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**DEGREE THESIS: Millennials' Work Values towards
Hospitality Industry**

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ABSTRACT

Millennials represent an important percentage of the current and future workforce that companies from all the sectors continuously look for, being the case for the Tourism Sector and especially the Hospitality one. It has been proven that there is a real ignorance problem in the Hospitality Industry on how to retain the young workforce that is currently entering the labour market. This concern comes from different perspectives and needs from both sides, recruiters and job aspirants, so the aim of this research is to provide to the hospitality companies with best practices in order to satisfy the wanted students' values when looking for a job in the Hospitality Industry.

To be able to reach the main research goal, the literature review based on academic articles has been focused on three different pillars. First of all, the origin and precedence of the values concept has been understood, followed by getting to know more about the Millennial generation characteristics at the same time that analysing the generational changes. Lastly, the Hospitality Industry characteristics from a human resources point of view and its current practices to retain their employees have been studied as well.

The results from this study have been obtained thanks to the methodology used, the creation of two interviews. Diverse opinions from students and human resources professionals have been taken into account, and these have shown that there is a real gap between what Millennials are looking for in their future workplaces and what are the companies actually offering them. In fact, most of the hospitality companies are still using old practices or not even doing anything, without adapting to the new generation that is defining itself as not committed to the companies and being really demanding.

To conclude, after all the analysis of the interviews' outcomes, this research offers suggestions, recommendations and best practices to the Hospitality Companies, so that they can improve their employee retention and commitment, thus reducing the organizations' turnover.

Keywords: Millennials, Hospitality Industry, work values, turnover, best practices.

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Chapter 1: INTRODUCTION

1.1. Context of the research

In the recent years, tourism has become one of the most important sectors around the globe, due to a growing desire of people to experience local flavour of places, learn and understand other cultures and traditions. Researches show that in 2016 international tourist arrivals grew up to 3,9%, achieving the seventh consecutive year of sustained growth (**UNWTO Tourism Highlights: 2017 Edition**). The need of these visitors to explore new spots has result on tourism destinations to implement a big infrastructure that involves transportation, food & beverage, accommodation, tourist attractions and facilities, including options from the highest price to the most economical ones (**Font, Tapper and Cochrane, 2006**). Therefore, an increasing demand of hospitality and tourism professionals has augmented rapidly since many years ago, and especially being young people and students the point to which companies focus on when recruiting (**Chen, Chu and Wu, 2000**). In contribution to the investigation line on psychology of the organizations of the School of Tourism and Hospitality Management HTSI, leaded by Itziar Ramírez in collaboration with the Faculty of Psychology Blanquerna, from Ramón Llull University, this project will be related to these students and their work values.

Focusing in detail into the hospitality industry, it is important to define the concept by itself in order to be able to understand the empirical research that will be exposed. The hospitality industry is the one that comes to mind when thinking of all types of accommodations, from luxury hotels to bed and breakfast motels, which deliver as well other services like food and beverage and leisure activities to the customers (**Chen, Chu and Wu, 2000**). Therefore, while tourism deals with the arrangement and management of tourists within popular attractions, hospitality goes further and focuses more on the experience that the guest has throughout their whole stay (**Barron, Leask and Fyall, 2014**).

Hospitality is an industry with specific characteristics, and one of the most relevant ones is that has high rate of turnover. The concept of turnover is caused because it is an industry in which the companies offer temporary and seasonal jobs, due to the lower barriers of entry for hospitality workplaces, so the recruitment process is an ongoing activity for business owners and managers, as many who enter the industry do so on a temporary basis only. As a consequence, the new employees

are not loyal so they do not want to stay for long time, especially the ones called Millennials, which represent a big portion of this workforce and have high expectations related to their work values that, nowadays, seem not to be met **(Poulston, 2008)**.

1.2. Identification of the research problem

The main problem to focus on in this research is that Millennials are leaving the companies, which results on high levels of employee turnover and, therefore, companies incur on extra costs because of the significant loss of investment in human capital, training and quality. These costs of employee turnover are high, either the one related to rehiring and training new staff members, as well as the cost of losing experienced employees to potential competitors **(Simons and Hinkin 2001 in Poulston, 2008)**. In fact, a study by Hay Group revealed that replacement costs are about 50-60% of an employee's annual salary in hospitality industry. This situation affects in a negative way to customer satisfaction and, consequently, to the organization's profitability **(Mitchell 2001 cited in Afsar, 2008)**.

On the other side, there is a concern around Millennials and their lack of commitment to the company that they work for. This matter refers to the fact that by 2021 more than the 35% of the total active population will be part of the Millennial Generation, a community who has experienced events such as emergence of internet, economic liberalization, popularity of social media, and growth of environmental awareness, and all these situations has helped them to be as they are currently, unique and different from all the others **(Naim and Lenka, 2015)**.

Due to the progressively diversity in terms of gender, ethnicity and generation, the workplace has become more challenging for human resource management. With that, it is easy to realize that probably the mentioned gap problem between companies and Millennials actually comes from the generational problem between managers and line staff. Combining the diversity and the competition in the marketplace, there is a situation of misunderstanding and resentment between older, not so old, and younger employees, which is growing considerably and is the main problem that it will be discussed in this research article **(Chen and Choi, 2008)**.

“The popular press has been full of stories decrying the perceived neediness, disloyalty, sense of entitlement, and overall casualness in Millennials' approach to work. Organizations have begun to

pay attention as well, recognizing that managers (who at this point are typically from other generations) are having trouble managing their “young people.” **(McKinsey 2012, cited in Gregory and Thompson 2014, p. 238)**. This statement represents one of the main concerns within the current labour market, where companies realize there is a problem when approaching Millennials in terms of work tasks.

By analysing the features about the Millennial generation at work from an organization perspective, Millennials are considered to be *disloyal*, since most of them are especially prone to switching jobs and will hardly consider to stay in the same company their whole career; *needy*, meaning that there is a need from their side to receive feedback and desire to be told exactly how to complete a task; *entitled*, since Millennials have a strong and unreasonable sense of entitlement due to an inflated self-esteem and grandiose expectations for prime work, promotions and rewards, and a general lack of willingness to drudge through unglamorous components of work; and *casual*, due to their desire for a less formal work environment **(Gregory and Thompson, 2012)**.

All previous features, which represent in a very accurate way the profile of the Millennial generation, leads back to the main problem of this research and arises additional questions to the first ones: How will companies reduce turnover cost? How are they going to retain the Millennial generation in the near future? Are the companies willing to adapt their work mind set to the new workforce? And moreover, is it only the company who needs to adapt itself to the Millennial employee, or must the employee also give in and adjust themselves in return? **(Chen, Chu and Wu, 2000)**.

1.3. Originality and contribution to knowledge

This empirical research has been created thank to all the information and studies that have been already been developed. In the different academic websites can be found a huge variety of articles related to the tourism industry trends, practices and innovations, as well as studies linked to the new labour market traits the companies have to face and deal with nowadays. However, there is a lack of information when talking about the work values the Millennial Generation is looking for and whether the philosophy of the different hospitality business is aligned with the demand of the young workforce **(Afsar, Shahjehan and Shah, 2008)**.

The previous exposed issue is important to be taken into consideration since these young people are the future hospitality professionals, who must be happy and engaged with the companies they are working for in order to offer an outstanding service in a such competitive and demanding market as the hotelier one is. In this globalised world everything is fast changing, the investors and business owners seek for better results and practices and the guests and clients have constantly different needs and they are not loyal to the companies as they were used to be before. In order to adjust to these changes and continue being competitive, the companies' demands regarding the skills and aptitudes of the future employees have changed but these ones now are more demanding than ever. Then, here appears a new challenge that the tourism companies, that are being run by people from other generations, have to deal with to attract and retain the best hospitality professionals, the newest and youngest generation: Millennials (**Monteiro, Teixeira, Aparecida and Da Silva, 2016**).

In this empirical article there will be exposed a variety of best practices to the companies in order for them to solve the gap between the existing practices that they currently develop and the work values that Millennials have in mind. In this sense, if companies are able to implement these best practices within their daily performance, in the future they will be successful on retaining employees, which means a decreasing on turnover, less costs and, at the same time, more engaged and committed employees.

1.4. Aim and objectives

The aim of this empirical research is to know which are the work values that current students take into account when looking for a job in the hospitality industry. These students are the Millennial generation, known also as Generation Y or Generation Me, and they have very specific characteristics and their work values, ethics and working style are remarkably different from the past generations (**Naim and Lenka, 2015**).

To obtain a final answer to this concern, a series of objectives have been formulated to carry out the study:

- Identifying Hospitality Students work values towards the Hospitality Industry.
- Identifying how the Hospitality Industry is motivating Millennials.

- Draft human resources best practices based on findings to contribute in helping companies to retain Millennials.

1.5. Structure of the study

In order to develop the topic previously explained and to respond to the principal aim and the objectives, the research will be divided in different sections and chapters, which will be useful to understand the general framework.

The research starts introducing the main topic: Work Values. In this section there will be an explanation about the history of Work Values, initially focusing on the origin of Work Values in order to know where do they come from. After that, these values will be linked to motivation at work, discussing topics such as commitment, performance and rewards.

The second section will be focused on the Generation Y, the one which is starting to enter the worldwide workforce and, in consequence, the one that companies must focus their efforts on in order to motivate and retain them. To better understand these individuals, their main characteristics will be exposed, as well as the generational changes between older generations and the actual ones, the Millennials.

As a last topic the study will analyse the hospitality industry, paying more attention to its characteristics from a human resources point of view. Later on, the review will conclude with the current practices created to retain Millennials that hospitality companies are carrying out nowadays.

Chapter 2: LITERATURE REVIEW

2.1. Work Values

2.1.1. The origin of Work Values

To introduce the main topic of this research, it is important to make a clear definition of what values are and specifically, what does it refer to work values. First of all, a value seen as a human value is a concept that refers to beliefs that individuals, groups or companies have, which shape the desired behaviours and ensure harmony within members of a society (**Medeiros 2012, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**). There are six characteristics that helps to define more accurately what values refer to. First of all, they are beliefs linked to affection, referring to desirable goals that motivate the action. They transcend specific actions and situations and serve as standards of criteria. Moreover, they are sorted in order of importance and, lastly, they contribute to the action as they are relevant in the context (**Schwartz 1994, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**).

Influenced both by society and by personal experiences, values establish several forms of attitudes depending on the experiential aspects and are associated with abstract goals and ranged in importance, serving as oriented principles in the life of a person or group. *“Values have the basic function of motivating and controlling the behaviour of individuals. They encourage acts of harmony to maintain the smooth functioning of groups and society at large.”* (**Schwartz 1999, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016, p. 1140**).

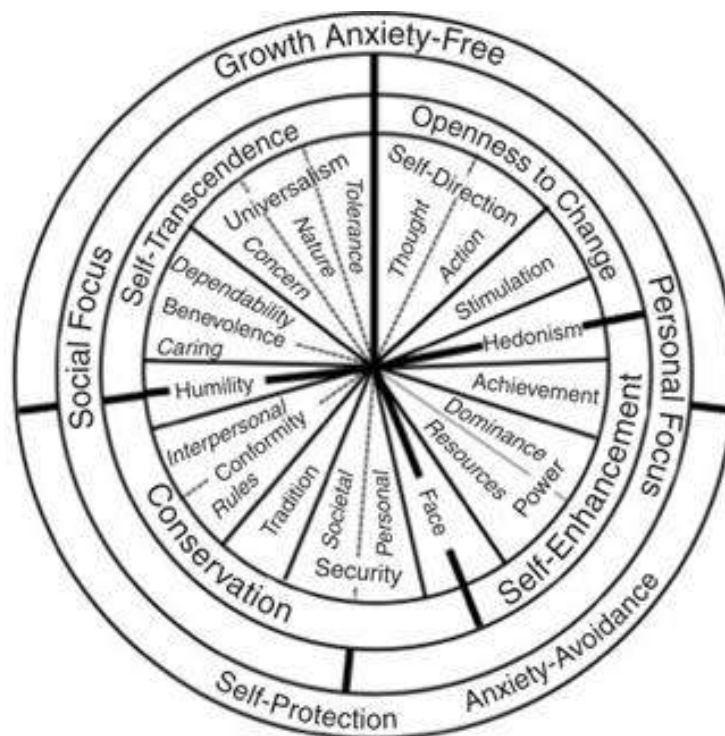
But how are these human values reflected in the workplace? And first of all, what are exactly work values? In a simple definition, work values are considered to be cognitive representations of universal needs expressed through situational goals and manifested in the labour environment (**Arciniega and Gonzalez, 2000**). They can be seen as a link between needs and goals, playing a very important role in how satisfaction created with rewards is perceived (**Locke 1991, cited in Arciniega and Gonzalez, 2000**) and in the process of the motivation by influencing in the expectations and valences (**Feather and Newton 1982, cited in Arciniega and Gonzalez, 2000**). In order to understand how values are captured in a work environment, there are three approaches that link general values with work values:

The first one presents the existence of a positive relation between them in a continuous flow; so for example if an individual constantly looks for projects in the workplace which imply a challenge, these cognitive representations of auto-direction and stimulation extend to other contexts of their lives, such as the practice of alternative sports and travelling to non-common places. In a similar way, if they find themselves to be in a routine job, this monotony may transcend to other aspects of their daily lives (**Champoux, 1980, cited in Arciniega and Gonzalez, 2000**).

The second approach suggests a compensatory action of both contexts, meaning that the employee who develops a monotonous job and, therefore falls into dissatisfaction, decides to balance their monotony by developing stimulating activities in other fields of their labour life. In a complementary way, those working in a place with activities that implication, they will not look for additional satisfaction outside their labour environment (**Faunce and Dubin 1975 cited in Arciniega and Gonzalez, 2000**).

In the other side, the third perception establishes that both environments are selective, so it suggests that there is no linkage between general values and work values. In fact, recent studies reveal that this relation is multi-varied. In other words, for some type of values there is an existent compensatory relation, while in other types of values there is a separation (**Elizur and Sagie 1999, cited in Arciniega and Gonzalez, 2000**).

With these three approaches, it leads to a disjunctive about which structure of values content is the most accurate to use, since there is plenty of authors that have discussed about it. However, the truth is that the only one that offers a dynamic vision between the dimensions is the one developed by Schwartz (**Arciniega and Gonzalez, 2000**). The model of Schwartz describes the order of values around the circle, and is based on conflict or consistency between them. These values determine the performance of an organization and they will be evaluated as a function of productivity, social responsibility or of the authority maintenance (**Sagiv and Schwartz 1995, cited in Schwartz and Surkiss, 2015**).



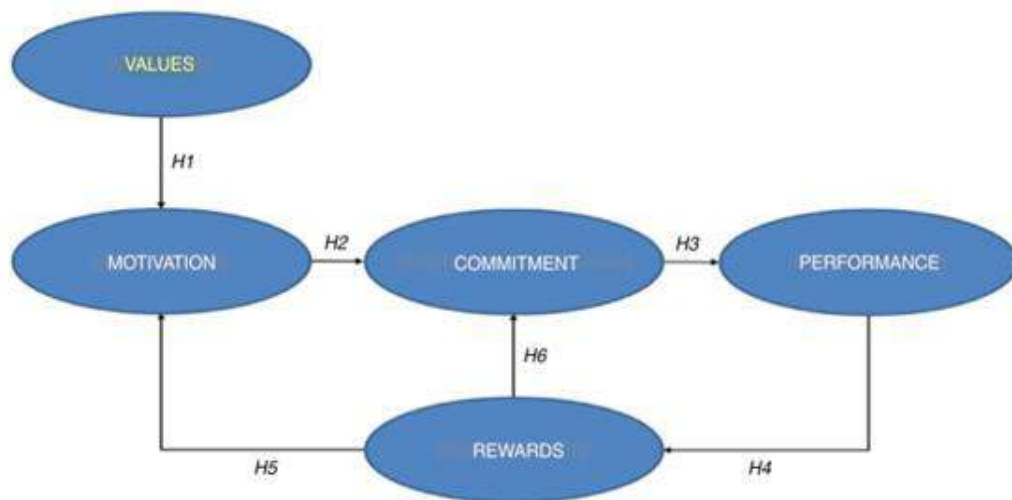
Source 1: Schwartz 2012, cited in Monteiro, Teixeira, Aparecida and Da Silva 2016, p. 1142

The model of Schwartz starts with a theory of basic individual values, which has two core components. The first one specifies 10 motivationally types of values that are assumed to be recognised by members of most societies and to include other types of values that guide them. On the other side, the second one specifies how these 10 types of values relate to one another, meaning which values are compatible, and which are opposed and likely to conflict with one another. This theoretical exposition helps to understand the types of values that individuals are based for their choices and behaviours (Monteiro, Teixeira, Aparecida and Da Silva, 2016).

2.1.2. Linking Work Values with motivation at work

The identification of previous values is a very relevant tool for most organizations that want to continuously measure the level of commitment of their employees, allowing them to create either short and long-term strategies in order to improve and sustain the organizational capacity and welfare of the employees (Liou 2008, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016). This commitment is related to the motivation of the staff members and accompanies the idea of rewards, which seeks to satisfy the needs that generate that motivation to work, an important driver

of organizational performance (**Alonso and Lewis 2001, cited in Monteiro, Teixeira, Aparecida and Da Silva 2016**). It is important, then, to identify the association between construct values, motivation, commitment, performance and rewards (**Schwartz 1999, cited in Monteiro, Teixeira, Aparecida and Da Silva 2016**).



Source 2: Research original. Based on Armstrong (2007), Allen and Meyer (1990), Bastos (1993), Camara (2006), Fedor et al. (2006), Jensen et al. (2007), Kamakura and Novak (1992), Lahiry (1994), Liou (2008), Locke (2000), Meyer et al. (2004), Mohamed et al. (2006), Mowday (1998), Randall and O’Driscoll (1997), O’Driscoll and Randall (1999), Randall (1987), Rego and Souto (2002), Rokeach and Regan (1980), Somers and Birbaum (2000), Steel and Konic (2006), Steers et al. (2004), cited in Monteiro, Teixeira, Aparecida and Da Silva 2016, p.1148.

First of all, as shown in the chart, the concept of employees’ motivation is directly related to work values, and at the same time influences on staff commitment. Then, this last one affects to the organization’s performance, increasing effectiveness by using rewards, which will then affect motivation and, therefore, commitment. From this whole scheme, **motivation** is the first one to consider, and it comes from the initial understanding of the noun “reason”, meaning this as a reaction to do something and move in a certain direction (**Armstrong 2007, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**). That leads to realize that motivation generates in individuals the willingness to perform certain actions because they believe that its completion will lead to the achievement of their objectives. This brings several benefits for companies by enhancing efficiency levels, achieving organizational objectives and building relationships, resulting on workforce stability (**Aworemi 2011, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**).

From employees' motivation, the concept of **commitment** arises, being defined as a psychological state that connects the individual and the organization, providing implications for decisions that employees might take. In fact, commitment is considered to be the key to organizational success (**Allen and Meyer 1990, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**). Related to this concept, many analyses have been done, leading to statements as: *"There is a distinction between moral commitment, which focuses on attachment or loyalty (Porter and Lawler 1968) versus calculative commitment, which emphasizes potential benefits derived from the employees belonging to the organization"* (**Hrebiniak and Alutto 1972, cited in Elizur, 1996, p. 27**). Therefore, an employee might have values such as independence, job interest, use of abilities, pay and achievement, that influences on their commitment to the organization (**Elizur, 1996**).

Moreover, commitment of staff members has a direct influence in **performance**, meaning that a committed employee who feels comfortable in the work environment will be more likely to work well. However, where does this commitment come from? Usually what makes employees perform well are **rewards**, referring to the material gains that employees earn due to their performance. (**Lyster and Arthur 2007, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**). This does not mean, though, that the whole commitment and motivation concepts are reduced to monetary compensation, but it is connected to the idea behind this reward, where there is a willingness of the company to recognize and thank the good job. With that gesture, the employee feels recognized and the company gains a more committed employee (**Dayaran 2016, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**).

To sum up, it is important to consider that the final purpose of companies, besides the economic profit, is to build their human and social capital, meaning the capacity of knowledge and actions of an individual and its resulting capability of strong relationships, goodwill and cooperation efforts between employees (**Kreitner and Kinicki, 2007, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**). Then, there is a need to identify the importance of rewards in the organizational context, which will immediately influence in the motivation, commitment and performance of employees and the organizational outcomes (**Monteiro, Teixeira, Aparecida and Da Silva, 2016**).

2.2. Millennials

2.2.1 Main characteristics

Millennial generation is the one covering those individuals born between years 1980 and 1994 and it is known as well for the terms “*Generation Y*” (**Johnson and Johnson 2010, cited in Kuron, Lyons, Schweitzer and Ng, 2014, p. 992**), “*Nexters*” (Zemka 2020, cited in Kuron, Lyons, Schweitzer and Ng 2014, p. 992) or “*Generation Me*” (**Twenge 2006, cited in Kuron, Lyons, Schweitzer and Ng 2014, p. 992**). These young adults nowadays find themselves in early 20s to mid-30s and are caught in a life transition to adulthood, in which they have to find a place for them and try to create and develop a century of sustaining prosperity (**Kuron, Lyons, Schweitzer and Ng, 2014**).

This generation has its own and particular characteristics that differentiate them from all the other people. Millennials have experienced an era that has been shaped by phenomena such as the emergence of internet, the economic liberalization, the popularity of the different social media sites, the growth of environmental awareness and, at last but not least, the rise of terrorism (**Fishman, 2016**). Moreover, in general terms Generation Me has grown up in families in which the parents have had a stable financial background and, thus, they have grown in a multicultural and technology-rich contextual environment, which has had a huge influence in shaping their personalities, defining them as carefree, fun-loving and risk-taking individuals (**Naim and Lenka, 2015**). In addition, Millennials are considered ambitious and creative individuals who have a strong sense of self-worth and confidence in their own and particular abilities. Most of the times they show high levels of optimism, assertion and self-esteem, and all of these distinguishing traits are what makes these young people so unique, special and different (**Chen, Chu and Wu, 2006**).

Regarding work aspects, Generation Y has its own characteristics and ways of thinking and acting in order to feel themselves productive and motivated. At their workplace, Millennials can be described as goal-oriented individuals who want to have supervisors and managers, or even better, coaches, who are able to offer mentoring and empowerment in the daily work operation (decision-making power) (**Lyons, Schweitzer and Ng, 2015**). This young generation are people who are not only looking for the end of month pay check but for a purpose; they do not pursue job satisfaction but personal and professional development; they do not seek for annual reviews, they expect ongoing and continuous feedback; they do not want to improve or fix their weaknesses, because, instead,

they are willing to develop and boost the main resource they have, their abilities and strengths; because for them it is not about only their job issues or matter, it is about the rest of their whole lives **(Kuron, Lyons, Schweitzer and Ng, 2014)**.

Related to the previous paragraph, which shows objective characteristics of these young group of people, this generation can be perceived as well, in a more negative way, as disloyal, self-centred, disrespectful, neediness and with the need to feel sense of entitlement. Despite they are motivated to have an impact on their organisations and they are known to be open having frequent communication with their mentors and co-workers, they are considered as well selfish and with no-commitment with their jobs and respective companies **(Naim and Lenka, 2015)**.

After being aware who are the individual called Millennials, it is crucial to be conscious about which aspects are the ones they consider important when choosing a workplace or another. Even there is many values and concerns they think about when joining a new workplace, there is three main best practices that make this Millennials stay, creating the feeling of engagement and commitment: mentoring, strategic leadership and knowledge sharing **(Naim and Lenka, 2015)**.

Starting describing the first one, the mentoring can be explained as “a co-learning process wherein the mentor and mentee exchange insights, thoughts and information to create new individual and organizational level knowledge” **(Mullen 1994, cited in Naim and Lenka, 2015, p. 12)**. The main purpose of this practice is to develop and later potentiate the employee competencies as his skills, attitude, behaviour and knowledge. In order to carry out this practice in a successful way, mentors should share the organisational insights, their personal work experiences, the best practices, assisting in goal setting, providing regular feedback and sharing their understanding of organisational norms, values and processes **(Lyons, Schweitzer and Ng, 2015)**. Furthermore, mentoring builds a culture of learning and knowledge sharing, which directly appeals to Generation Y employees, as it helps to satisfy their social, psychological and cognitive needs so, consequently, has a positive impact on learning and development of young minds and talents **(Fishman, 2016)**.

Regarding the knowledge sharing, which is strongly related to the last paragraph, can be described as a best practice due to has been shown to impact employee turnover intentions. The

turnover can be defined as a mental decision intervening between an individual's attitude regarding a job and the stay or leave decision, and it is one of the main worries for the companies nowadays **(Jacobs and Roodt, 2011)**. The knowledge sharing is a process of communicating employees' knowledge, thoughts, know-how, insights and experiences, which can be explicit (objective, verbal, transmittable and articulated) and implicit (non-verbalised and unarticulated) and is one of the key practices in order to make the Generation Y stay longer in the organisations **(Naim and Lenka, 2015)**.

As a last concept, the strategic leadership the last important practice in order to create sense of commitment within the Millennial generation. This practice is the study of the organisation executives who have the overall responsibility of the brand and how their decisions will affect the company outcomes **(Naim and Lenka, 2015)**. It creates a kind of alliance between the overall company strategy and Millennials personal goals so, in this way, employees feel a stronger and more real connection to the organisational basis and they feel valued due to the contributions they make to achieve the larger organisational purposes. Moreover, this type of leadership, that is observant to the Generation Y traits, reinforces learning culture within the companies to promote competency development and, consequently, create an intention to stay forth keeping its employees motivated **(Gregory and Thompson, 2012)**.

2.2.2. Generational changes

As it has been mentioned before, one of the main concerns organisations have currently is the fact of developing and retaining the talent of the new workforce, the Millennial generation, in the current competitive and constantly changing business environment. The workforce mobility has become a frequent phenomenon and one of the causes is the particular characteristics that define the present and future workforce, the Generation Y, compared to the Baby Boomers, who are nearing retirement, and the Generation X, the ones who would be retiring in another few years **(Naim and Lenka, 2016)**.

Starting with the Baby Boomers, the ones who were born between mid-1940s and 1965 approximately, are the veteran generation which was born and grew up in a very optimistic and positive times. They consider important the fact of having the opportunity of learning new skills, the personal empowerment and the continuous creativity on their work tasks, and for them it is of great

importance the positive interactions with their work colleagues and to have good boss relationships **(Sullivan, Forret, Carrahera and Mainiero, 2009)**. Furthermore, they have set a strong focus on hard work and achievement, which may imply difficulties when trying to have a balanced work and family life, and they expect extrinsic rewards recognition in order to be loyal and committed to their employers and respective companies. Baby boomers are known to be very respectful with the authority (considering the work ambience: supervisors, managers and directors) and, at the same time, patient with their career advancements (due to they enjoy being in charge), being able to stay all their work lives in the same organisation **(Cennamo and Gardner, 2008)**.

Years later, between mid-1960s to the early 1980, another group of individuals called the Generation X was born. These group of people grew up during a period of quick social and technological change that led to a situation of financial, family and social insecurity. They are considered as independent and autonomous individuals who do not have that much commitment to the organisations they work for, but for their own careers **(Cennamo and Gardner, 2008)**. Generation X disfavour hierarchic structures, tender to work by themselves rather than in a group, are more used to arrange informal work accords, and they think compensation should be based not on seniority but on an own merit **(Sullivan, Forret, Carraher and Mainiero, 2009)**. In addition, they prefer to work for a company in which the skills development, productivity and work-life balance are highly and mainly valued rather than to the rank (related to hierarchy structure) or the tenancy of goods **(Cennamo and Gardner, 2008)**.

Lastly, a new generation has appeared from the beginning 1980s until the mid-1990s. This generation can be known as Millennials, Generation Me, Generation Y or there are some who refer to them as Echo Boomers as well. Millennials, who nowadays are just entering the adulthood as well as the workplaces, have been defined for growing along with the Internet and new technology and are the first ones who raised in a digital world **(Kuron, Lyons, Schweitzer and Ng, 2014)**. They may be the most adaptable generation and at the same time the most demanding regarding their workplaces. This young generation expect companies to understand their real-life needs and they look for professions with a purpose, in order they can be of help to others or they can take action to improve the environment. They are defined as optimistic, achievement oriented, risk taking, independent decision making, out-of-the-box thinking, autonomous and, a very distinctive

characteristic, they are the first generation who see themselves as part of a group and not just as lonely individuals **(Fishman, 2016)**.

All these differences can be summarized by the description of Boomers as “*living to work*”, Xers as “*working to live*” **(Gursoy et al. 2008, cited in Sullivan, Forret, Carraher and Mainiero, 2009, p. 289)** and Millennials still do not have a defined trait regarding work aspects. What is it obvious is that there has been a clear evolution during the years, which has been shaping the characteristic traits of the three generations **(Chen and Choi, 2008)**. Meanwhile Boomers are considered kind of workaholics always seeking for work challenges and Xers are looking for a satisfying work-life balance, Millennials want a job where they can save the world, where they can help other human beings and they have the change to mentor younger employees. With that, along with enhancing their own skills to keep growing their careers, they start developing a sense of affective commitment to the company that will turn, over the years, an intention to stay in the workplace **(Sullivan, Forret, Carraher and Mainiero, 2009)**.

2.3. Hospitality Industry

2.3.1. Characteristics from HR point of view

In general terms, hospitality industry which is located inside the services sector, is about making money and business but, apart from that, is defined as a sector that offers intangible services and about how treating people, either guests or employees (Henry, Butcher, Browne, Hinds and Jayawardena 2004). This sector, as any other in the world, has been modified by the global economic transformation and the globalisation phenomenon and both have helped to develop a significant economic potential of this services industry **(Bharwani and Butt, 2012)**. As an example, tourism and hospitality industries is one of the most rapidly growing sectors and contribute close to 5% to the worldwide GDP and it represents around 6-7% of the overall number of workplaces worldwide **(UNWTO Tourism Highlights: 2017 Edition)**.

Hospitality industry has its particular characteristics, which are intangibility of services (it offers experiences), inseparability of product and consumption of the specified service, heterogeneity of services, and a large etcetera. However, going further and deeper, this industry is particularly different from other sectors since it is considered to be a human resource-centric industry **(Bharwani**

and Butt, 2012). When delivering services that are intangible, appears an important role of the employees' performance which is defined by their personality, attitude, appearance and behaviour that, indirectly, project the organisations' image and subsequently, will affect the overall experience of the customer (**Hartline and Jones 1996, cited in Bharwani and Butt, 2012**). This significant function of the hospitality employees makes the industry highly dependent on them when trying to deliver excellent service and, at the same time, being profitable businesses. That is why the Human Resources specialists have a challenge, so they have the function of making these employees happy and motivated so that they have the minimum turnover possible (**Choi, Kwon and Kim, 2013**).

However, it is crucial to understand that not only the Human Resources Department in an organisation can make all the job if it is not supported by the leader's actions and ways of doing. There has been a general failure in hiring managers, supervisors and directors who do not understand that dealing with the human resources is one of their main duties and is part of their roles as well in order to keep motivating the respective teams. Another main point is the training, in which companies invest huge amounts of money but they are not getting the expected results, so leaders feel frustrated because they do not know how to improve their team's performance (**Bharwani and Butt 2012**). In relation to the above, there is a concept in training which is called WIIFM that stands for, "what is in it for me". This idea represents that when companies are offering and investing money and time with trainings, they have to think on how are these practices going to benefit their employees and if are truly useful in order to help them to develop their knowledge and skills (**Henry, Butcher, Browne, Hinds and Jayawardena, 2004**).

"Human resource management is a very challenging proposition especially in the context of the emerging trends and changing paradigms in the industry and is consistently cited as the central concern for hospitality professionals" (**Enz 2001, 2009, cited in Bharwani and Butt, 2012, p. 152**). Even it is not easy and it implies cost of money and time to invest on the own workforce, if a company is able to have the implement the best practices in the hospitality industry because of the trainings and tools provided to its employees, it will be more competitive inside the market so, at the end, it will be more profitable at the same time that will have more committed and engaged employees. (**Alonso-Almeida, Llach, Barquero and Bremser, 2016**).

2.3.2. Current best practices to motivate Millennials at the Hospitality Industry

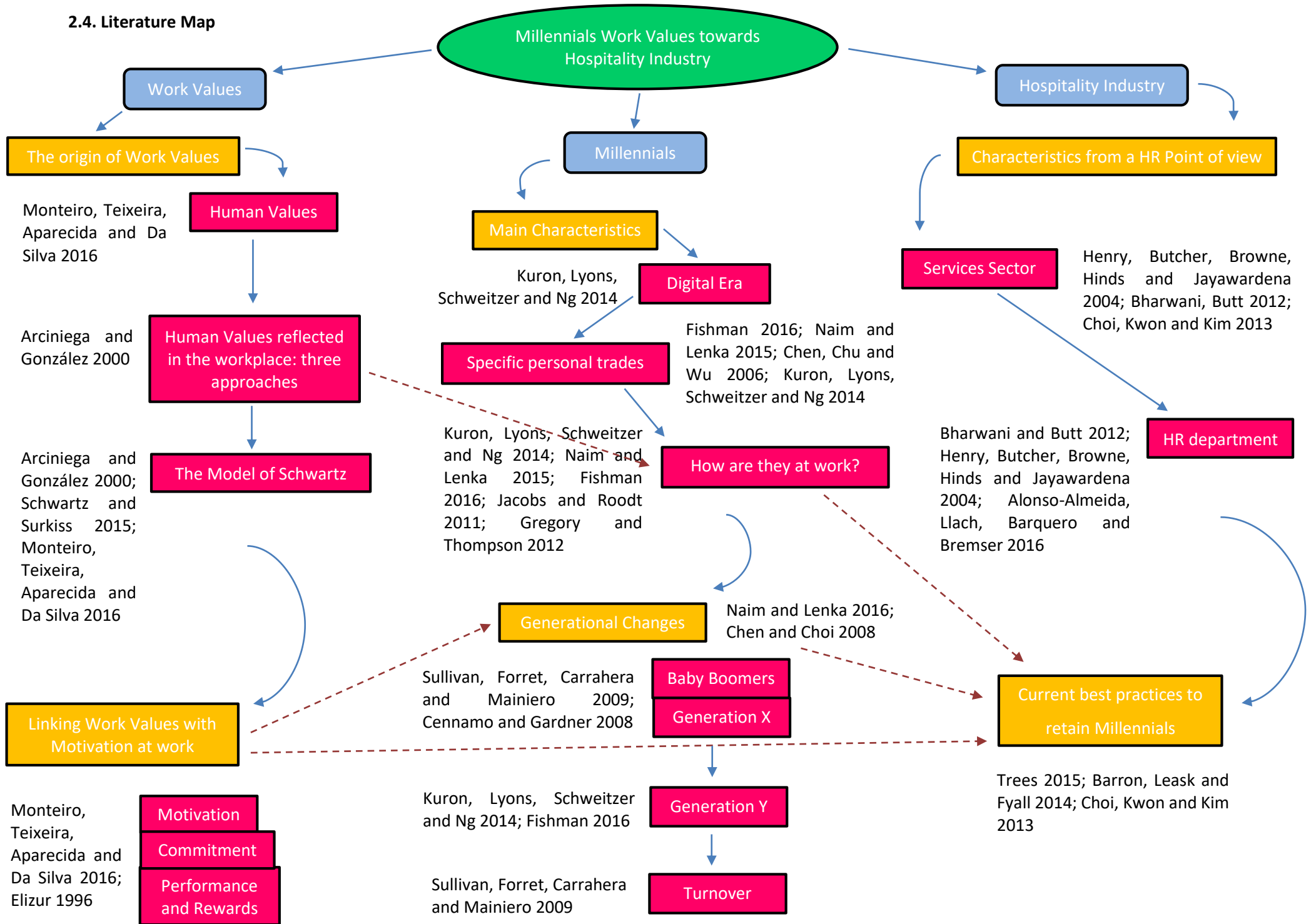
When looking for employees to fill positions within a company, employers who are interested in Millennials look for ways to attract the best of this generation, with the purpose of making them feel excited about their work and with intentions of retaining them. However, retaining Millennials is not an easy task and although it would seem obvious that the salary plays an important role in it, they are known to be more complex than that and care also about less tangible differentiators. In fact, companies that are updated enough on the preferences of Millennials have introduced to their organizational performance some elements such as the creation of a supportive and collaborative work environment, the possibility of developing within the company and the opportunity for the employee to make a difference to the organization (**Trees, 2015**).

There is a non-profit company called APQC's that has done a research in order to find out some ways to engage younger workers and making them feel like they are part of a meaningful community, and the two main ones appearing where: *enterprise social networking* and *gamification* platforms. The first concept consists on using tools to put Millennials in touch with another equal who can help them to build knowledge and skills, providing solutions by brainstorming and improve their job performance. On the other side, gamification refers to a platform used by companies where new hires demonstrate their achievements and start building their professional status in a fun way (**Leavit and Trees 2015, cited in Trees, 2015**).

Another best practice that companies develop in order to retain Millennials refer to the very first moment of the selection process. This means that recruiting responsible people might look for a specific profile while following the selection process, where they can see if that candidate will be willing to develop themselves within the company once they are hired, as well as their technical skills. In order to do that, it is relevant to take into consideration that departmental heads, which are the ones that will be working every day with the new employee, should also be trained on how to help the employee to develop these skills and grow in their professional careers (**Barron, Leask and Fyall, 2014**).

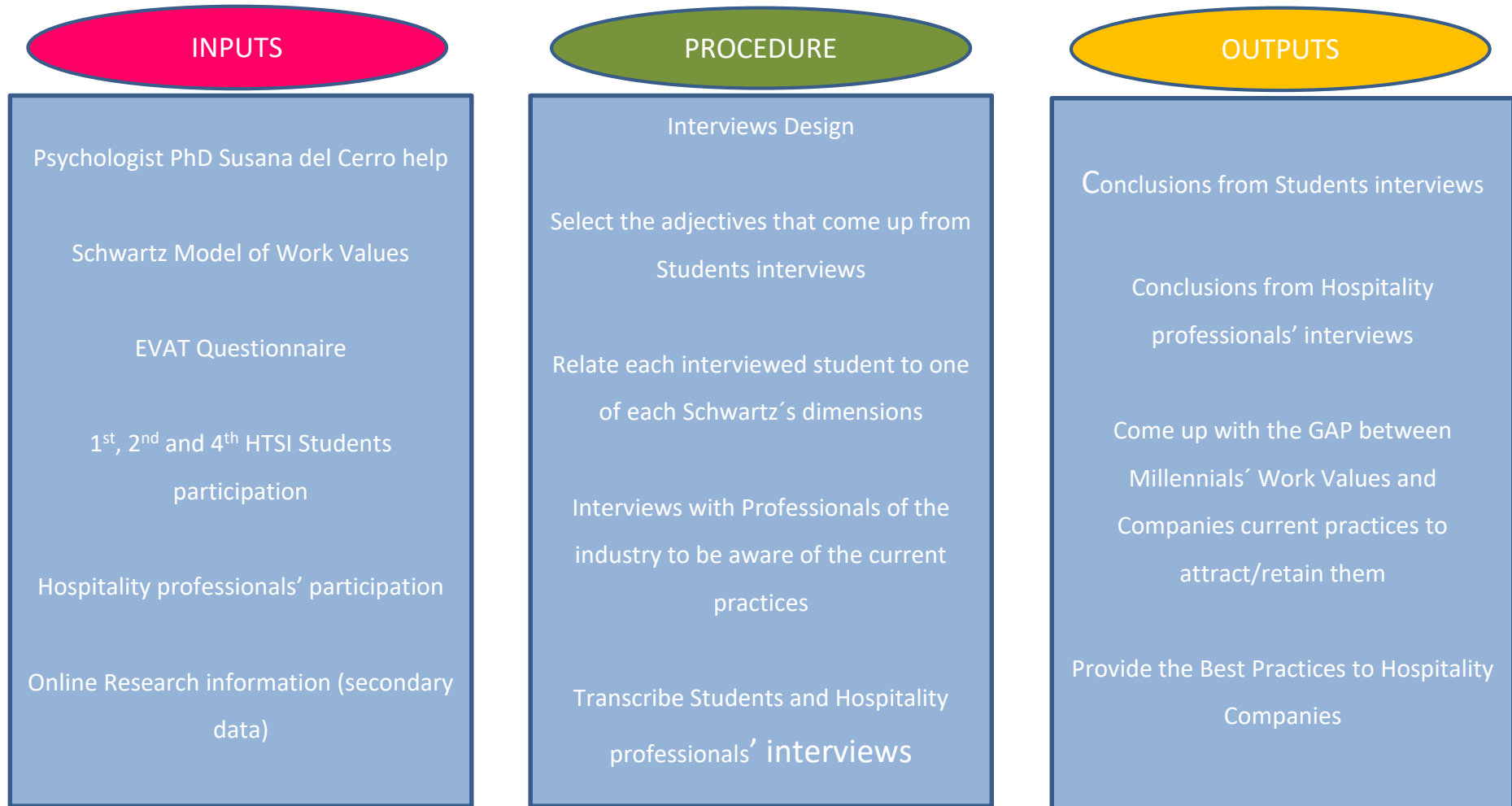
As a last best practice to retain Millennials in the current times, there is a concept to highlight, which is known as “*fun at work*”. This might seem a basic idea, but no further from reality, “*A fun work environment intentionally encourages, initiates, and supports a variety of enjoyable and pleasurable activities that positively impact the attitude and productivity of individuals and groups*” (Ford *et al.* 2003, cited in Choi, Kwon and Kim, 2013, p. 412). Therefore, in order to encourage team-based working methods, it is very important for companies to potentiate all the above mentioned practices in a regular basis, so that employees create a routine of improving their developing skills, which beneficiate the teamwork environment and will eventually have a competitive organization in the market (Barron, Leask and Fyall, 2014).

2.4. Literature Map



2.5. Conceptual Framework

Millennials Work Values towards Hospitality Industry



Chapter 3. METHODS

3.1. Overall research design

The overall design of this research is based on the choice of **primary data and qualitative approach**. In order to be able to develop a complete empirical research, primary data will be collected from university students and hospitality human resources specialists, so that to come up with the qualitative data that is been looking for. This is considered primary data because it is the purest information that can be extracted from those individuals more attached to the hospitality sector. At the same time, it is qualitative data because the study wants to realise which work values the Millennial generation has towards the hospitality industry, and the existing gap between their expectations and the companies practices to retain them (**Altinay, Paraskevas, 2008**).

In relation to the previously explained approaches, it can be determined as well that the study is an **inductive** research, because the approach is focused on the creation of new theories emerging from the collected data. This research approach will allow to observe the real and detailed explanations and information obtained, supplying strong evidences for the truth of the final conclusion of this study. The usefulness of this inductive approach will lay on the fact that there are no preconceived hypothesis about the topic and, instead, there is an open mind-set that will allow the research to develop a new point of view regarding the topic (**Saunders, Lewis, and Thornhill, 2012**).

In order to be able to do the above mentioned, **primary data** will be collected due to the fact that there is information missing from the actual authors when talking about the discussed topic. However, to be able to develop the structure of this research instrument, **secondary data** already obtained will be used when starting the research so that to get the basic information of the work values, the Generation Y and the hospitality industry. In fact, the model of Schwartz showed in the first section of the chapter 2, has been the starting point on the development of the interviews. In addition, the methodology and research instruments that will be used to come up with this new information base will be two different interviews that have been formulated separately: one for the young workforce, Millennials, and the other for the hospitality professionals (**Saunders, Lewis, and Thornhill, 2012**).

3.2. Data collection techniques and research instruments

3.2.1. Creation process of the research instrument

The chosen research instrument for this study has been the creation and development of **interviews**. The formulation of the questions of the interviews was a lengthy and thorough process because they have been meticulously designed in order to find relevant and concrete answers from the participants. The long process started when learning about Mr. Luis Arciniega's work values scale EVAT (in Spanish, known as Escala de Valores hacia el Trabajo), which was closely linked to the topic of this research and whose articles have been useful when developing the main points of the literature review. The EVAT questionnaire consists on measuring values in the labour context, operationalizing 16 items focused on working scenarios (**Arciniega et. al., 2009**). It is done by exposing to an employee different sentences that briefly describe several work attitude characteristics and they need to determine how identified they feel towards that statement, punctuating from 1 to 7, in which 1 means "entirely different from me" and 7 means "identical to me".

Understanding Arciniega's work values scale would not be possible without relating it to Schwartz's work values theory. As previously mentioned in the literature review section, Schwartz theory is based on four higher-order-values, that define different tendencies on the employees' personalities (**Schwartz 1994, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**). These four dimensions are: Openness to change, Conservation, Self-Enhancement and Self-Transcendent, which are based on two pairs of contrary dimensions (meaning that "Openness to change" is opposite of "Conservation" and "Self-Transcendent" is opposite of "Self-enhancement"). Following the Schwartz model, each dimension was defined by three specific adjectives, making them very different one from the other (**Sagiv and Schwartz 1995, cited in Schwartz and Surkiss, 2015**). Furthermore, in order to facilitate the classification of the individuals to each of the dimensions, more adjectives were chosen as it is shown in the following table. Thanks to these added categories created on this research, a further exhaustive analysis will be possible to carry out.

VALUES	ADJECTIVES
OPENNESS TO CHANGE 1, 5, 9,13	Self-direction, stimulation, hedonism Creative, open-minded, ambitious, explorer, novelty, energetic, active, lively, improvement, updating, efficiency, self-challenging, daring, proactive.
CONSERVATION 2, 6, 10, 14	Conformity, tradition, security Stability, restraint to change, obedient, follower, retroactive, conventional, methodical, habit, routine, disciplined, diligent, preservative.
SELF-ENHANCEMENT 3, 7, 11, 15	Achievement, power, hedonism Gratified, personal success, competent, dominant, ambitious, leader, controller, goal-focused, convincing, decisive, influencing, bossy, superiority, prestige.
SELF-TRANSCENDENCE 4, 8, 12, 16	Universalism, Benevolence Caring, fair, tolerant, understanding, appreciative, protective, teamwork, loyal, honest, person you can trust, grateful, helpful.

Table 1: Adjectives related to Work Values from Schwartz Model

As it is shown in the table, each of the Schwartz's dimensions is related to four statements of Arcinega's EVAT questionnaire. After this table was completed it was validated by the doctor specialist in Work and Organizational psychology, Susana del Cerro. This is a very important and crucial step on the creation of the interviews, due to the fact that it is a work supervised by a professional on this topic, so it gives relevance and validity to the project (**Altinay, Paraskevas, 2008**).

When the table was validated, the next step was to start developing the structure of the instrument used to collect the data, which were the interviews. The students' group questions were the first ones created and they were elaborated with the aim of classifying the answer to one of the four mentioned dimensions. At the same time, since "Openness to change" is the opposite of "Conservation, and "Self Enhancement" is the opposite of "Self-Transcendence", some questions aimed to classify the answer to one of the pairs of opposites and some other ones were made to identify the answer to the other pair.

The experience and knowledge of the psychology professional helped the study to formulate the questions for the students with an adequate vocabulary, being able to extract the expected and clear answers (**Altinay and Paraskevas, 2008**). Also, the questions were developed in a way that the student interviewed could be able to express themselves from their real and honest point of view, without feeling influenced by the positive or negative morality. *“Leading questions should be avoided, because they will result in biased (influenced, not objective) answers”* (**Altinay and Paraskevas, 2008, p. 111**). Finally, after discarding some questions and modifying some others, eight inquiries were selected to form the interviews for the students.

Once having the students interviews ready, the ones for the professionals were formulated. The new questions had the purpose of obtaining information about the current practices of the hotels in terms of motivation and retention of employees, as well as what do they look for in the Millennial workforce. These inquiries were based on the students’ questions, so that there is going to be a relation between what Millennials need and what the current Hospitality sector offers. These lasts questions were also approved by the psychology expert.

3.2.2. Interview theoretical approach

Focusing on a more theoretical perspective, the interviews consist on a purposeful discussion between individuals that have knowledge about the topic, in this case, the Work Values of Millennials and students towards the Hospitality Industry. The nature of the interviews lays on three different parts: there are a series of research **questions and objectives**, which are focused on a **specific aim** that follows a **research strategy**. Moreover, the type of interview that is going to be developed is a **semi-structured** interview, which means that there is a list of questions to be covered, but is not as rigid as a structured interview because it can have small variations in the order and in actual use. This type of interview is the most useful one when working with qualitative data, as this research does (**Saunders, Lewis and Thornhill, 2012**).

As all the other methods, the interviews have **advantages** and **disadvantages**. First of all, one of the most important positive aspects and it was one of the reasons why this methodology was used in this research, is the flexibility and adaptation way of finding information out that it provides. At the same time, unlike questionnaires and surveys, it also has the potential of providing rich and highly

illuminating material, which will help the study to obtain more results and outputs than expected. On the other hand, focusing on the disadvantages of the interviews, they are characterized to be time consuming, especially when transcribing the information collected from the audiotape. Moreover, and as a last disadvantage, there is the need of creating securing necessary permissions by doing, in the case of this investigation, consent forms that ensure the confidentiality and responsible use of individuals' information, which will be explained in detail in the Data analysis and the Ethical consideration sections (**Altinay and Paraskevas, 2008**).

3.3. Research context and participants

In the case of this research, the interviews will be done to **two distinctive groups** of individuals. The first one is the Millennials, the young people who is entering or has recently entered the labour market. 30 students in total will be interviewed: 10 people per each year (excluding the third year ones) in the Tourism and Hospitality Management Bachelor's Degree in the School of Tourism and Hospitality Management (HTSI) in Barcelona, Spain. It was decided to choose especially 10 students from each academic year so that the results would be more representative and the study was not just focused on one single age. Therefore, the answers would reflect three different perspectives: one from the students who have recently joined the degree and do not have yet labour experience, a second one from the students that are starting to do internships or part-time jobs, and the last group, the ones almost graduated that have a certain experience and will join the labour market very soon. At the same time, the students were selected randomly because in that way would be more possible to come up with a wider range of different answers. On the other hand, 5 Human Resources professionals from the Hospitality Industry will be asked, all of them from different scale and concept hotels, in order to have the widest amount of information.

Following the model of Schwartz that distinguishes four completely different dimensions (Openness to change, Conservation, Self-enhancement and Self-transcendence), the individuals interviewed will be classified in each one of them. In order to be able to classify them, the questions of the interviews have been formulated focusing in one of the four dimensions, so the responses will reflect the most repetitive adjectives, characteristics and values that identify each dimension. Later, students will be grouped and allocated accordingly and, depending on the results, conclusions can be extracted. These outcomes will not be valid until the interviews with the Human Resources

professionals are done, so as to know which are the current practices they are using to attract and retain the young workforce. Through both interviews and with the secondary data as well, being the discussion connected with the initial concern (**Altinay and Paraskevas, 2008**), final judgements will be deduced to get closer to the searched gap, allowing to make future suggestions of best practices to the Hospitality companies.

Regarding the data collection, the techniques used to analyse belong to a **qualitative** analysis, being this study related to an interpretive philosophy due to researchers need to make sense of the subjective and socially constructed meanings expressed by those interviewed, and in this case, the information that is pretended to obtain is the one referred to the four dimensions of Schwartz (**Saunders, Lewis and Thornhill, 2012**). As above mentioned, the use of these four dimensions help to identify which characteristics define the current students and the Millennial Generation, so it is clear that the adjectives that pop up during the interviews will lead to qualitative conclusions and findings.

In addition, the data collection through the interviews to the students is the first step of a process that pretends to end up with the identification of the gap between the students' work values and the actual practices that companies develop. In order to obtain this information, two types of inquiries have been formulated within the same interview: **open questions** and **probing questions**. The open ones allow the participants to define and describe general situations providing an extensive and developmental answers and, on the contrary, probing questions are more open but with a specific and clear focus and direction, willing to obtain significant responses to the research topic (**Saunders, Lewis and Thornhill, 2012**).

3.4. Data Analysis

3.4.1. Students Interviews

On the first part of this data collection, meaning the development of the interviews with the students, what it has been done is selecting 10 students of the first year, 10 students of the second year and 10 students more of the fourth year of the School of Tourism and Hospitality Management Sant Ignasi, in Barcelona, and each of them have been interviewed a total of eight questions. These

questions have been previously formulated in a very accurate way in order to obtain the most precise information from each of the students, as already described in a previous section.

Before the interview starts there is a section where the environment of the interview is analysed, together with some personal data and background information about the student that is being interviewed. Also, there is a point where the interviewer can describe the immediate impression right after finishing. The interviews to the students have been developed in the study area and in different classrooms in the School of Tourism and Hospitality Management Sant Ignasi, since they were the right places where to have a quiet and not-crowded environment for the students to feel comfortable while answering. Moreover, in order for the interviewers to have all the information that the students provided during the interviews, their answers have been voice-recorded. Thanks to that, it has been possible to transcribe all the interviews, allowing the researchers to obtain a full report of the replies, which is always very useful to analyse them properly because it is the way to examine not only the words, but also the way that they are said (**Saunders, Lewis and Thornhill, 2012**).

In addition, it is important to mention that in order to show that the interviewed students gave the researchers their consent to share their information, at the beginning of the interviews they have read and signed a consent form (**see Appendix 2**). This consent form, which refers to the **Law 15/1999 of personal data protection**, mentions confidentiality and other aspects regarding the information provided in regards to the project where these interviews belong to and, assuring the interviewed that everything that can be said during the interviewed would exclusively be used for this research. A prove for that is the coding that has been used in order to identify each of the participants without using their names (**Altinay and Paraskevas, 2008**).

As a last point in the interviews' procedure, it is necessary to mention that there have been different challenges during the interviews with the students. First of all, one of the main aspects was the language barrier, since there were some of the students who had difficulties on expressing themselves properly in English, which resulted on a lack of extensive information. Therefore, that is why some of the interviewed individuals requested to answer in Spanish or Catalan, so that they could feel more comfortable and could provide more knowledge - although, the audio transcription has been indeed done in English. On the other side, another challenge to face during the interviews

has been the limited experience that many interviewed individuals had, especially the ones belonging to the first and second year in University. However, as a summary in a more generic approach, the information obtained from all of them has been enough to extract a wide amount of outcomes.

3.4.2. Data categorization

Once the thirty interviews have been done, the answers from the eight questions asked to each of the participants have been categorized by analysing every single question individually. In order to do so, each of the replies has been assigned to one of the dimensions of the Model of Schwartz Table, by highlighting with four different colours the attributes related to each category. Therefore, when the eight answers of one of the participants is completely analysed, this participant is categorized to **two dimensions from the two pairs of opposite categories**, meaning that the participant can be an openness to change or conservative person and, at the same time, as a self-transcendent or self-enhancement person.

After that, when all the participants are categorized to the two dimensions, is important to observe the tendency of each students group separately (1st, 2nd and 4th year). To do so, a schema has been created to each year group, in which the two dimensions of each of the ten students will be shown. Finally, an overall tendency of the Millennial Generation will be the result of putting the information of the three schemes together, so conclusions will be extracted and therefore compared to the Hospitality Industry professional interviews' outcomes.

3.4.3. Hospitality Industry professionals' interviews

At the same time that interviews to students were taking place, 5 human resources specialists were interviewed as well in order to be able to get to know and understand their points of view. To do so, 6 questions were thought and elaborated to know which are the main talents the companies are trying to find in the young workforce and, more important, what are they doing in order to attract and retain them. The questions were based on the initial questions already prepared for the students' interviews, so there was a direct connection between them. The idea was to see on the first place which was the students' opinion about a certain and bounded topic and, concurrently, trying to discover what were actually companies doing in regards to that concern.

Regarding the size of the professionals interviewed, the research is counting with 5 human resources specialists, two of them working in Spain, two of them in London and 1 of them in Qatar, to have different points of view. In the case of the professionals' sample size, this one is smaller (5 samples) when comparing to the student's sample size (30 samples). That is because the study is mainly focused on the Millennial's approach and their thoughts and values of the industry. Even though, the hospitality professionals point of view is a key point to realise if there is really a gap between both groups of individuals.

On this part some challenges appeared due to, at the beginning, was not easy to find those professionals interested on contributing to this project with their knowledge and experience. Moreover, when the right specialists were found and they accepted to collaborate, it was a little bit difficult to correspond to their schedules to carry through all the interviews, so it was a time consuming process. Considering this, it was decided to send the interview questions along with the consent forms (the same process that was done with the students) through email so that they could respond at their most convenient time and with more calm and patience.

3.6. Ethical considerations

In terms of ethical considerations, both interviews with the students and the ones with Hospitality professionals have been accurately structured before presenting them. That means that all the questions had a very specific and clear purpose and they were focused to end up with a certain outcome, so the interviews are primary research with very accurate measurements and the results obtained with the study are very **reliable and valid**. With the long process to develop the questions of the interviews for the students, it is clear that it was a meticulous and accurate process, thanks to the important contribution of the psychology professional.

In addition, the information obtained from this primary research supports the findings of the reading and research that was previously done in the Literature Review section. Therefore, with the combination of both primary and secondary researches, effective and realistic conclusions about the best practices of the hospitality companies to retain Millennial employees will be drawn. As a last point to mention, the use of Consent Forms "*offers a clear evidence that the participant has given informed consent to take part in the study*" (Altinay and Paraskevas, 2008, p. 148).

Chapter 4. FINDINGS AND DISCUSSION

4.1. Students' interviews outcomes

Once all the interviews have been done, each one of them has been analysed separately, relating the attributes shown by the students with the four dimensions of the Model of Schwartz (**see Appendix 3**). In order to corroborate the two dimensions that each individual belong to, the literal responses that represent the most these categories have been extracted as follows:

Interviewed T01:

- **Conservative:** "Do what I am told without complaining", comfortable, "I don't want to change", "I don't think there is a limited time".
- **Self-Transcendence:** Loyal, thankful, consensus, "I don't like an authoritarian person", "Does not have to be like a dictator", "I would help", committed.

Interviewed T02:

- **Openness to Change:** "Offer better service to the clients", "Know everything that is going on", "I prefer to change", "Changing is always better", "Doing new tasks, always", "I am the best doing my job", "Changing and evolving".
- **Self-Transcendence:** "I like to work with other people", "I like team working and helping", "Having different options is very important", cooperate, "Understand everyone needs", "Good work atmosphere", "I try to improve the situation, even if it is difficult".

Interviewed T03:

- **Openness to change:** Active, smiling, cheerful, "Open to new situations", new things, "I hate routine", "I prefer to do different things", "Change is good for people's future".
- **Self-Transcendence:** "Empathetic with people", kind, consensus, "Importance of needs".

Interviewed T04:

- **Openness to change:** Flexible, capacity of adaptation, open to changes, "Change to another hotel that gives me the opportunity".

- **Self-Transcendence:** “Work with people that makes me feel comfortable”, “Asking everyone’s opinion”, democratic, “All members need to feel comfortable”, “Important to feel more motivated”.

Interviewed T05:

- **Openness to change:** “Important to be ready for the changes”, “We need to be more flexible”, “Learn how to adapt ourselves”, “Ending up to a routine job does not motivate me”, “Putting myself goals that I can achieve”, grow.
- **Self-Enhancement:** Hard-working, effective, “I like to do it very well”, right, assertive, “I think that HR department should be more in charge of these activities...and they don’t do it, they just take care of administrative tasks”.

Interviewed T06:

- **Self-Enhancement:** Competent, Hard-working, “Achieve better results”, “(recognition) is an investment”, “(recognition) is positive and useful to improve the work itself”.
- **Openness to change:** “I absolutely would want to be in a new situation”, new goals, “I prefer working in new tasks, although it is tougher”.

Interviewed T07:

- **Openness to change:** positive, creative, “Try new things”, “Important to go outside the comfort area”, “More comfortable with a job that involves new tasks”, “Discover myself every day”, “Try more companies”, “Experience is the key”.
- **Self-Transcendence:** loyal, honest, humble, “Listen to every proposal”, “Decision will be better taken”, “Very important to understand my team”, “The team will work better”

Interviewed T08:

- **Self-Transcendence:** empathetic, “Expose the main ideas of each component to make a decision”, “Team feels understood”, “Employees will work more efficient and also will be more motivated”, “Show my support and help him/her”,
- **Conservative:** organized, “Do the same task”, comfortable, “Comfort zone”, “Not exist any maximum time if you are comfortable”, “I don’t think that you have to change your position”.

Interviewed T09:

- **Self-Transcendence:** “Among the whole team”, “Asking and knowing their opinion”, “Is basic to understand the needs and thoughts”, “Make this employee as comfortable as possible by supporting him/her”, “If the company recognized my effort, I would try even more to give my best”, “I would be more motivated”.
- **Openness to change:** self-demanding, proactive, “I would prefer to have a small change”, “Help me to break with the monotony”, “I could be in the same company doing other tasks”.

Interviewed T10:

- **Self-Transcendence:** “Cheerful person”, “Meet new people”, “I like working in teams”, “Decisions to be made within a group”, “All members agree”, “For a project the most important is that the team works unified”, “If a member of a group is not 100% committed, they cannot work to the fullest”, “A way that everyone feels comfortable”
- **Openness to change:** dynamic, “I prefer trying new work techniques”, “New tasks absolutely”, “Way to learn and improve ourselves”, “You cannot stay in the same position”.

Interviewed T11:

- **Self-Enhancement:** self-reliant, responsible, effective. “I will explain the unfair situation”, “I really need to feel I have recognition, “I don’t like to feel as a number”.
- **Openness to change:** Good communication, “Really open to changes”, “Changes are always better”, “I prefer changing even if it is challenging”, “Right now I want to develop my career”.

Interviewed T12:

- **Self-Enhancement:** “I go for it”, “To respect and value”, “I don’t like conformity situations”, “Organizational goals have to be achieved”, “Empathetic but with a limit”.
- **Conservative:** “Strict values”, “I prefer the routine”, “It depends on each person, I cannot say”.

Interviewed T13:

- **Self-Enhancement:** Meticulous, self-exigent, “The boss is not the one who must decide”, “Achieving the business goals”.

- **Openness to change:** Open-minded, flexible, "I wish I had more changes and innovative procedures".

Interviewed T14:

- **Self-Transcendence:** "Good work environment is essential", "Human Relations are a key point", "Motivating employees".
- **Openness to change:** "If they motivate me, I am really good", "Having changes is always challenging to get and you can get enriching new experiences", "Every opportunity to learn new things is always welcome".

Interviewed T15:

- **Self-Enhancement:** Independence, decision-making, goal-oriented, "I do not tolerate bad behaviour", "If something is difficult for me to achieve the goals, I get frustrated".
- **Openness to change:** Restless, new tasks, "I get bored easily", "Prefer to face new challenges".

Interviewed T16:

- **Openness to change:** "I am open to changes", "I like new tasks", dynamic, "I would not stay a lot".
- **Self-Enhancement:** "Willing to face challenges", "Understand the members of my team", achieve.

Interviewed T17:

- **Self-Transcendence:** "I like to help my colleagues", "Listen to others opinions", "We all need to listen to each other", "I don't like the unfair", "I don't see myself as a leader".
- **Openness to change:** "Working with teams", "I would adapt myself", "I don't like to fall into the routine", "I like to have challenges", "I don't like to be doing the same for long time".

Interviewed T18:

- **Self-Enhancement:** "I am despot", "There should be a leader", "It is the matter of him (the leader) to take the important decisions", "Take some actions", "(Spend time on creating a

good environment) is an expense”, “I need to report this”, “(Motivation programs) should go aligned with the job that they perform...and consider it beneficial for the business”.

- **Openness to change:** Open, “Change is the progress”, “Involves new tasks”, “I prefer some challenges”, “I would not spend more than 5 years”, “2 or 3 years (in the same position)”.

Interviewed T19:

- **Self-Enhancement:** “I like to put short-term goals and to achieve them”, “I consider myself as being a leader”, “I have capacity of leadership”, “The way I manage and my behaviour is right”, “I would act by reporting”, “I would directly to the director”.
- **Openness to change:** Dynamic, “I am very in favour to changes and to exercise different tasks”, “Changing brings you more knowledge”, “I would change job and see more work environments”.

Interviewed T20:

- **Self-Enhancement:** Improve, “Most expertize person should be the one deciding”, “Talk directly to the General Manager, even if it would affect my job”, “(Recognition activities) are not that important”.
- **Openness to change:** “I believe on doing changes”, “New things are always better because I keep growing”.

Interviewed T21:

- **Openness to change:** “We need always to change”, “I don’t like monotony”, “The organization has to treat me well and take care of me”.
- **Self-Transcendence:** “I can be very committed to a company”, “Considering the opinions of everyone”, “I would invest a bit more time on creating this good environment”.

Interviewed T22:

- **Openness to change:** Flexible, “I correct my mistakes”, “I don’t like monotony”, “I enjoy more a dynamic job”, adaptable.

- **Self-Transcendence:** “I can accept what other can criticize about me”, “Everyone is listened”, “Consider the needs of the team”, “Consider the personality”, “Company needs to know what the employees think”.

Interviewed T23:

- **Self-Enhancement:** “Demonstrating great capabilities in order to be successful”, “Grow as a person”, “Try to keep growing constantly”.
- **Openness to change:** Motivated, “All changes lead to positive changes”, New tasks, dynamic, “It is positive to learn from different companies”.

Interviewed T24:

- **Openness to change:** “Adaptive to new challenges”, “Willing to learn”, “Is better to be open-minded”, “Discover new workplaces”, “Crucial to learn new dimensions”
- **Self-Enhancement:** Responsible, polyvalent, “Motivate the employees and give them what they deserve”.

Interviewed T25:

- **Conservative:** “Do whatever they ask me”, “If you are comfortable, why should we change?”, “Learn and be ready for the next step”.
- **Self-Enhancement:** “Convince them”, “They need to change their attitude”, “Make them realize”.

Interviewed T26:

- **Conservative:** “Difficult at the beginning for me to change”, “I prefer similar tasks everyday”, “If I feel comfortable, there is no limit (of time)”.
- **Self-Transcendence:** “Make consensus”, “Dedicate time to people”, “Employees’ needs should be fulfilled”.

Interviewed T27:

- **Self-Enhancement:** responsible, “Develop different functions”, resolute, “I would tell to the responsible of the team”, “Develop yourself and grow”.

- **Openness to change:** proactive, “Open to a new situation”, “I prefer change rather than something monotonous”, “Maximum 5 years”, “Otherwise the job can become very repetitive”.

Interviewed T28:

- **Openness to change:** “To finish things I am not lazy”, “I am open to changes”, “Bring positive things”, “I don’t like the same schedule every day”, “I prefer that they change than having repetitive tasks”.
- **Self-Enhancement:** “Long-term it will not work”, “I would try to convince”, “I would go to talk to a supervisor and try to find a way to change the situation”, “Extremely important to recognize and provide positive support, because it is more effective than penalizing”.

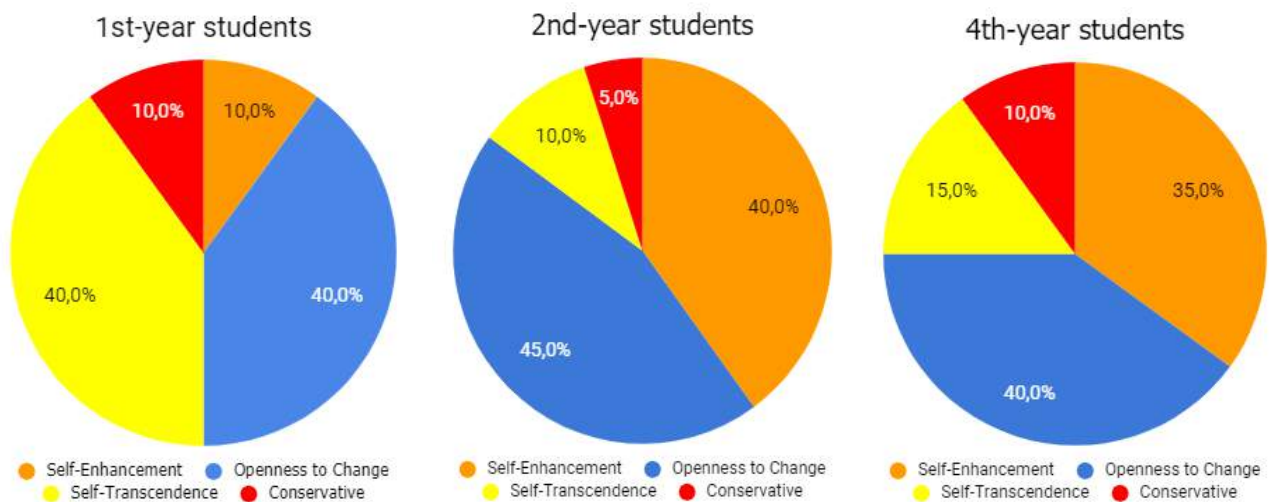
Interviewed T29:

- **Openness to change:** “I always try better ways”, “Open to a new situation”, “I like always to be learning new stuff”, “I enjoy work that involves doing new tasks”, “If I am always doing the same, I get demotivated”, “I like changing”, “Not more than 4 years”, “Maximum one year in the same position and change to something new to learn”.
- **Self-Enhancement:** “Willing to improve”, “I do everything that needs to be done”, “Team environment needs to run and to be healthy”, “Definitely talk to the supervisor and solve the situation”, “Recognize them”, “To achieve successful goals”.

Interviewed T30:

- **Openness to change:** dynamic, open-minded, “I am motivated when I do jobs that challenge me and where I can be creative”, “I would not mind to change”, “I don’t like routinary jobs”, “I feel more comfortable in situations that involve doing new tasks”, “Not more than two years”.
- **Self-Enhancement:** “When I am right, I really try to convince”, “You will not reach success”, “I go to try to achieve the final goals”, “I tend to refuse the people with bad behaviours”, “You really need to be there for them, to be a good leader”.

After having all the students classified the information obtained has been captured in 3 different graphics - 1 per year -, in order to see the difference in the results between the first, the second and the fourth year of The School of Tourism and Hospitality Management students. The resultant amount of each of the dimensions is depicted in a percentage and it is represented as follows:



Graphic 1: Visual presentation of the results from each year students' answers

From the 30 interviews to the students, several findings have been found and they have a clear link with the literature review section of this research.

Initially, it was expected that the interviewed participants were more willing to change the property within a short time (openness to change). However, in some cases the answers reveal that if they feel comfortable, they would probably decide to stay always in the same company (conservative). Nevertheless, as it is shown in the graphics, the one that predominates the most from both dimensions, is the openness to change one, since they are constantly looking for new challenges. This leads to the characteristic of being disloyal, self-centred and neediness, not having a strong sense of commitment to their respective companies (Naim and Lenka, 2015).

On the other side, in many of the cases students showed what it liked to be a surprising ambiguity between two questions that were analysing the same opposite dimensions (Openness to change and Conservation). When they answered in one of the questions that they would prefer to stay as before

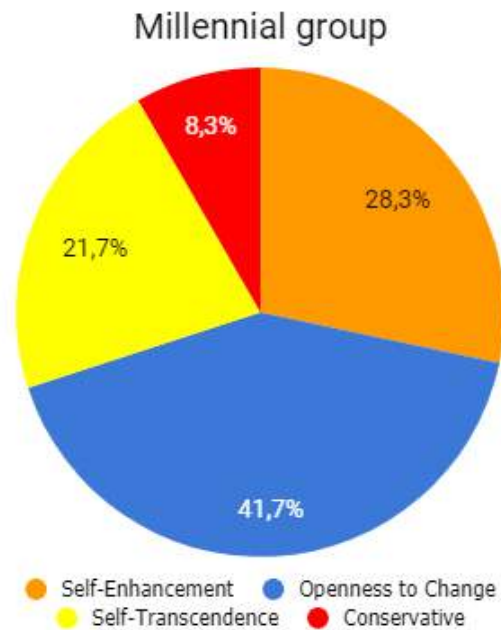
and not choosing to change, in the other one they mentioned that they do not like monotony in the daily tasks because they get bored; and it also happens the other way around. Therefore, the outcome from this fact is that they do not like monotony, but at the same they think that it is important to have a certain stability, showing they are mainly Open to change people but with a bit of Conservative personality (**Fishman, 2016**).

In terms of length of time that students would stay within a company and position, their answers are related to the learning that they can obtain from that. This is linked to the fact that they want a job where they can help other human beings and they have the chance to mentor younger employees. With that, along with enhancing their own skills to keep growing their careers, they might start developing, in some cases, a sense of affective commitment to the company that may turn, over the years, an intention to stay in the workplace (**Sullivan, Forret, Carraher and Mainiero, 2009**).

When it comes to the decision taking, the first year students give a lot of importance to teamwork (Self-Transcendence), as it can be observed in the Graphic 1. This outcome is probably related to the type of industry that they belong to, where they see themselves as part of a group and not just as lonely individuals (**Fishman, 2016**). However, the 2nd and 4th year graphics show that they are more Self-Enhancement people, expecting companies to understand their real-life needs, looking for professions with a purpose, being defined as optimistic and achievement-oriented (**Fishman, 2016**). Following the teamwork matter, in most of the cases the individuals assume that it is important to set the goals, but most importantly, this would not be possible without a good harmony between the members of the team. That is the reason why they consider important strategic leadership and knowledge sharing (**Naim and Lenka, 2015**).

As a last point, graphics show that there has been an evolution in the tendency of Self-Transcendence and Self-Enhancement dimensions. The first year students' answers showed concepts as tolerance, universalism and understanding (Self-Transcendence), while in the second and fourth year this dimension decreased, and the concepts of personal success, competence and goal-focus (Self-Enhancement) took a significant importance. This is probably due to the fact that this is the time when they enter the labour market by doing internships in the hospitality industry (**Lyons, Schweitzer and Ng, 2015**).

From the combination of the three previous graphics, a new one showing the overall Millennial generation results has been created as follows:



Graphic 2: Visual presentation of the results from the Students' interviews' answers

In this graphic, it is clear that the overall predominant dimension is Openness to change. In relation to the literature review section, it is confirmed once again that companies are in front of risk-taking, independent decision-making, out-of-the-box thinking and autonomous individuals (**Naim and Lenka, 2015**). At the same time, considering the other pair of opposites, the tendency is the Self-Enhancement dimension, with individuals known as being ambitious, goal-oriented, with a strong sense of self-worth and confidence, high levels of assertion and self-esteem (**Chen, Chu and Wu, 2006**).

4.2. Evaluation and synthesis of the data

The following table shows the comparison between the first question of the student's interviews and the first question of the human resources' one (see Appendix 4). Since the first one shows how do students describe themselves as employees, and the second ones show which attributes do human resources professionals look for when recruiting, most of them match.

Students	Human resources professionals
<p>Most mentioned: competent, ambitious, proactive, teamwork, loyal, trustful, adaptable, helpful, goal-focused and open-minded</p> <p>Less mentioned: improvement, personal success, creative, disciplined, empathetic, active, flexible, decisive, stimulation, fair, motivated, self-challenging, hard-working and achievement</p> <p>Least mentioned: Appreciative, caring, gratified, superiority, tolerant, prestige, bossy, leader, obedient, grateful, honest, kind, lively</p>	<p>Matching attributes: Proactive, lively, flexibility, helpful, teamwork, adaptable, Technical achievements, Friendly (kind)</p> <p>Other attributes: Positive, interpersonal skills - hospitable, proficiency studies, dynamic, authentic</p>

Table 2: Comparison between 1st question of students' interviews and 1st question of Human Resources' one

The second table shows the comparison between the second part of the eighth question of the students' interviews and the fourth, fifth and sixth questions of the professionals' interviews. In this case, the aim is to see which recognition programs or activities Millennials would like to obtain from their respective employers and what actually companies are currently doing, which ones are their best practices and what would they do in terms of motivation and retention if they had unlimited resources.

Students	Human resources professionals
<p>Most mentioned: verbal recognition, higher salaries/extra salary, recognition event</p> <p>Less mentioned: outings & meals together, trip, free meal, free time</p> <p>Least mentioned: extra vacation, work-life balance, small details, difference in the daily routine, trainings, massage, internal promotions, share positive guest reviews, conferences related to employees' work, periodic recognition emails, free night in the hotel</p>	<p>Current practices: discounts (healthy insurances, gym, hotels and restaurants), activities & outings (sports, charity events and parties), internal promotions (personal career aspirations), development programs, half-yearly evaluations, award gala event, opportunities of relocation within the company, one to one personalised conversations (identifying individual talents).</p> <p>Best practices: involving Millennials for innovative ideas such as social media postings, offering them development programmes to grow faster</p> <p>Unlimited resources: career counselling sessions, f/up future aspirations, buddy system (mentoring), offer medium-term projects, increase of salary, flexible schedules, reunions to create team-building, incentive travels</p>

Table 3: Comparison between 2nd part of the 8th question of the students' interviews and the 4th, 5th and 6th questions of the professionals' interviews

The following and last table is the one showing the percentage of Millennials that the companies where the human resources professionals interviewed work for have as well as the biggest challenge they face with this specific workforce.

Human resources professionals	% Millennials	Biggest challenge with Millennials workforce
HR 1	30%	Not able to manage career growth immediately (related to impatience)
HR 2	35%	Co-working with people from different generations, having different lifestyles
HR 3	50%	Need to progressions and promotions quickly
HR 4	59,8%	Leaving in "the now" moment. Impatient to achieve goals
HR 5	53%	Commitment and proactivity

Table 4: Percentages of Millennials in companies interviewed and biggest challenge they face with them

Chapter 5. CONCLUSIONS

5.1. Gap analysis

In the last chapter of this research, the conclusions of the findings will be exposed. Based on the previous tables and the discussion from the interviews, the outcomes can be presented as follows:

To start with, many of the attributes that companies look for in the employees such as a proactive attitude, teamwork capabilities, being adaptable and helpful, match with the most mentioned attributes that students' believe that describe themselves. Therefore, it is not a concern for organizations at the time of looking for the required talents and there is no gap regarding this issue (**Chen, Chu and Wu, 2000**).

However, the problem comes when the companies have already hired Millennial employees. At the moment of motivating the young workforce in order to retain them, there is a gap between what they demand and what is actually implemented by the organizations. As a first point, verbal recognition is very important for students as a daily practice. However, this is a concept that has not appeared in companies' habits. This is a very important gap between both parties because Millennials appreciate the gesture of direct verbal recognition from their superiors, being the way they feel more committed (**Dayaran 2016, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016**).

Moreover, in the literature review was shown that monetary compensation was not thought to be as important as less tangible issues like collaborative work-environment or the opportunity to make a difference on the organization (**Trees, 2015**). This is indeed important for Millennials but salaries have actually a more relevant role than expected but, however, companies state not having enough resources to be able to increase them, so this is again a gap between both sides.

In terms of work-life balance, this concept also appears in the students' interviews as something that concerns them considerably, because it is not only about their job issues, but the rest of their whole life. Nevertheless, companies have difficulties when trying to offer flexible schedules, especially in the hospitality sector, where most of the cases the timing can be an obstacle to combine it with the personal life. In this sense, it is shown that companies expect flexibility from the Millennial

workforce, but at the same time they do not provide flexibility from their side, leading to another very important gap (**Kuron, Lyons, Schweitzer and Ng, 2014**).

Another current practice that students are giving value to is the recognition events where best actions and performances get acknowledged in front of other employees and leaders. This is something that companies also give importance to and they do it periodically, so in this case there is no gap between both sides, highlighting it as something positive for the industry (**Gregory and Thompson, 2012**).

As a last point on this gap analysis, internal promotions are also mentioned by Millennials, being a valuable practice in terms of recognition. Their professional growth is really important because one of their main goals is to enhance their own skills to keep developing their careers and that is why it is as well being implemented for some of the hospitality companies. This is linked to the biggest challenge companies are currently facing when dealing with Millennials, the impatience of being promoted in a short period of time (**Sullivan, Forret, Carraher and Mainiero, 2009**).

5.2. Best practices for hospitality companies

From the gap analysis done, the best practices recommended for hospitality companies will be shown as follows. These practices are based on what Millennial students need, reflecting the values that there are behind these necessities.

The first best practice is the **verbal recognition**, which can only arise from a strategic leadership. It is crucial that leaders are trained to provide this kind of recognition on a daily basis, since it creates a kind of alliance between the overall company strategy and Millennials' personal goals. In this way, employees feel a stronger and more real connection to the organisational basis and they feel valued and recognized, easing their need of receiving constant feedback (**Gregory and Thompson, 2012**). Being a cost-free practice, this may not be difficult for the organizations to apply (**Naim and Lenka, 2015**).

The second best practice that is recommended to hospitality companies is the **monetary compensation**. Even though this is something that organizations always complain about, due to the

lack of resources, Millennials have grandiose expectations for prime work, promotions and salary rewards (**Gregory and Thompson, 2012**). This is linked to another recommendation provided to the companies, which is the **capacity of being more flexible** with the Millennials and taking more into consideration their work-life balance. Since they are characterized as being fun-loving individuals who like to enjoy life to the fullest, their personal lives are the priority giving a lot of value to their free time. Therefore, the monetary compensation will be useful to enjoy this spare time (**Naim and Lenka, 2015**).

Finally, the last best practice that companies should introduce to their performance are the **internal development programs**, which would allow them to grow more within the organization. This personal achievement is something that Millennials value a lot, because they are very goal-focused and self-challenging. Being true that many companies already have this development programs, they should be able to create this type of programs with a length of not more than two years long, otherwise Millennials get frustrated (**Kuron, Lyons, Schweitzer and Ng, 2014**). Companies should stop seeing as a challenge this willingness to grow fast that Millennials have, but as an opportunity for them to have competent leaders in a short time.

5.3. Limitations

In terms of limitations of this research, some of them have appeared during the data collection method used. The interviews may have biased the results in some cases.

First of all, some of the questions should have been more specific, because for some of the participants the perspective that they were basing their answers to, were referred to situations when they become older working in a high managerial position, while other ones referred to a position in the near future.

Moreover, in the students' questions related to recognition practices, most of the answers gave Self-Transcendence perspectives, since everyone was in favour of recognition programs as something that all companies should have. So, in this case, there was no option that there could be a Self-Enhancement answer. That is why the analysis of the question was changed, considering the way how the individual position themselves in this answer, either from an employee perspective or from

a leader perspective. This leads to see if they see themselves more like someone from the line staff (Self-Transcendence) or if they see themselves more like leaders (Self-Enhancement) **(Monteiro, Teixeira, Aparecida and Da Silva, 2016)**.

As a last type of limitation, some questions may be confused because the students did not want to position themselves. First of all, it happens often that a question that is analysing one of the pairs of opposites (Openness to change or Conservation), gives a clue about the other pair of opposites (Self-Transcendence or Self-Enhancement). For instance, there is a case where although what is being analysed is the opposite pair of Self- Enhancement and Self-Transcendence, the participant shows a bit of a conservative personality when he says that he does not like to risk in the situation exposed. It can also happen that the participant likes the decisions to be made in a democratic way, as a Self-Transcendence personality. However, at the same time, they say in a very decisive tone that they would not like to have a leader in the group, and it reflects a convincing personality, which is something characteristic of Self-Enhancement people **(Schwartz 1994, cited in Monteiro, Teixeira, Aparecida and Da Silva, 2016)**.

Finally, the last confusion is shown in one of the questions that was initially considered to be decisive on the resolution of the personality of each participant; and normally, in most of the cases this is indeed what happened. However, it can also happen in some answers that they give an ideal description of themselves at the beginning, but afterwards, by the time that the interview goes on, they actually show their real personal traits when explaining what would they do in a specific situation **(Gregory and Thompson, 2012)**.

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APPENDIX



APPENDIX 1: Ethics Form

Ethics form

It is important that you are sufficiently prepared to collect data doing fieldwork with 'human participants.' Your supervisor will support you in completing the Ethics Form.

The Ethics Form MUST BE COMPLETED BY YOURSELF AND SIGNED OFF BY YOUR SUPERVISOR BEFORE UNDERTAKING RESEARCH.

THE SIGNED ETHICS FORM MUST BE INCLUDED IN THE FINAL UNDERGRADUATE DISSERTATION.

Risk checklist – Please answer ALL the questions in each of the sections below.

Risk category 1	Yes	No
Use any information OTHER than that which is freely available in the public domain?	X	
Involve analysis of pre-existing data which contains sensitive or personal information?		X
Involve direct and/or indirect contact with human participants?	X	
Require consent to conduct?	X	
Require consent to publish?	X	
Have a risk of compromising confidentiality?		X
Have a risk of compromising anonymity?		X
Involve risk to any party, including the researcher?		X
Contain elements which you OR your supervisor are NOT trained to conduct?		X
Risk Category 2		

Require informed consent OTHER than that which is straightforward to obtain to conduct the research?		X
Require informed consent OTHER than that which is straightforward to obtain to publish the research?		X
Require information to be collected and/or provided OTHER than that which is straightforward to obtain?		X
Risk category 3		
Involve participants who are particularly vulnerable?		X
Involve participants who are unable to give informed consent?		X
Involve data collection taking place BEFORE consent form is given?		X
Involve any deliberate cover data collection?		X
Involve risk to the researcher or participants beyond that experienced in everyday life?		X
Cause (or could cause) physical or psychological negative consequences?		X
Use intrusive or invasive procedures?		X
Include a financial incentive to participate in the research?		X

IF APPLICABLE:

List agreed actions with your tutor to be taken to address issues raised in questions Risk

Category 2: - Use of consent forms for the interviews
 - Law 15/1999 of personal data protection

Student Declaration: I confirm that I will undertake the Undergraduate Dissertation as detailed above. I understand that I must abide by the terms of this approval and that I

may not make any substantial amendments to the Undergraduate Dissertation without further approval.

Name: Irene Peiro
Sara Riera Signed: [Redacted] Date: 2/5/18

Agreement from the supervisor of the student:

Name: José Ramirez Signed: [Redacted] Date: 2/5/18

Risk Category 1: If you answered NO to all the questions, your study is classified as Risk Category 1. In this case:

- The supervisor can give immediate approval for undertaking the field work for the Undergraduate Dissertation.
- A copy of this signed Form MUST be included in the Undergraduate Dissertation.

Risk Category 2: If you answered YES only to questions in Risk Category 1 and/or 2, your study is classified as Risk Category 2. In this case:

- You must meet with your supervisor and clarify how the issues encountered are going to be dealt with before taking off with the field work.
- Once clarified, the actions taken must be stated in the Form. Then the supervisor can guarantee approval for the field work for the Undergraduate Dissertation.
- A copy of this signed Form MUST be included in the Undergraduate Dissertation.

Risk Category 3: If you answered YES to questions included in Risk Category 3, your study is classified as Risk Category 3. In this case:

- You must discuss with your supervisor how to re-direct the research and data collection thesis to avoid risks mentioned in Category 3.
- You must complete the Ethical Form again until Risk Category 1 or 2 is obtained.
- A copy of this signed Form MUST be included in the Undergraduate Dissertation.

A copy of this signed form MUST be included in the Undergraduate Dissertation.