and structured; factors which both give immediate impetus to their initial success, but which also hamper their potential for long-term career growth.

The **Stalwarts** score highest on experience, but negatively on positive career management, proactive leadership and MSCEIT – Awareness. They also have the highest score on thinking and cognition. These results are also consistent. As the oldest, their age and persistence is the most dominant aspect of their career progression. Conversely, their reluctance to use positive career management and proactive leadership (i.e. positive leadership), not to mention their low level of involvement in further education and training, is symptomatic of their stalled careers, not having enjoyed a promotion in the last five years. This is exacerbated by the psychological type. They are comparatively inflexible, yet they are clearly decisive, logical, action-oriented and structured. It is likely that the factors which helped the Stalwarts achieve their long-term success - logic, completion, attention to detail and structure - are the very things that are preventing them from developing the flexibility and ingenuity needed to reinvigorate their stalled careers.

The **Stars** are notionally the opposite of the Foot Soldier. Of the 11 factors, there are 8 instances where the Stars have the opposite direction to the Foot Soldiers. Furthermore, the Stars score consistently higher than the other groups in terms of transformational leadership, decisiveness and positive career management. From a sociodemographic perspective, these people can be readily described as anglo-celtic middle class with a high level of education.   From the perspective of their psychological type, they are unsympathetic, non-collegiate, not pragmatic nor decisive. They are, however, logical, ingenious, rational, flexible and extraverted. Whilst their sociodemographic background has given them a great head start, the Stars have been able to press their comparative natural advantages of leadership skills, self-positivism, flexibility, ingeniousness and extraversion by way of positive and self-focused career management.

In summary, the Foot Soldiers are stuck in the trenches and do not have the attributes, skills or capacities to kick their career along. The Flash have used some innate skills to get some quick runs on the board, but do not appear to have the skills needed to sustain long-term ongoing career progression. The Stalwarts, whilst the smartest and oldest, have stalled and do not appear to have the flexibility or skills needed to rejuvenate their career. The Stars appear to have the right combination of characteristics and skills to maintain career progression; they are logical, ingenious, unsentimental, self-focused and flexible in the pursuit of their career.

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