The Hong Kong Polytechnic University

School of Hotel and Tourism Management

Determinants and Outcome of Career Competencies:

Perspectives of Hotel Managers in China

KONG, Haiyan

A thesis submitted in partial fulfilment of the requirements

for the degree of

Doctor of Philosophy

March, 2010

CERTIFICATE OF ORIGINALITY

I hereby declare that this thesis is my own work and that, to the best of my knowledge and belief, it reproduces no material previously published or written, nor material that has been accepted for the award of any other degree or diploma, except where due acknowledgement has been made in the text.

_____

KONG, Haiyan

Abstract

This study aims to explore the determinants and outcome of career competencies. Based on the notion that organizations and individuals have respective obligations in the career management of employees', this study develops perceived "organizational career management' (OCM) and "career commitment" as determinants and career satisfaction as an outcome of career competencies. One of the focuses of this study is placed on the role played by organizations in supporting the career management of employees. It is also important to consider the role that played by individuals in developing their career competencies. In brief this study aims to explore the effects of OCM and career commitment on career competencies, and the influence of career competencies on career satisfaction.

Structural equation modelling (SEM) is used to test and estimate the causal relationships among the constructs. The posited relationships are stated in the following hypotheses: (1) OCM has a positive direct effect on career competencies and career satisfaction; (2) career commitment has a positive direct effect on career competencies and career satisfaction; (3) career competencies have a positive direct effect on career satisfaction; and (4) career competencies mediate the relationship between OCM and career satisfaction and that between career commitment and career satisfaction.

Both qualitative and quantitative research methodologies were applied in the study. First, in-depth interviews were conducted to collect primary data about OCM activities and career competencies; next, a pilot test was undertaken in the province of Shandong to assess the reliability of the four main constructs; and finally, the main survey was conducted, based on quota sampling, among managers working in luxury state-owned hotels in China. A total of 796 valid questionnaires were collected, and the proposed structural model was tested using AMOS, a statistic software package.

The findings of this study provide strong support for the proposed structural model and the hypothesized relationships. All of the research objectives are achieved. The results indicate that both perceived OCM and career commitments have positive, direct effects on career competencies and career satisfaction. Career competencies are found to have a positive, direct effect on career satisfaction and to mediate the relationship between OCM/career commitment and career satisfaction. All of the hypotheses specified in the proposed model are statistically validated. Hence, the hypothesized structural model has strong statistical ability to predict the determinants of the career competencies and career satisfaction of hotel managers'.

The theoretical contribution of this study to the literature is fourfold. First, this study develops a three-dimensional measurement scale for OCM activities in China's hotel industry following a widely accepted scale development procedure. Given the scarcity of research into career

management in China, the OCM measurement developed in this study is a welcome addition to the literature and can serve as a foundation for future research. Second, this study identifies two determinants, one organizational and the other individual, of career competencies. Third, the findings enrich career knowledge by revealing the mediating effect of career competencies. Finally, the study contributes to the literature by purifying and further developing the measurement scales of career competencies and career commitment.

The practical contributions of this study benefit both hotel managers and hotel employees. The findings of the contribution of perceived OCM and career commitment to both career competencies and career satisfaction could enable hotels to better design career management strategies to achieve desired outcomes and could show employees effective ways to enhance career competencies and career satisfaction.

Key words: Career Competencies, Organizational Career Management, Career Commitment, Career Satisfaction, Structural Equation Modeling, China

Publications arising from the thesis

Journal papers:

1. Kong, Haiyan., Cheung, Catherine., Zhang, Hanqin (2010). Career management systems: What are China's state-owned hotels practicing? *International Journal of Contemporary Hospitality Management,* 22(4), 467-482.

2. Kong, Haiyan., Cheung, Catherine., Song, Haiyan (2010). Hotel career management in China: Developing a measurement scale. *International Journal of Hospitality Management,* In press.

3. Kong, Haiyan., Cheung, Catherine (2009). Hotel development in China: A review of the English language literature. *International Journal of Contemporary Hospitality Management.* 21(3), 341-355.

4. Kong, Haiyan., Cheung, Catherine., Baum, Tom (2009). Are tour guides in China ready for the booming of tourism industry? *Journal of China Tourism Research,* 5(1), 65-76.

5. Song, Zibin., Kong, Haiyan., & Chen, Yong. (2008). Tourists' satisfaction, perceived service value, and their repurchase intentions: The case of Hong Kong's airline, hotel, and restaurant services. *Journal of China Tourism Research,* 4 (3-4), 336-364.

Conference papers:

1. Kong, Haiyan., Cheung, Catherine., & Song, Haiyan. (2008). "A systematic research of hospitality literature on career management: Concepts identified and implications for research". *Proceeding of 2008 International Forum of Tourism Management. 455-460.*

2. Kong, Haiyan., Cheung, Catherine., & Song, Haiyan. (2009). "Career management in China's hotel industry: Developing a measurement scale". *Proceeding of 2009 The Sixth China Tourism Forum.*

3. Kong, Haiyan., Cheung, Catherine. (2009). "Determinants and outcome of career competencies: perspectives of hotel management in China." Proceeding of 2009 I-CHRIE Conference.

4. Cheung, Catherine., Law, Rob., & Kong, Haiyan. (2009). "How does employees' Branding and employees' behavior influence hotel service quality?" Proceeding of 2009 I-CHRIE Conference.

5. Kong, Haiyan., Baum, Tom., & Cheung, Catherine (2009). A comparative study of the job perceptions of hospitality and tourism staff in China. *2009 TTRA Annual Conference Proceedings, 1-10.*

6. Kong, Haiyan., Cheung, Catherine., Song, Haiyan., Wu, Keying (2010). Will career commitment lead to career competencies? An empirical study in China's hotel sector. Proceeding of the 9th Biennial Conference on Tourism and Hospitality Industry in Asia.

Acknowledgements

The pursuit of a PhD is similar to a journey to success. For me, this journey was enriched by support, insights, challenges, innovations, friendships, and pleasure. All of these factors combined made my study both fruitful and enjoyable. I am fortunate to have had the rare opportunity to study in the School of Hotel and Tourism Management (SHTM) of the Hong Kong Polytechnic University, which is well known for its excellence in research and open culture. I would like to acknowledge the assistance of the following people during my period of study.

First, I would like to thank my chief supervisor, Dr. Catherine Cheung, and co-supervisor, Professor Haiyan Song, for their valuable guidance and great support. Their advice and encouragement have broadened my horizons and motivated me to achieve new heights in research, which will tremendously benefit my future academic career. I look forward to working with them again in the future.

In the course of preparing this thesis, I received useful comments and suggestions from my supervisory committee members, Dr. Vincent Heung, Dr. Hanqin Zhang, and Dr. Sylvester Yeung, to whom I extend sincere thanks. In addition, I'm very grateful to Dr. Simon Wong and Dr. Andrew Chan for their constructive comments and advice. I would like to take this opportunity to thank also Professor Kaye Chon, Professor Cathy Hsu, and Professor Rob Law for their continuous support of my research and other

Table of Content

List of Tables

List of Figures

Chapter 1. INTRODUCTION

This chapter presents the research background of the study. The first section provides an overview of the related research, which covers career competencies, careers in China, hotel development, and hotel ownership in China. Based on the discussion of the problem statement, the next section outlines the research objectives and significance of the study. The final section gives the definitions of the study's main constructs.

1.1 Background

1.1.1 Career Competencies Today

Technological advances, global competition and evolving organizational structures have revolutionized how people conceptualize and manage their careers. Traditionally, in China, the United States, and many other parts of the world, careers were stable, upward, and based on a linear progression in one or two firms (Driver, 1982; Schein, 1979). However, today's dynamic working environment and flatter organizations have changed this model to one that features unpredictable, lateral, and multidirectional development both within and across organizations (Hall, 2003). To promote a better understanding of this new career logic, the notion of the "boundaryless career" has been advanced as an important paradigm in career research (Arthur & Rousseau, 1996). This notion points to the shift that has taken

place in careers from a traditional pre-ordained and linear type of development to continuously changing career paths in today's rapidly changing environment (Arthur, 1994; Arthur & Rousseau, 1996; Littleton & Arthur, 2000).

Individuals are now expected to navigate their own careers and lifelong learning opportunities (Anderson, 1999; Hall, 2003; Patton & McMahon, 2001). They no longer put their career in the hands of one employer (Hall, 2002; Hall & Mirvis, 1996), but proactively manage their careers, seeking out jobs and organizations that meet specific criteria that are important to them (Storey, 2000).

In line with the need for career self-management is the increased emphasis in many parts of the world on the personal qualities that are required for successful career management. Why do some people have successful careers whereas others do not? Given the trend towards less stable career patterns, individuals who are successful are those who are able to achieve desired career progress by enhancing their career competencies (DeFillippi & Arthur, 1994; Eby, Butts, & Lockwood, 2003). Arthur, Clama & Defillippi (1995) suggest that personal competencies reflect different forms of knowing, and that intelligent careers reflect the application of these forms of knowing. They categorize career competencies into three types: 'knowing why', 'knowing whom' and 'knowing how' competencies. The first is related to career motivation, personal meaning, and identification; the second concerns career-relevant networks and contacts; and the third involves career- relevant

skills and job-related knowledge. Today, career competencies, the acquisition of such competencies by the career actor, and their accumulation over time have become increasingly important for individuals (Arthur, Inkson, & Pringle, 1999).

1.1.2 Careers in China – A Unique Culture

Although numerous studies over the past two decades have explored the nature of careers (e.g., Arthur, Khapova, & Wilderom, 2005; Hall, 1996, 2002, 2003), most have focused on careers in the West (e.g., Sullivan & Arthur, 2006; Sullivan, Carden, & Martin, 1998). To date, few studies of careers in China have been published (Tu, Forret, & Sullivan, 2006).

Before 1978, when China implemented an open door policy and economic reforms, Chinese depended heavily on the government to find jobs for them. All employees in state-owned enterprises were granted lifelong employment and benefits, and promoted based on seniority. According to Zhang, Hu, & Pope (2002), a career at that time was defined by the state and introduced to the younger generation as "an individual's total contribution to communism and social improvement" (p.227). Under such conditions, individuals were placed by the state in jobs that furthered the state's interests rather than in those in which they were interested.

Great changes have taken place since China embarked on economic reform program. People in the current market-oriented economy tend to find jobs on

their own and self-manage their careers (Wong & Slater, 2002). However, little is known about career competencies and how they affect the Chinese employees. With the increasing importance of China in the world marketplace, there is a great need to expand the research into careers in China (Granrose & Chau, 1996; Sullivan, Carden, & Martin, 1998). The hotel sector was the first industry in China to employ international management after 1978, and careers in the hospitality industry have gone through major upheavals since then. Hence, in investigating careers in China, hotel employees' career competencies are a good place to start.

1.1.3 Hotel Development in China

Over the last three decades, hotel development in China has been impressive, especially given that the modern era started only in the late 1970s. The first joint-venture hotel was the Jianguo Hotel, established in 1982, which imported management from the Hong Kong Peninsula Group (Pine, Zhang, & Qi, 2000). Since then, China has witnessed a rapid growth in its hospitality industry.

According to the China National Tourism Administration (CNTA), by the end of 2008, the number of star-rated hotels in China totaled 14,099 (CNTA, 2009). China is also forecast by the World Tourism Organization (UNWTO) to be the world's number one tourist destination by 2015, welcoming 130 million tourists each year (UNWTO, 2000). The significant development of domestic tourism combined with international tourism has accelerated the

growth of the hotel industry in China. Backed by the sustained development of the economy and the rapidly growing tourism industry in particular, the hotel industry is expected to prosper.

1.1.4 Hotel Ownership Types in China

China's hotel industry is characterized by fierce competition, and multiform ownership and management systems (Pine, 2002). According to the CNTA, hotel ownership in China is divided into seven types: state-owned, collectively owned, private, alliance, stock, foreign-invested, and Hong Kong-, Macao-, and Taiwan-invested hotels (CNTA, 2009). As shown in Table 1.1 and Figure 1.1, among all the ownership types, state-owned hotels (SOHs) comprise by far the majority, representing more than 40.3% of all hotels in China (CNTA, 2009).

Table 1.1 Overview of China's Hotels by Ownership Types

Hotel Ownership	No. of Hotels 2000	% of Hotels 2000	No. of Hotels 2005	% of Hotels 2005	No.of Hotels 2008	% of Hotels 2008
State-owned	6646	63.41	5528	46.74	5686	40.33
Collective	1280	12.21	964	8.15	872	6.19
Share-holding cooperative	69	0.65	309	2.61	345	2.45
Alliance	176	1.68	72	0.61	75	0.53
Limited liability	383	3.65	1928	16.30	2903	20.59
Limited liability share	395	3.77	518	4.38	703	4.99
Private-owned	324	3.10	1624	13.73	2643	18.75
Others	375	3.58	315	2.66	311	2.21
H.K., Macao, Taiwan invested	414	3.95	314	2.66	339	2.40
Foreign invested	419	4.0	256	2.16	222	1.57
Total	10,481	100	11,828	100	14,099	100

Figure 1.1 Hotel Ownership Types in China (CNTA, 2009)
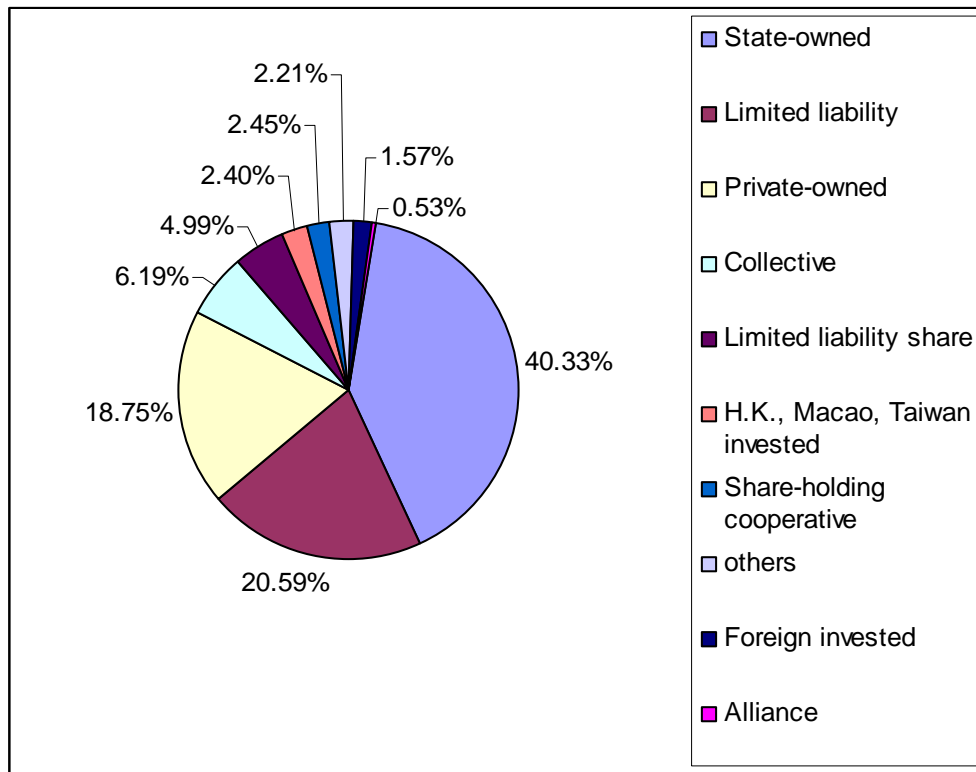
1.1.5 Development of China's State-owned Hotels (SOHs)

State-owned hotels are hotel properties that are owned and managed by various government statutory bodies. With the boom in China's hotel industry, China's SOHs have gone through three stages of change (Heung, Zhang, & Jiang, 2008).

First stage (prior to 1984). The central government decided, at the Baidaihe Conference held in 1979, to allow each province to build a model hotel to receive international tourists. That marked the beginning of the development

of SOHs, which emerged as "political reception hotels"in the early 1980s. Their main functions were to accommodate visiting leaders and provide meeting places for national officials and diplomatic guests (Dai, 2003b). SOHs operated then as political reception sites on a non-economic basis.

Second stage (1984-1993). The rapid development of China's economy and tourism industry throughout the 1980s and early 1990s attracted increasing numbers of investors and tourists, respectively. In 1984, the State Council's approval of the CNTA's requirement for the "Popularization of the Beijing Jianguo Hotel's Management" led to the systematic reform of SOHs. The focus of the reform was to improve the environment for state-owned enterprise which required legal management, and taxation reform. At the same time, the huge demand for hotel accommodation by international tourists stimulated SOHs to transform themselves into general tourist hotels. Although SOHs maintained a traditional enterprise system, they tended to operate in a labor, product, and capital market-oriented system.

Third stage (1993 to present). The rapid development of China's economy led to a second peak in hotel investment in the 1990s. A hotel investment policy of diversification and decentralization was adopted to cater for the needs of the increasing numbers of domestic and international travelers. Under this policy, the tourism administration, travel agencies, and local governments were encouraged to invest in the hotel industry. The diversification of investment accelerated the rapid development of China's SOH sector, which grew to include 10,481 hotels with 948,185 rooms by

2000 (CNTA, 2000). During this stage, the operation of SOHs changed, with the traditional state-owned enterprise system replaced by a modern enterprise one, which is based on profit-oriented principles. However, differences in performances have been noted between SOHs and international hotels in terms of room occupancy, revenue, and profits level (Z. Gu, 2003; Pine, 2002). Restructuring SOHs has become an urgent task for the Chinese government and major reform measures have included the restructuring of the state-owned hotel ownership system. The ownership of SOHs and most other state-owned enterprises (SOEs) has been transferred to private or foreign companies through acquisitions or mergers.

In summary, the patterns of SOH management and service have changed enormously over the past thirty years in China. Once serving as political reception sites that were heavily dependent on the state, SOHs have become business units that have to make a profit to survive and thrive. They have successfully developed and innovated their management practices by combining international management skills with Chinese culture (Cai, Zhang, Pearson, & Bai, 2000). In the face of global competition, SOHs are looking for ways to further expand and develop.

Among the development strategies of China's SOHs are cooperating and competing with international hotel groups. Many SOHs have emerged as new brands, including Shanghai-based Jin Jiang Hotel Group, Nanjing-based Jinling Hotel Group, Beijing-based Jianguo Hotel Group, Shenzhen OCT Hotel Management, and Guangzhou-based White Swan Hotel Group. By

continuously absorbing advanced management skills and successfully combining international information with local culture, SOHs and other kinds of domestic companies "will probably become stronger in the medium-to-long-term" (Pine, 2002, p.72).

1.2 Problem Statement

1.2.1 Human Resources Challenges among China's SOHs

The rapid development of China's hotel industry has lead to an increase in the demand for qualified employees. However, the growth of SOHs has been hindered by human resources issues (Dai, 2003a; Xi, 2005), including the shortage of qualified staff at both the operational and managerial levels (Qiu & Lam, 2004; H. Q. Zhang & Wu, 2004) and the lower level of staff productivity of SOHs compared to that of international hotels (Li, 2004). A 2002 survey (Zhang, Cai, & Liu, 2002) showed that hotel employees were dissatisfied with their current job and saw little professional development in the industry. China's hotels are currently experiencing a very difficult situation in recruiting and retaining high-quality talent (Gu, Kavanaugh, Yu, & Torres, 2006). Offering opportunities for career advancement has been identified as one of the most effective strategies to retain qualified staff (Gu, Zhao, & Yu, 2005; Wong, Siu, & Tsang, 1999), career management has become increasingly important for SOHs in China..

However, organizational career management is not yet fully understood by China's hotel operators (Xiao & Peng, 2007). Most hotels in China offer few

career development prospects (Kong & Baum, 2006). Ineffective career management in China's hotels de-motivates employees to achieve their potentials and negatively impacts their career competencies (Cheng, 2007). Without sufficient encouragement and support, the career prospects of employees are relatively dim. Hence, one way that hotels can attract and retain qualified staff members is by helping them to develop their own careers and enhancing their career satisfaction (Barnett & Bradley, 2007). To secure career development, individuals need to cultivate career competencies (Lichtenstein & Mendenhall, 2002). It is thus useful to explore the respective roles of organizations and individuals in facilitating the development of employees' career competencies.

1.2.2 Research Gap

Although career competencies are critical for both organizations and individuals, studies of such competencies are mostly theoretical (e.g., Arthur, Claman, & DeFillippi, 1995; Arthur et al., 1999; DeFillippi & Arthur, 1994), and there has been little systematic empirical research into the issue to date (Eby et al., 2003).

The published studies focus on three areas: the conceptualization of career competencies, ways to improve them, and the relationship between career competencies and career success. Many studies have explored different concepts and dimensions of career competencies (Arthur et al., 1999; Ball, 1997; DeFillippi & Arthur, 1994; Inkson & Arthur, 2001; Kuijpers &

Scheerens, 2006). Sturges, Simpson, & Altman (2003) find that MBA education is an effective way to develop career competencies. In terms of outcomes, Eby et al (2003(2003) examine the relationship between career competencies and career success.

The Proquest Dissertations & Theses database is searched to develop a profile of existing research relating to career competencies. Using the term "career competencies", only three are relevant. Ballenger (1985) explores the importance of career competencies, while Nihal (2006) tests only the moderating role of career competencies. The main focus of the latter study is not career competencies but the relationship between career boundarylessness and individual well-being. A search of the Hospitality & Tourism Complete database yields no study relating to career competencies.

Another notable gap in the literature relates to the determinants of career competencies. Only by exploring the factors that are important in the development of career competencies can we provide valuable guidance to both organizations and individuals. This study therefore explores organizational and individual influencing factors.

1.3 Theoretical Background

With the development of career theory, Baruch (2006) proposes a balanced view of the management of career in organizations and beyond. The balance means that both organizations and individuals have respective obligations in

the career management of employees (Baruch, 2006). In today's dynamic environment, the change in career systems does not mean that organizations lose their roles in managing careers. In stead, the organization has a new role by acting as the developer and enabler of its employees. At the same time, individuals should navigate and manage their own careers. The responsibility for career management lies in both individuals and in the organization they work for. The joint responsibility of organization and individual in career management will result in greater effectiveness. This balanced view of career management serves as a theoretical foundation for this study.

1.4 Proposed Theoretical Framework

This study aims to identify the determinants and outcome of career competencies. Based on the balanced view of career management (Baruch, 2006), this study investigates organizational career management (OCM) and career commitment as two determinants and career satisfaction as an outcome of career competencies. A theoretical framework is proposed that comprises four constructs: (1) career competencies, (2) perceived OCM, (3) career commitment, and (4) career satisfaction.

In the conceptual framework, perceived OCM and career commitment are treated as exogenous variables that are positively related to career competencies and career satisfaction, which are conceptualized as endogenous variables. It is posited that in addition to having a direct positive

influence on career satisfaction, career competencies also mediate the relationship between OCM/ career commitment and career satisfaction.

1.5 Research Objectives

This study aims to identify the determinants and outcome of career competencies. As organizations and individuals are jointly responsible for the career management of employees, this study will explore the effect of perceived OCM and individual career commitment on career competencies, and the influence of career competencies on career satisfaction. The study also aims to develop a measurement of OCM activities in China's SOHs. Hence, the specific objectives of the study include:

- To identify the organizational determinant of career competencies;

- To identify the individual determinant of career competencies;

- To examine the direct effect of career competencies on career satisfaction;

- To examine the direct effect of perceived OCM on career satisfaction;

- To examine the direct effect of career commitment on career satisfaction;

- To investigate the mediating effect of career competencies on the relationship between perceived OCM and career satisfaction;

- To investigate the mediating effect of career competencies on the relationship between career commitment and career satisfaction; and

- To develop a measurement of OCM activities that can be applied in the context of the hotel industry in China.

1.6 Significance of the Study

The current study provides an in-depth examination of career competencies by exploring their determinants and outcomes. There is very little holistic research into career competencies, and this comprehensive study fills the research gap by generating both theoretical and practical contributions.

This study makes theoretical contributions in three main areas. First, this study develops a three-dimensional measurement scale for OCM activities in China's hotel industry following a widely accepted scale development procedure. Given the scarcity of relevant information on career management in China, the OCM measurement developed in the current study could serve as a foundation for future research. Although OCM activities in the West have been extensively examined by researchers including Gutteridge (1986), Louchheim and Lord (1988), Baruch (1996, 2003), and Baruch and Peiperl (2000), these activities might not be applicable in China. The present study is unique in providing a comprehensive view of career activities in China and developing a measurement of OCM in the Chinese setting.

Second, the exploration of how organizational and individual variables influence career competencies provides a more balanced approach to the theoretical development of the field. Based on the notion that organizations and individuals have respective obligations in the career management of employees (Hall, 2003; Orpen, 1994), this study takes perceived OCM and career commitment to be two determinants of career competencies.

Therefore, it can provide valuable knowledge to building the theoretical foundation of career research.

Third, the results of this study enrich career knowledge by examining the mediating effect of career competencies. Although they may directly influence career satisfaction, they may be better conceived as a variable mediating the effect of other variables on career satisfaction, that is, career competencies may act as carriers or transporters of information along the causal chain between OCM/career commitment and career satisfaction. A better understanding of the mediating process by which organizational and individual variables impact career satisfaction will contribute to career theory.

Finally, the study contributes to the literature by purifying and further developing the measurement scales of career competencies and career commitment. The measurement items for these two constructs were developed in studies conducted in Western setting (Blau, 1993; Eby et al., 2003), and might be restricted in another setting. Rather than simply adopting these measures, this study conducts EFA and CFA to examine the validity and reliability of the measurement items. The constructs of career competencies and career commitment are further purified and proven to be valid in the context of China's hotel industry.

The practical contributions of this study benefit both hotels and hotel employees. From the organizational perspective, a greater understanding of

the determinants of employees' career competencies could help in the development of the core competencies of hotels as the former competencies complement the latter ones. Core competencies are those limited activities that the firm can presently do, and continue to learn to do, better than its competitors (Arthur, Claman, & DeFillippi, 1995). Competency accumulation can contribute significantly to the unfolding competencies of the firm and its host industry (Arthur et al., 1999; DeFillippi & Arthur, 1994). Investing in enhancing employees' career competencies will in turn strengthen and extend hotels' core competencies. Based on the results, recommendations and future directions are presented to assist hotels in formulating strategic human resources management policies.

Examining the relative contribution of OCM to employee career satisfaction can help organizations in determining whether investment in supporting employee career development provides adequate benefits. This will enable organizations to better design career management strategies to achieve the desired outcomes. That is, hotels can carry out activities to enhance employees' career satisfaction and so potentially increase their ability to attract and retain employees. In addition, information about the career competencies of Chinese managers will be useful for foreign investors that are interested in investing in hotels in China.

From the individual perspective, the study findings will help hotel staff to understand the ways in which they can enhance their career competencies and develop sound career paths. Changes in the economic, technological, and

business environment have significantly impacted people's career attitudes and lead to career self-management (Arthur et al., 2005; Hall, 2003). By developing 'knowing why', 'knowing whom' and 'knowing how' competencies, employees are more likely to have successful careers. Employees can enhance their career competencies by committing to their careers and by participating in organizational career practices.

1.7 Definition of Terms

1.7.1 Career Competencies

Career competencies include three components: 'knowing why', 'knowing whom' and 'knowing how'. The first is related to career motivation, personal meaning, and identification; the second concerns career-relevant networks and contacts; and the third involves career-relevant skills and job-related knowledge that accumulate over time and contribute to both the organization's and the individual's knowledge base (Arthur, Clama & Defillippi, 1995; Arthur et al., 1999; Defillippi & Arthur, 1996). In today's environment, individuals with greater career competencies are more likely to enjoy successful careers (DeFillippi & Arthur, 1994; Eby et al., 2003). Hence, these career competencies are increasingly important for individuals (Arthur et al., 1999).

1.7.2 Organizational Career Management (OCM)

OCM, also known as "organizational support for career development" or "organizational sponsorship", refers to the programs, processes and assistance provided by organizations to support and enhance their employees' career success (Ng, Eby, Sorensen, & Feldman, 2005; Orpen, 1994). Nowadays, the organization plays a new role in the career management system by acting as a supporter and developer of its human assets. Effective career management policies are important for not only organizations but also their employees.

1.7.3 Career Commitment

Blau (1985) defines career commitment as one's attitude towards one's profession or vocation. It is a psychological link between a person and his or her occupation that is based on an effective reaction to that occupation (Lee, Carswell, & Allen, 2000). A person with strong career commitment will be more strongly experience more positive feelings about the occupation than someone with weak career commitment.

1.7.4 Career Satisfaction

Career satisfaction is defined as the satisfaction that individuals derive from intrinsic and extrinsic aspects of their careers, including pay, advancement, and developmental opportunities (Greenhaus, Parasuraman, & Wormley, 1990). Employees' perceived career satisfaction reflects how they feel about

their career-related roles, accomplishments, and success. Career satisfaction is an important predictor of career success.

1.8 Organization of the Thesis

This thesis is composed of eight chapters as shown in Figure 1.2. Chapter 1 introduces the research background, identifies the research gap, and proposes the conceptual framework of the study. Based on the research objectives, it then outlines the study's theoretical and practical contributions. Chapter 2 reviews the literature on OCM, career commitment, career competencies, and career satisfaction. It also provides a comprehensive review of human resources issues in the hospitality sector in China.

Chapter 3 elaborates the conceptual framework, which is grounded in the extensive literature review and theory support. Following the theoretical framework, it proposes the hypotheses of the causal relationships among the constructs. Chapter 4 presents the exploratory study of the development of an initial instrument to measure OCM, which includes specifying the domain of the construct, developing the initial items, and purifying the measures.

Chapter 5 covers the research methodology. It discusses the research design, measurement of each construct, pilot test, and the main survey. Chapter 6 presents the findings of the main survey and model testing. It assesses the measurement model of each construct, the overall measurement model, and

the structural model. The chapter concludes with a multiple--group analysis and provides evidence of the model's equivalence across different groups.

Chapter 7 discusses the overall performance of the model and the structural relationships, and presents the conceptual and practical contributions of the study. Chapter 8 summarizes the results and confirms the achievement of all research objectives. The thesis concludes with a discussion of the study limitations and recommendations for future research.

Figure 1.2 Thesis Organization

```
                    ┌─────────────────────────┐
                    │      Introduction       │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │    Literature Review    │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │   Conceptual Framework   │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │    Exploratory Study     │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │   Research Methodology   │
                    └─────────────────────────┘
                                 │
         ┌───────────────────────┼───────────────────────┐
         ▼                       ▼                        ▼
 ┌──────────────┐        ┌──────────────┐        ┌──────────────┐
 │   In-depth   │───────▶│  Pilot Test  │───────▶│     Main     │
 │  Interviews  │        │              │        │    Survey    │
 └──────────────┘        └──────────────┘        └──────────────┘
                                                         │
                                          ┌──────────────┘
                                          ▼
                    ┌─────────────────────────┐
                    │  Data Analysis Results   │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │  Discussion of Findings  │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │       Conclusions        │
                    └─────────────────────────┘
```
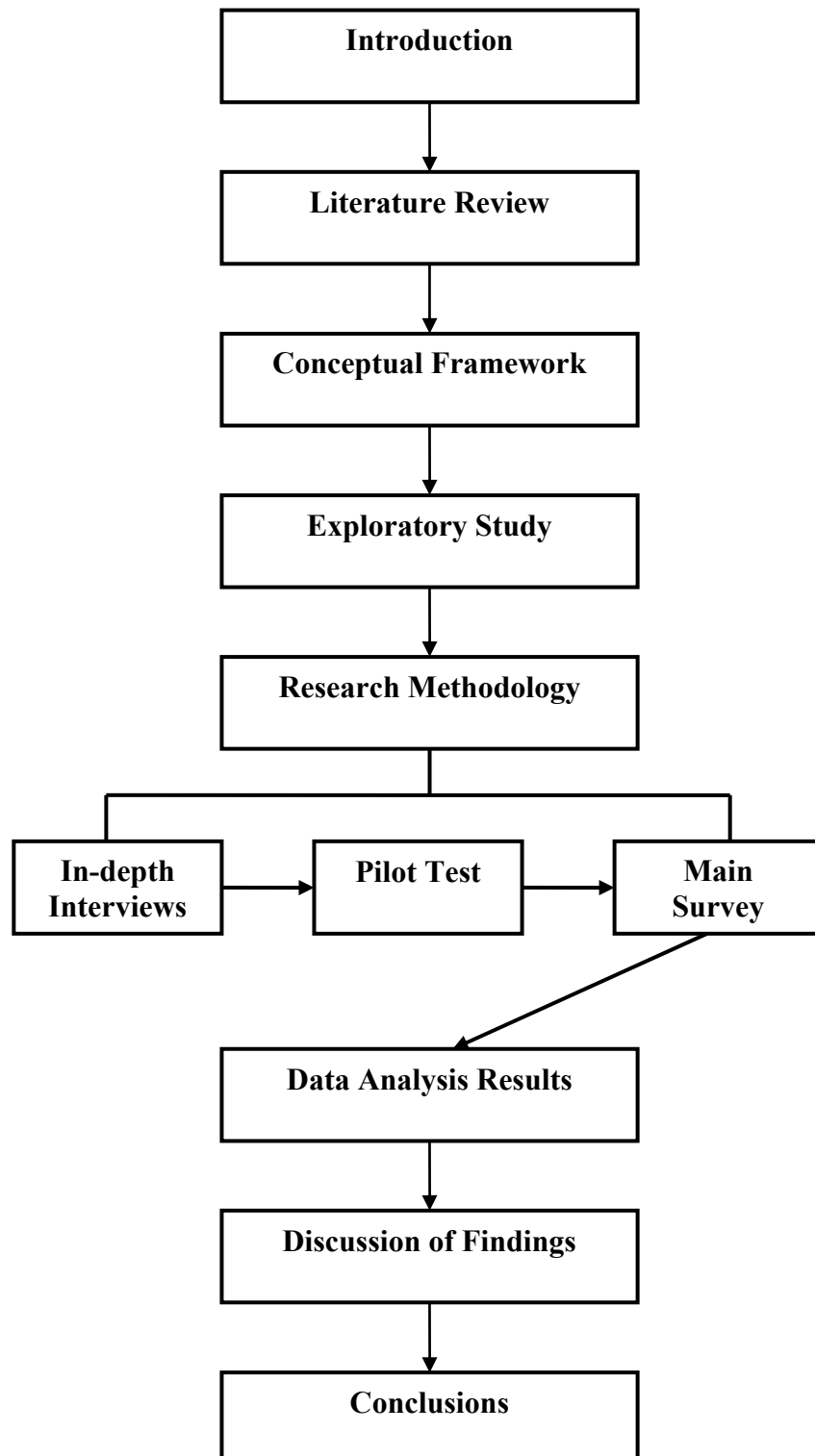
Chapter 2. LITERATURE REVIEW

This chapter reviews the literature relating to OCM, career commitment, career competencies, and career satisfaction. It first presents a balance view of career management, which serves as the theoretical foundation of this study. The next sections provide respectively a review of the review of the theoretical research into intelligent career competencies and a discussion of the role of OCM, effective activities, and research into OCM in the hospitality industry. The conceptualization, measurement scale, and determinants of career commitment are presented, followed by the conception, importance, and effects of career satisfaction. The final section concludes the chapter by providing a comprehensive review of human resources issues in the hospitality sector.

2.1 Career Management –A Balanced View

Rapid economic and technological development has led to significant organizational change. To be competitive, organizations have to swiftly respond to changing market conditions. The organizational environment is dynamic, and careers are unpredictable, lateral, and multidirectional. Researchers (e.g., Adamson & Doherty, 1998) propose that organizations can no longer afford to direct their employee's careers only to achieve organizational objectives. Individuals have become more involved in managing their own careers rather than expecting their employers to manage

them (Hall, 2003; Hall & Mirvis, 1996). However, the function of organizations in career management should not be neglected (Orpen, 1994).

Baruch (2006) proposes a balanced view of career management, which focuses on the relationship between the employee and the organization and the joint managing of the individual's career. It suggests that the ideal way for career management is that practiced by organization and individual jointly. The change in career systems does not mean that organizations need to lose their role in managing career, rather they can support and develop their human assets (Baruch, 2006). According to this balanced view, the organization and the individual have respective obligations in managing careers. The responsibility for career management lies in both individuals and in the organizations they work for. Such an approach can be instrumental in the achievement of success for individuals and hence the organizations that employ them. Baruch's (2006) balanced view provides the theoretical foundation for the current study, which aims to identify the individual and organizational factors that facilitate the development of employees' career competencies and career satisfaction.

2.2 Career Competencies

2.2.1 Concepts of Career Competencies

Inspired by the competency-based and learning-centered view of the "intelligent enterprise" (Quinn, 1992), Arthur et al., (1995) suggest that personal competencies reflect different forms of knowing, and the intelligent

careers reflect the application of these forms of knowing. Career competencies fall into three categories: 'knowing why', 'knowing whom' and 'knowing how'. The first is related to career motivation, personal meaning, and identification; the second concerns career-relevant networks and contacts; and the third involves career-relevant skills and job-related knowledge that accumulate over time and contribute to both the organization's and the individual's knowledge base (Arthur et al., 1995, 1999; Defillippi & Arthur, 1996).

The high rate of career change suggests that individuals are engaged in the construction of portfolio careers that involve the progressive accumulation of work experience, skills, and qualifications (Anderson, 2005). With jobs and career patterns shorter term and less stable, individuals who are successful are those who are able to achieve desired career progress by enhancing their career competencies (DeFillippi & Arthur, 1994; Eby et al., 2003). Individuals with greater career competencies are more likely to be successful in their careers. Hence, career competencies have become increasingly important (Arthur et al., 1999).

It is instructive to know the difference between "career competencies" and the more widely-known idea of "managerial competencies" (Baker, 1991). According to Arthur et al, (1999), studies of managerial competencies are based on concepts of a company's competency needs and corresponding individual managerial skills. They are typically framed in conventional, work-based schema of "technical competencies", "interpersonal

competencies", and "conceptual" or "strategic competencies", and relate directly to the job to be performed. In contrast, the "career" spans wider social roles, occupies a much longer time-frame than the "job", and provides a more complex framework for conceptualizing competencies and their accumulation" (p.124).

Although career competencies are personal competencies, they have the potential to become competencies of the employing institution (Arthur et al., 1999). An individual's career competencies are considered to complement an employing firm's core competencies, which are those limited activities that the firm can presently do, and continue to learn to do, better than its competitors (Arthur et al., 1995). Therefore, competency accumulation can contribute significantly to the unfolding competencies of firms and their host industries.

2.2.2 Career Competencies of the Intelligent Career

The importance of career competencies is well recognized (Arthur et al., 1999; Ball, 1997; DeFillippi & Arthur, 1994; Eby et al., 2003; Hackett & Doty, 1985; Jones & Lichtenstein, 2000; Kuijpers & Scheerens, 2006; Kuijpers, Schyns, & Scheerens, 2006; Sturges, Simpson, & Altman, 2003). Using different approaches, researchers have analyzed what kinds of career competencies employees need to possess and developed dimensions of career competencies.

In the literature on career competencies, studies of intelligent career competencies merit particular attention. Arthur, Clama & DeFillippi (1995) suggest that an intelligent career involves the development of 'knowing why', 'knowing whom', and 'knowing how' competencies, and promote a set of principles that underline intelligent enterprise employment arrangements. Firm competencies are broadly related to a firm's culture, know-how, and networks, with each arena of firm competency having a corresponding arena of career competency (Arthur & Claman, 1995; Arthur et al., 1995; Arthur et al., 1999; DeFillippi & Arthur, 1994). Cumulative career competencies are typified in people's beliefs and identities, skills and knowledge, and networks of relationships and contacts (Arthur et al., 1995; DeFillippi & Arthur, 1994). In summary, individual competencies reflect the three forms of knowing and intelligent careers reflect the application of these forms of knowing (Arthur et al., 1995; Inkson & Arthur, 2001).

The 'knowing why' competency answers the question 'why' as it relates to career motivation, personal meaning, and identification (DeFillippi & Arthur, 1994). This competency is associated with one's motivational energy to understand oneself, explore different possibilities, and adapt to ever-changing work situations (Arthur et al., 1999). It involve three variables, namely, career insight, proactive personality, and openness to experience (Eby et al., 2003). The first, career insight, captures the extent to which one has realistic career expectations, knowledge of one's strengths and weaknesses, and specific career goals (London, 1993; Noe, Noe, &

Bachhuber, 1990). The second, proactive personality, refers to a dispositional tendency towards proactive behavior (Eby et al., 2003). Individuals who are highly proactive are able to identify opportunities and act on them, demonstrate initiative, and persist in pursuing career goals when confronted by obstacles and setbacks (Bateman & Crant, 1993). The third, openness to experience, is related being imaginative, curious, broad-minded, and active (Barrick & Mount, 1991). People with this trait also seek out new experiences and are willing to acquire new ideas.

The 'knowing whom' competency concerns career-relevant networks and contacts (DeFillippi & Arthur, 1994) (p309). 'Knowing whom' contacts include relevant relationships inside an organization, such as bosses, peers, and subordinates, but also extend to contacts with the company's customers, such as suppliers and consultants, and personal connections, such as professional and social acquaintances (Inkson & Arthur, 2001; Parker & Arthur, 2000b). This competency involves three variables, namely, mentoring relationships, networks within the organization, and networks outside the organization (Eby et al., 2003). Mentoring relationships are important developmental experiences for individuals and valuable sources of learning. Individuals who are involved in a mentoring relationship take an increased responsibility for their own career (Murphy & Ensher, 2001). Networks within and outside the organization are important elements of career success. Individuals can benefit greatly from networking by gaining

necessary support and developmental assistance (Kirchmeyer, 1998), and up-to-date skills (Higgins & Kram, 2001).

The 'knowing how' competency reflects career-relevant skills and job-related knowledge that accumulate over time and contribute to both the organization's and the individual's knowledge base (Arthur et al., 1999; DeFillippi & Arthur, 1994). It involve two variables, career-/job-related skills and career identity, the latter of which reflects the directional component of career motivation (Noe et al., 1990). Individuals who have a strong career identity tend to spend time and energy developing career-related skills and competencies (Arthur et al., 1999).

These conceptualizations of career competencies are comprehensive and can well explain the qualities that employees need to possess for career self-management. The above definitions have been echoed by Eby et al. (2003) and enriched by identifying relevant variables to each competency and examining the relationships between each competency and career success. Their study illustrates the relative importance of each as predictors of career success and the findings will serve as a foundation for future empirical research.

2.2.3 Determinants of Career Competencies

Although the importance of career competencies is widely acknowledged among researchers, few studies have explored the determinants. The

literature mainly focuses on three areas: the kinds of career competencies that employees should possess (Arthur et al., 1999; Ball, 1997; DeFillippi & Arthur, 1994; Inkson & Arthur, 2001; Kuijpers & Scheerens, 2006), the means to develop career competencies (Sturges, Simpson, & Altman, 2003), and the correlation between career competencies and career success (Eby et al., 2003; Kuijpers, Schyns, & Scheerens, 2006). A notable gap in the theoretical and empirical research is the examination of the factors that influence career competencies (Eby et al., 2003). The current study therefore explores the respective roles of organization and individuals in developing employees' career competencies, and in turn, the effect of these competencies on career satisfaction. By exploring the factors which are important for career competencies this study aims to provide valuable guidance to both individuals and organizations.

2.2.4 Career Competencies in the Hospitality Industry

In the hospitality literature, whereas many studies have focused on identifying leadership/managerial competencies that contribute to high levels of performance and managerial success (Baum, 1990; Brownell, 1991; Christou, 2002; Siu, 1998; Tas, LaBrecque, & Clayton, 1996; Tesone & Ricci, 2006; Tracey & Hinkin, 1994), only a few have explored the career competencies that are related to career management and career satisfaction.

For example, Chung (2000) examines the competencies that are required of hotel employees and finds that problem identification is the most important

competency for career success, while Brownell (2008) identifies a positive attitude and effective listening as critical competencies for career development. A previous study of Brownell (1994) reveals that communication skills and job-related activities are critical factors influencing career advancement. Listening competence is ranked the most important communication skill for career advancement, and hard work, a positive attitude, and communication effectiveness are regarded as the three most essential items of behaviors contributing to career development.

Most studies focus more on job performance and managerial competencies than on career management or career competencies. Brownell (2008) defines a competency as "a skill or personal attribute/ability that is required to be effective on the job—that is critical to achieving targeted outcomes" (p. 138), while Chung (2000) argues that competency is demonstrated by the achievement of required skills and knowledge.

This study differs from the previous studies in two aspects. First, it focuses on intelligent career competencies in three dimensions—'knowing why', 'knowing whom', and 'knowing how'. Second, it uses a comprehensive approach to explore the determinants and outcome of career competencies.

2.3 Organizational Career Management (OCM*)*

2.3.1 The Role of OCM

OCM, which is also known as "organizational support for career development" or "organizational sponsorship", refers to the programs, processes and assistance provided by organizations to support and enhance employees' career success (Ng et al., 2005; Orpen, 1994).

Career competencies are of concern to not only individuals but also to organizations as personal competencies have the potential to become the competencies of the employing institutions (Arthur et al., 1999) and employees' personal success can eventually contribute to organizational success (Judge, Higgins, Thoresen, & Barrick, 1999). Therefore, organizations should seek creative ways to motivate and retain the best talent, such as helping qualified employees to develop their careers and enhancing their career satisfaction (Barnett & Bradley, 2007).

Although the responsibility for career management has been transferred from the organization to the individual, the function of OCM should not be neglected (Hall & Moss, 1998; Herriot, Gibbons, Pemberton, & Jackson, 1994). The organization plays a new significant role in career management system as a supportive enabler and developer of its human assets rather than taking the traditional 'command and control' approach (Baruch, 2006).

2.3.2 Research into OCM Activities

The career management strategies used by organizations have been well researched and implemented in western countries. Many researchers, including Baruch (2003), Baruch & Peiperl (2000), Bowen & Hall (1977), Walker & Gutteridge (1979), Gutteridge, Leibowitz, & Shore (1993), and Louchheim & Lord (1988) have explored OCM across a broad range of Western economies.

In an early study of OCM practices, Bowen & Hall (1977) discuss alternative career planning techniques and their potential advantages, shortcomings, and probable impacts on psychological success and identity integration. They propose a variety of career management activities, such as individual activities, counselor-client activities, and the boss acting as counselor or coach, and focus on career practices that are individually rather than organizationally based.

Walker & Gutteridge (1979) propose ten OCM practices. However they combine OCM activities with human resources management activities, such as recruitment and work-family interface. Gutteridge (1986) profiles five groups of common practices in organizational career development programs: individual counseling, internal labor market information, placement exchanges, organization potential assessment processes, and developmental programs. In addition to classifying career management practices, Gutteridge (1986) elaborates in detail the activities undertaken as part of each practice

and their respective functions. Portwood & Granrose (1986) assess the effectiveness of career management activities and find a strong correlation between mentoring and periodic supervisory career reviews and the attitudes of employees.

Gutteridge et al. (1993) provide perhaps the most comprehensive list of OCM activities (Baruch & Peiperl, 2000) to date. They investigate over 1000 large U.S. organizations and identify 32 kinds of career development activities, which they classify into six groups: employee self-assessment tools, organization potential assessment processes, internal labor market information exchanges, individual counseling or career discussions, job-matching systems, and development programs. The general classification of OCM practices presented by Gutteridge et al. (1993) form the foundation for later research. However, their study focuses purely on career management in the United States, a country in which OCM practices are comparatively advanced.

Based on a survey of 120 British managers undertaking an MBA programme, Iles & Mabey (1993) identify nine aspects of career management and explore their effectiveness, availability, and acceptability. The OCM activities include career reviews with superiors, psychometric testing and feedback, career planning workshops, self-assessment materials, the provision of career paths information, fast-track programs, developmental assessment centers, assigned mentors and informal mentors. Among these, career reviews with superiors is the most commonly adopted practice, followed by informal

mentoring and the provision of career path information. However, the results of this study should be interpreted with caution as the small sample of 120 managers limits the generalizability of the authors' findings.

According to Herriot et al. (1994) the career management practices of an organization are based on five items: (1) the importance that the organization attaches to training and development; (2) the extent to which the organization informs employees about job moves and opportunities; (3) whether the organization provides career development opportunities for a few or more widely; (4) the degree of choice that the organization allows individual employees with respect to career moves; and (5) the extent to which the organization operates fair career procedures and agreements. The authors do not define specific OCM practices as they believe that the classification of OCM practices is too general.

Selmer, Ebrahimi, & Li (2000) review a number of OCM practices including job postings, career path information, annual performance reviews, fast track programs, career planning information, individual career counseling, career testing, coaching/mentoring, assessment centers, and career planning workshops. Among these, the most common is the performance of annual performance reviews while the least common is the provision of career path information. Assessment centers and job postings are also rare. Although the researchers clearly describe the different types of career support provided by organizations, there remains a need to explore a wider variety of activities.

Baruch (1996, 2003) and Baruch & Peiperl (2000) provide a detailed analysis of OCM practices. They identify 20 OCM practices based on surveys of 254 companies and 25 leading academic scholars. The participating organizations in Baruch and Peiperl's (2000) study reflect a reasonably broad sample of organizations, including firms from the service (17%) and manufacturing (39%) sectors, and public sector institutions (44%). The findings of their comprehensive study likely cover the complete range of career management activities (Baruch & Peiperl, 2000). Baruch (2003) uses these earlier studies as the basis for proposing a normative model of organizational career management and gives a detailed explanation of each career practice discussed. The 20 OCM practices developed by Baruch (1996, 2003), and Baruch & Peiperl (2000) are important references for the current study. They include: performance appraisal as a basis for career planning; assessment center; peer appraisal; upward (subordinate) appraisal; career counselling by a direct supervisor; formal mentoring; career workshops; common career paths; dual ladder (parallel hierarchy for professional staff); written personal career planning (as done by the organization or jointly); retirement preparation programs; succession planning; books and/or pamphlets on career issues; postings regarding internal job openings; formal education as part of career development; and lateral moves to create cross-functional experience.

Table 2.1 Selected OCM Activities

Year	Author(s)	OCM Activities
1977	Bowen & Hall	A) Individual activities 1.Personal planning with possible aid of self-help materials B) Counselor-client activities 1. Testing approach: guidance counselor administers vocational interest and aptitude tests and gives feedback to client; provides information on occupations, job market, and job hunting techniques. 2. Counselor approach: emphasis on interpersonal exploration of client's needs with counselor. 3.Combination of testing and clinical approaches C) Boss as counselor or coach 1. Superior regularly or periodically assesses subordinate's performance and provides feedback and suggestions for improving performance and /or career opportunities
1986	Gutteridge	A) Self-assessment tools 1. Career planning workshops 2. Career workbooks 3. Preretirement workshops B) Individual counseling 1. Personnel staff 2. Professional counselor—internal, external 3. Outplacement 4. Supervisor or line manager C) Internal labor market information/placement exchanges 1. Job posting 2. Skills inventories 3. Career ladders/career path planning 4. Career resource centers 5. Other career communication formats D) Organization potential assessment processes 1. Assessment centers 2. Promotability forecasts 3. Replacement/succession planning 4. Psychological testing E) Developmental programs 1. Job rotation 2. In-house human resources development programs

3. External seminars/workshops
                            4. Tuition reimbursement/educational assistance
                            5. Supervisor training in career counseling
                            6. Dual-career programs
                            7. Mentoring systems

1993   Iles &   1. Career reviews with superiors
        Mabey   2. Psychometric testing and feedback
                        3. Career planning workshops
                        4. Self-assessment materials
                        5. Information on career paths
                        6. Fast-track programs
                        7. Developmental assessment centers
                        8. Assigned mentors and informal mentors

1993   Gutteridge,   A) Employee self-assessment tools
        Leibowitz &   1. Career planning workshops
        Shore   2. Career workbooks (stand alone)
                           3. Preretirement workshops
                           4. Computer software

                        B) Organization potential assessment
                           1. Promotability forecasts
                           2. Psychological testing
                           3. Assessment centers
                           4. Interview process
                           5. Job assignment

                        C) Internal labor-market information exchanges
                           1.Career information handbooks
                           2.Career ladders or dual-career ladders
                           3.Career resource centers
                           4.Other career information formats or systems

                        D) Individual counseling or career discussions
                           1. Supervisor or line manager
                           2. Senior career advisers
                           3. Personnel staff
                           4. Specialized counselor—internal, external

                        E) Job-matching systems
                           1. Informal canvassing
                           2. Job posting
                           3. Skills inventories or skills audits
                           4. Replacement or succession planning
                           5. Staffing committees

6. Internal placement systems

                    F) Development programs
                        1. Job enrichment or job redesign
                        2. Job rotation
                        3. In-house training and development programs
                        4. External seminars or workshops
                        5. Tuition reimbursement
                        6. Supervisor training in career discussions
                        7. Dual-career couple programs
                        8. Mentoring systems
                        9. Employee orientation programs

1994   Herriot,   1. The importance that organizations attach to training and
        Gibbons,   development
        Pemberton,   2. The extent to which organizations inform employees about job
        & Jackson   moves and opportunities
                        3. Whether organizations provide career development
                           opportunities for a few or more widely
                        4. The degree of choice that organizations permit individual
                           employees with respect to career moves
                        5. The extent to which organizations operate fair career procedures
                           and honor agreements

2000   Selmer,   1. Job posting
        Ebrahimi, &   2. Career path information
        Li   3. Annual performance review
                        4. Fast track programs
                        5. Career planning information
                        6. Individual career counselling
                        7. Career testing
                        8. Coaching/mentoring
                        9. Assessment centers
                        10.Career planning workshops

2000   Baruch &   1. Peer appraisal for career planning
        Peiperl   2. Assessment centers
                        3. Peer appraisal
                        4. Upward appraisal
                        5. Counseling by manager
                        6. Counseling by human resources manager
                        7. Formal mentoring
                        8. Career workshop
                        9. Common career paths
                        10. Dual ladder
                        11. Written career plans

		12. Retirement preparation
		13. Succession planning
		14. Books/pamphlets
		15. Job posting
		16. Formal education
		17. Lateral moves
2003	Baruch (2003)	1. Job posting
		2. Formal education
		3. Performance appraisal as a basis for career planning
		4. Career counseling--direct supervisor, HR department
		5. Lateral moves
		6. Retirement preparation programs
		7. Succession planning
		8. Mentoring
		9. Common career paths
		10. Dual career ladder
		11. Booklets and /or pamphlets on career issues
		12. Written personal career planning for employees
		13. Assessment centers
		14. Development centers
		15. 360^0 performance appraisal systems
		16. Career workshops
		17. Induction/orientation
		18. Special programs
		19. Building psychological contracts
		20. Secondments

Taken together, the studies summarized in Table 2.2 give a comprehensive overview of career management practices and likely cover the whole range of OCM activities used by employers. They are therefore important references and provide key implications for further study. However, the OCM activities identified in these studies are undertaken in Western countries, and thus might not be applicable in China. A clear and generally acceptable measurement of OCM related to the hotel industry in China has not yet been developed. It is therefore necessary to explore how career

management is handled in China's hotel sector and to develop a new scale that captures hotel career management in China.

2.3.3 OCM in the Hospitality Industry

Tourism researchers have examined the influence of specific OCM activities on careers. For example, Ayres (2006) notes that mentoring programs in the hospitality industry are increasingly popular as they help individual employees to cope with the dynamic nature of tourism. Walsh & Taylor (2007) find that the main benefits that hotel employees seek from their employers are opportunities for growth and development, support, and compensation. Iverson (2000) identifies significant relationships among a complex set of organization-wide practices (including employee career opportunities and opportunities to develop new skills) and the effectiveness of valuing diversity. Although employees tend not to rely on their companies to take charge of their careers, they do expect organizations to provide career development support (Walsh & Taylor, 2007). However, these studies explore only a few career practices. There is a paucity of research into the development of models or measurement scales related to hotel career management in China. In addition, most hospitality research is based on qualitative methods, and to date there have been few systematic empirical studies of career management.

2.4 Career Commitment

2.4.1 Concept of Career Commitment

Career commitment has long been a topic of research interest. It has been defined as one's attitude towards one's profession or vocation (Blau, 1985). It is one's motivation to work in a chosen vocation (Carson & Bedeian, 1994). Many studies of career commitment can be found in the literature, including those of Blau (1985,1988, 1989, 1999), Meyer, Allen, & Smith (1993), Morrow (1983), Morrow & Goetz (1988), and Morrow & Wirth (1989).

2.4.2 Measurement of Career Commitment

The terms career, occupation, and profession have been used somewhat interchangeably in the commitment literature (Lee et al., 2000). Based on his definition of career commitment as one's attitude towards one's profession or vocation, Blau (1985) developed an eight-item instrument of career commitment, showing it to be distinct from other work attitudes such as job involvement or work or organizational commitment.

Although a significant number of studies have used Blau's (1985) measure of career commitment, concerns have been raised about the instrument. For example, Carson & Bedeian (1994) questioned Blau's measure in terms of conceptualization and methodology. Not only is the measure one dimensional but the occupational withdrawal intention and career

commitment items overlap (Carson & Bedeian, 1994). Although the operationalization of the variables has been debated, the instrument has been found to have good discriminate validity and generalizability (Blau, 1985, 1988, 1989, 1999), good reliability (Aryee & Tan, 1992; Goulet & Singh, 2002), and good psychometric properties (Morrow, 1993). In addition, Blau's construct has been found to be distinctly different from other work commitment variables, such as job involvement or organizational commitment (Chang, 1999; Cohen, 1999; Morrow & Goetz, 1988). Morrow (1993) thus recommends this measure "for use in future studies seeking to include career commitmen [because it] appears to be the cleanest conceptualization with the best psychometric properties" (p. 28).

2.4.3 Career Commitment in the Hospitality Industry

Hospitality managers actively manage their careers, and the level of their organizational and professional commitment are influenced by job features (Walsh & Taylor, 2007). If hotels address employees' career needs and offer challenging jobs, then employees are more likely to be committed to their profession or career. In a study of convention-service professionals, Montgomery & Rutherford (1994) find that employees with higher titles have a higher level of commitment compared to those with lower titles, and that one of the most important factors influencing career commitment is the value that the organization attaches to convention services.

Foreign language skills (Leslie & Russell, 2006) and professional certifications (Damitio & Schmidgall, 2001) have significant effects on the level of employees commitment to a hospitality career. When employees are confident about their ability to meet the demands of their position, they are likely to become increasingly aligned with their career. A UK study of hotel and catering career choice and career commitment found that those with a Higher National Diploma were more likely to remain in the hospitality industry than those with a Bachelor's Degree, and that the former pursued a career in the hospitality sector because of the relatively fewer opportunities open to them rather than a stronger commitment to the industry (Purcell & Quinn, 1996).

Studies of career commitment in the hospitality industry are summarized in Table 2.2. Generally, they analyze only the factors that influence career commitment, and little attention has been paid to its outcomes. As career commitment is related to motivation to work in a chosen profession, it is important to explore the effect of career commitment on career competencies.

Table 2.2 Selected Papers on Career Commitment

Year	Author(s)	Study Focus	Major Concepts/Variables
1994	Montgomery & Rutherford	Job title and career commitment	Convention service, job title, career commitment
1996	Purcell & Quinn	Vocational education and career commitment	Vocational education, career management, comparison
2001	Damitio & Schmidgall	Professional certification and career commitment	Professional certification, perceived value, career commitment
2006	Leslie & Russell	Foreign language and career commitment	Language skills, higher education, career commitment
2007	Walsh & Taylor	Job value and career commitment	Job value, organizational commitment, career commitment

2.5 Career Satisfaction

2.5.1 Concepts of Career Satisfaction

Career satisfaction is defined as the satisfaction that individuals derive from the intrinsic and extrinsic aspects of their careers, including pay, advancement, and developmental opportunities (Greenhaus et al., 1990). Career satisfaction reflects how people feel about their career-related roles, accomplishments, and career success. It is commonly measured using the five-item scale developed by Greenhaus et al (1990). In a recent review of papers relevant to career satisfaction conducted by Arthur et al. (2005), 14 among 20 studies of career satisfaction used the career satisfaction scale of Greenhaus et al., (1990).

Career satisfaction is an important predictor of career success, which is defined as the accumulated positive work and psychological outcomes

resulting from one's work experiences (Seibert & Kraimer, 2001). Career success has been conceptualized to comprise both extrinsic and intrinsic outcomes and thus is measured using objective and subjective indicators (Barley, 1989; Nabi, 1999; Stebbins, 1970). Objective career success indicates an external perspective that delineates more or less tangible indicators of an individual's career situation (Arthur, Khapova, & Wilderom, 2005). Indicators of objective career success include salary (Tharenou, 2001), promotion (Judge et al., 1995), family structure (Schneer & Reitman, 1993), and job level (Judge & Bretz, 1994). Subjective career success is defined as "individuals' feelings of accomplishment and satisfaction with their careers" (Judge et al., 1995, p. 487), and is most often measured by career satisfaction (Judge et al., 1999; Ng et al., 2005). Although objective career success comprises visible outcomes, it usually depends on a third-person perspective. Therefore, it cannot reflect a person's appraisal of his or her own success. In recent years, subjective measures of career success have become increasingly important (Arthur et al., 2005; Parker & Arthur, 2000a), with career satisfaction a significant predictor of career success.

2.5.2 Career Satisfaction and Its Effects

Parallel with the transfer of responsibility for career management from organizations to individuals (Hall & Chandler, 2005; Hall & Mirvis, 1995) is the increasing importance of career satisfaction. For example, Parker & Arthur (2000b) propose the notion of the "intelligent subjective career,"

suggesting that how one feels about one's career accomplishments is more important than external indicators such as a salary increase. Hall & Mirvis (1996) discuss the importance of psychological success, which refers to 'a feeling of pride and personal accomplishment that comes from knowing that one has done one's personal best' (p.101), and argue that it is criterion of career achievement. Career satisfaction is more important than external achievements because people who have achieved success in the objective sense may not actually feel successful or proud of their achievements (Korman, Wittig-Berman, & Lang, 1981).

Positive relationships have been found between career satisfaction and several organizational outcomes, including organizational commitment (Carson, Philips, & Roe, 1996), support for organizational change (Gaertner, 1989), and intention to stay (Igbaria, 1991). Carson (1996) and Igbaria (1991) find that career satisfaction has a positive, direct effect on organizational commitment and an indirect effect on turnover intention via organizational commitment. Career satisfaction has also been found to be the strongest predictor of support for large-scale organizational change (Gaertner, 1989). That is, if employees are satisfied with their current careers, then they are more likely to support the adoption of new strategies by their organizations. These findings emphasize the importance of career satisfaction in attracting and retaining qualified employees. Therefore, a good understanding of the factors that are important for career satisfaction may help organizations to develop motivated and committed workforces (Judge et al., 1995).

In summary, career satisfaction measures the extent to which individuals believe that their career progress is consistent with their goals, values, and preferences (Barnett & Bradley, 2007; Seibert & Kraimer, 2001). The effects of career satisfaction on both organizational and individual outcomes highlight the need to examine career satisfaction.

2.5.3 Career Satisfaction in the Hospitality Industry

The relationships between various factors and career satisfaction in the hospitality industry have been researched. Factors that have been found to influence career satisfaction include work value, cultural orientations, job tenure, and future job intention (Kline, Adler, Ghiselli, & Huang, 2008; White, 2006). Karatepe & Uludag (2008) find that supervisor support is positively related to career satisfaction, whereas family-work conflict is negatively related to it. It is therefore important for hotels to provide a supportive environment for their employees and to help reduce family-work conflict. A survey conducted by Dickerson (2008) indicates that the hospitality management alumni's preview of the industry gained in an experiential learning component in school may not translate into early career satisfaction as hospitality management graduates were not satisfied to their first career position.

In summary, previous studies have identified several factors that influence career satisfaction. However, the impact of career competencies on career satisfaction has been left unexplored. Given that the hospitality industry is

characterized by high levels of mobility and career self-management, there is a strong need to explore career competencies and their influence on career satisfaction.

2.6 Career Studies in Hospitality Research

Career development and management is one of the fastest developing areas in the hotel industry. Previous career research has focused mainly on four themes: career choice, career path, career commitment, and career success.

The majority of career studies have concentrated on the factors influencing the choice of a career in the hospitality industry. The issues identified have primarily been related to job selection (Cho, Robert, & Sciarini, 2006), career attitude and preferences (Seo, Cha, & Shanklin, 2006), experience (King, McKercher, & Waryszak, 2003), career anchors (Beck, Lopa, & Hu, 2003), and career expectations (Jenkins, 2001). O'Mahony, McWilliams, & Whitelaw (2001) find that many tourism graduates wanted a career in the hospitality industry based on positive personal observations, experience as a casual or part-time employee, and media reports on the projected growth rates of the hotel industry. King, McKercher, and Waryszak (2003) highlight the importance of a practical, training-oriented education program.

The career path has long been a fascinating topic because it reflects mobility, direction, pace, goals, incentives, barriers, motives, and human capital accumulation (Ladkin, 2002). Guerrier (1987) identifies three stages in the

career path of hotel general managers in Britain: training/education, assistant/functional responsibility, and general manager. Previous studies have identified various issues associated with career paths, including job mobility (Ladkin & Riley, 1996), necessary skills (Ladkin & Juwaheer, 2000), educational background (Harper, Brown, & Wilson, 2005), length of time to become a general manager (Ladkin, 2002), and the importance of specific jobs to career development (Nebel, Braunlich, & Zhang, 1994; Nebel, Lee, & Vidakovic, 1995). It has been found that long-term career planning and managerial skills are critical for a successful career in hotel management (Ladkin, 2002).

The level of research interest in career commitment has risen in recent years. A 2007 survey indicates that hotel managers actively manage their careers, and that their commitment to the profession is influenced by job features (Walsh & Taylor, 2007). If hotels address the career needs of employees and offer challenging jobs, then employees are more likely to be committed to their profession. In a study of the career commitment of convention-service professionals, Montgomery & Rutherford (1994) find that employees with higher titles demonstrate a higher level of commitment than those with lower titles, and that one of the most important factors influencing career commitment is the value that the organization places on convention services.

Studies of career success generally focus on the effects of skills and personal attributes on career success. Much has been written about the knowledge, skills, and abilities needed for success management. It has been found that

organizational and interpersonal skills (Enz, Renaghan, & Geller, 1993), communication skills (Kong & Baum, 2006), and technical skills (Annaroud, 2006; Reynolds, 2000) are crucial to management success. Financial management has also been linked to top-level success (Kay & Moncarz, 2004). Another area of interest in the hospitality literature is the influence of personality traits on career success. Intrinsic attributes and personal characteristics are perceived to be crucial to management success, surpassing even such knowledge of financial management in importance (Brownell, 2004; Kay & Moncarz, 2007).

Although many studies have addressed issues related to career choice, career path, career commitment, and career success, little attention has been paid to hotel career management. Studies of hotel career management in China's SOHs are even fewer. Hardly any investigated OCM in China's hospitality industry as career management in China's hotel industry is a relatively new phenomenon.

2.7 Research into Human Resources Management (HRM) in the Hotel Industry in China: A Literature Review

The rate of development of the hotel industry in China has increased dramatically since the late 1970s as a result of China's economic reform and implementation of the open door policy. This development has spurred considerable research interest in the industry.

2.7.1 Methodology of Literature Review

Three databases, ProQuest Basic Search, EBSCO Host Web and Emerald Management Review, were examined to develop a profile of the English language research into human resources management (HRM) in China's hotel industry. They were accessed online from December 8 to December 18, 2007 and the information obtained was updated on January, 2010. Although these databases do not offer complete coverage of the research on China's hotel development, they do offer broad coverage of relevant academic journals including those rated by McKercher, Law and Lam (2006) as the top ten: *Cornell Hotel and Restaurant Administration Quarterly, International Journal of Hospitality Management, Journal of Hospitality and Tourism Research, International Journal of Contemporary Hospitality Management, Journal of Hospitality & Tourism Education, FIU Hospitality Review, Journal of Hospitality & Leisure Marketing, International Journal of Hospitality and Tourism Administration, Journal of Foodservice Business Research, and Journal of Human Resources in Hospitality & Tourism.* Leading tourism journals including *Annals of Tourism Research*, *Tourism Management, Journal of Travel Research,* and *International Journal of Tourism Research* are also available in the three databases.

Data were collected, analyzed, and classified in two main stages. The first stage involved a search for relevant papers among the three databases, using the keywords "China hotel". Eleven papers were found using ProQuest Basic

Search, 27 additional papers were obtained via EBSCO Host Web, with 24 were found under the section of "academic journals". The Emerald Management Review identified 395 papers, of which 15 were found to be relevant. The Emerald Management Review database was then searched more widely using the "abstract & review" function. A further 75 papers were identified, of which 34 were found to be relevant. Each journal was then searched individually to find any other papers that might not have shown up on the searches, which yielded another 13 papers. As the same paper could be listed in each database, data cleaning was required. Finally, 66 refereed papers were selected. In principle, the papers met the researcher's preset criteria of English-language articles published in refereed international journals. Newspaper articles, editors' comments, readers' comments, research notes, book reviews, and papers in Chinese were excluded.

The second stage involved classifying the selected papers into thematic groups using a two-step technique. First, each journal title was browsed and the full paper was accessed. Content analysis was applied to identify the journal title, year of publication, and name(s) of author(s). Second, the nature of the article was analyzed, and the research methodology and focus were identified. The following section reviews the findings on the identified studies of HRM in China's hotel industry.

2.7.2 Human Resources Management (HRM)

Table 2.3 lists selected papers that relate to HRM in China's hotel industry. The number of such studies has mushroomed with the rapid development of the industry. In the early stage, hotel labor was plentiful, especially in joint venture hotels. Studies in this period focused on employee training (Yam, 1987), job perception (Huyton & Sutton, 1996), motivation (Fisher & Yuan, 1998), attitude towards vocational education (Huyton & Ingold, 1999), and job satisfaction (Leung, Smith, Wang, & Sun, 1996).

As the industry has matured, the range of research topics has broadened. The presence of international hotel groups has led to research into cross-cultural management in general and the role of expatriate managers in particular (Leung, Wang, & Smith, 2001; Yu & Huat, 1995). Kaye & Taylor (1997) analyze the culture shock experienced by expatriates working in Beijing hotels, while Hu, Cai, & Kavanaugh (2001) examine the impact of cultural differences on employees' behavior. Mwaura, Sutton, & Roberts (1998) explore the conflict between corporate and national culture among hospitality managers in China. Dewald & Self (2008) find that the cross cultural training for expatriate hotel managers is quite limited.

Feng & Pearson (1999) research several aspects of Chinese culture through a sequence of observed critical incidents. They uncovered areas of divergence between national and corporate culture. Interestingly, Littrell's (2002) study reveals that Chinese supervisors believe that the ideal manager should

exhibit tolerance of freedom. The results of that study provide insight into desired leadership behaviors of multicultural managers in China.

Clearly, there is a need to integrate corporate management into international firms (Yan, Child, & Chong, 2007) to facilitate the relationship between citizenship behavior and organizational performance in the practice of human resources management (Sun, Aryee, & Law, 2007). A competency model developed by Peng, Dai, & Yue (2006) provides both a theoretical foundation and practical implications for human resources management. The growth of information technology (IT) means that relevant training should be provided for employees to improve their skills (Lam, Cho, & Qu, 2007).

The rapid increase in the number of hotels has resulted in an increase in the demand for qualified employees. China's hotels are facing serious human resources challenges including shortage of qualified staff, high staff turnover and the unwillingness of university graduates to enter the industry (Zhang & Lam, 2004; Zhang & Wu, 2004b). The severe acute respiratory syndrome (SARS) crisis in 2003 also negatively influenced the hotel labor market (Lee & Warner, 2006). Senior management is also a critical issue. Needed is the bringing in of high-level international executives (Dolven, 2004) and the upgrading of the skills of local managers (Li, Tse, & Xie, 2007; Peng et al., 2006). It is also important for hotels to implement fair payment systems to increase the pay satisfaction and work performance levels of employees (Wu & Wang, 2008).

At present, the hotel industry in China is experiencing difficulties in recruiting and retaining the best talents because of the highly competitive environment (H. Gu, Kavanaugh, Yu, & Torres, 2006). According to the China Tourism Association statistics, the average turnover rate in China's hotel industry in 2004 was 21.18% (Wang, 2004). Lack of career development opportunities has been identified as a key factor contributing to the high turnover rate (Xiao & Peng, 2007). Kong & Baum (2006) find that China's hotels offere unstable career development because of relatively limited promotional opportunities. A recent study of career choice intention in the hospitality industry reveals that the career choice of hospitality management graduates is influenced by their parents (Wong & Liu, 2010).

Table 2.3 Selected HRM Studies

Authors	Field of study	Major concepts/variables	Methodology	Year
Yam	Training	Hotel manager training	Qualitative	1987
Yu & Huatt	Expatriate professionals	Management difficulty factors, expatriate professionals service	Quantitative	1995
Leung, Smith, Wang, & Sun	Job satisfaction in joint venture	Joint venture hotels, job satisfaction, personnel management, industrial relations, social justice	Qualitative	1996
Huyton & Sutton	Employee job perceptions	Job satisfaction, disparity between expectation and the reality, continuous management training	Qualitative & Quantitative	1996
Kaye & Taylor	Expatriate culture shock	Occurrence of culture shock, factors influencing culture shock	Qualitative & Quantitative	1997
Mwaura, Sutton, & Robert	Cooperation and cross-culture	Influence and effects of the national culture, transfer of corporate culture, national culture effects, culture conflict	Case study	1998
Pang, Roberts & Sutton	Corporate culture	Chinese culture, concept of corporate culture, employees' resistance	Qualitative	1998
Fisher & Yuan	Motivation	Job attribute preferences, good wages, good working conditions, personal loyalty	Quantitative	1998
Huyton & Ingold	Attitude towards education and training	Teaching quality, course elaboration, expatriate trainers, Staff-oriented company	Quantitative	1999
Feng & Pearson	Hotel expatriate management	Selection criteria, important skills and knowledge, repatriation concerns,	Quantitative	1999
Hu, Cai & Kavanaugh	Cultural differences	Employee behaviour, corporate culture, human resources management	Quantitative	2001
Leung, Wang & Smith	Role of expatriate	Organizational justice, job attitudes, expatriate managers, social comparison	Quantitative	2001
Littrell	Desirable leadership behaviour	Desirable leadership traits, tolerance, tolerant of freedom	Quantitative	2002
Zhang & Lam	Problems of HRM and training	Human resources-planning issues, employee turnover, industry training,	Qualitative	2004
Zhang & Wu	Human resources challenges	Shortage of qualified staffs, education gap, education and training	Qualitative	2004
Gu,Kavanaugh, Yu, & Torres	Problems and solutions of HRM	Employee turnover, training, education	Quantitative	2006
Kong & Baum	Skills and work sector of hotel staffs	Employees skills, front office, career move, promotion opportunity	Quantitative	2006
Peng, Dai &Yue	Competency model of managers	Middle and senior managers, competency model	Quantitative	2006
Lee & Warner	Impact of SARS on HRM	Labour-market, service sector, uncertainty, unemployment	Qualitative	2006
Li, Tse & Xie	General profile of general managers	General management, career path, hotel experience	Quantitative	2007
Yan, Child & Chong	Integration of corporate management in HRM	Contractual control and formalization, performance, strategic orientation, vertical integration decision	Qualitative	2007
Sun, Aryee & Law	High-performance HR practices	Organizational citizenship behaviour, relationship between high-performance HRM, productivity and turnover	Quantitative	2007
Lam, Cho & Qu	Employee behavioral intention	Information technologies, self-efficacy, task-technology fit	Quantitative	2007
Delald & Self	Cross culture training	Cross culture training, job satisfaction	Qualitative	2008
Wu & Wang	Work attitudes and performance	Organizational justice, pay satisfaction, work attitudes and performance	Quantitative	2008
Wong & Liu	career choice	Family role, career guidance, career choice	Quantitative	2009

2.7.3 Implications for Further Research

The literature review shows that 43% of the studies of China's hotel industry focus mainly on development strategies, perhaps because of the boom in domestic and international demand coupled with fierce competition from international hotel chains. Other critical issues include human resources management, marketing, brand development, and the development and globalization strategies of state-owned hotels.

A logical question to ask is what kinds of research is needed right now? The challenge that the hotel industry faces today is to recruit and retain qualified talent in a highly competitive environment. Research that adopts a holistic and comprehensive approach to explore ways to enhance career competencies, career management, and HRM is essential. This review of the existing studies of China's hotel sector provides insights and discloses further study opportunities. Hotel academics can develop theoretical and systematic approaches to provide possible solutions to the problem of the shortage of qualified talent and to enhance the career competencies and career satisfaction of employees.

China is poised to become the number one international tourist destination. Further study of emerging trends and new developments is required. Importantly, the development of hotel theory within a Chinese context is

lacking. At present, most studies conducted in China of non-Western phenomena use Western paradigms. The hotel industry in China is different from that of other countries, because of fierce competition, multiform ownership, and China's unique culture. Pine (2002) suggests that development policies of hotel groups or chains must be formulated within the context of China, which means that research models need to be developed specifically for hotel development in China.

2.8 Chapter Summary

This chapter provides a comprehensive review of the literature on OCM, career commitment, career competencies, and career satisfaction. It first presents a balanced view of career management and highlights the importance of the joint responsibility of the organization and the individual in career management. Then, it discusses theories related to intelligent career competencies. To try to identify possible determinants of career competencies, studies relating to OCM and career commitment are individually discussed. The review also covers the conceptualization, measurement scale, and effects of career satisfaction. In summary, the literature review confirms the lack of research into the determinants of career competencies and the importance and timeliness of this study. The next chapter elaborates the study's conceptual framework and constructs.

Chapter 3. CONCEPTUAL FRAMEWORK

This chapter discusses the conceptual framework and research hypotheses proposed from the conceptual framework. It consists of three sections: the first deals with the conceptual framework and hypothesized structure among its components; the second addresses the hypothesized relationships between the exogenous and endogenous variables; and the third provides a summary of the conceptual framework.

3.1 Conceptual Framework

3.1.1 Determinants: Perceived OCM and Career Commitment

The present study examines the determinants and outcome of career competencies. Based on the balanced approach for career management, namely, that organizations and individuals have respective obligations in career management (Baruch, 2006), this study develops perceived OCM and career commitment as determinants and career satisfaction as the outcome of career competencies. It is posited that perceived OCM and career commitment may exert a significant influence on career competencies, which in turn influence career satisfaction.

Perceived OCM is proposed to be an organizational influencing factor, as effective organizational career support can help to promote the career success of employees. Nowadays, the organization performs as a supportive

enabler and developer of its human assets (Baruch, 2006), by providing various OCM activities (Baruch & Peiperl, 2000; Hall, 2003). These activities are specifically relevant to the pursuit of an individual's career goals, and help employees to develop career competencies.

Career commitment is proposed to be an individual influencing factor, as committed people invest more in their careers. Career commitment is characterized by the development of personal career goals, and the attachment to, identification with, and involvement in those goals (Colarelli & Bishop, 1990). Individuals who are committed to their careers are willing to persist in pursuing career goals, building networks, and improving job-related skills (Cheng & Ho, 2001; Crant, 2000; Kaplan & Mazlque, 1983). Hence, a result of career commitment is the development of career competencies.

As career outcomes are the joint result of individual efforts and outside forces over which the individual does not have complete control, both organizations and individuals have obligations in career management (Baruch, 2006). It is recognized that career effectiveness is greater when both the individual and the organization carry out their respective career management roles (Baruch, 2006; Orpen, 1994). It indicates that OCM and career commitment are predictors of career competencies and career satisfaction.

3.1.2 Outcome: Career Satisfaction

Career satisfaction is developed as the outcome of career competencies in the conceptual framework. The framework proposes that perceived OCM and career commitment have direct effects on career competencies and indirect effects on career satisfaction, mediated by career competencies.

3.1.3 Mediating Variable: Career Competencies

Career competencies are hypothesized to play a mediating role between OCM/ career commitment and career satisfaction. On the one hand, career competencies are influenced by perceived OCM and career commitment; on the other hand, career competencies exert an effect on career satisfaction. Figure 3.1 shows the proposed framework.

Figure 3.1 Conceptual Framework
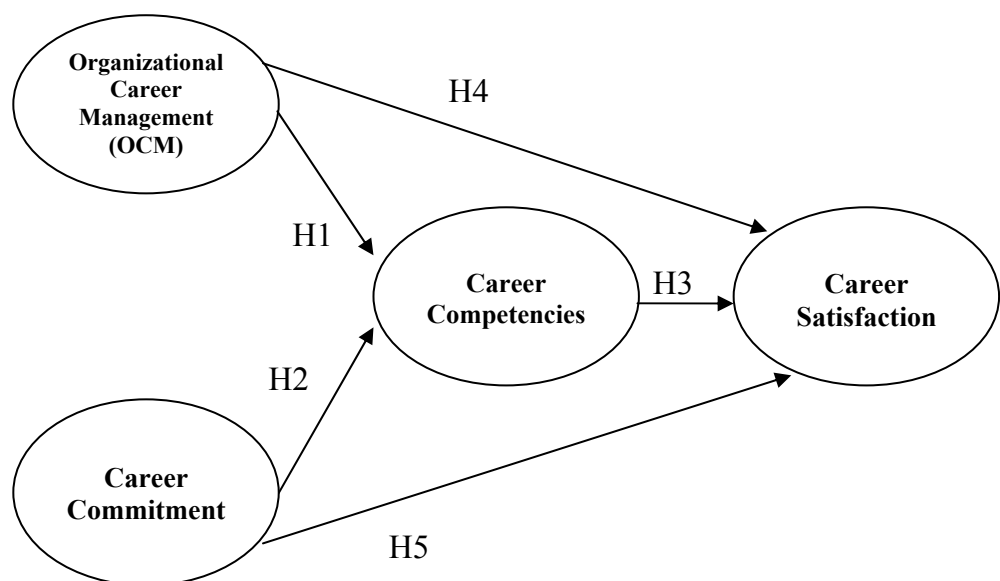
H1. Perceived OCM has a positive effect on career competencies

H2. Career commitment has a positive effect on career competencies

H3. Career competencies have a positive effect on career satisfaction

H4. Perceived OCM has a positive effect on career satisfaction

H5. Career commitment has a positive effect on career satisfaction

H6. Perceived OCM has a positive, indirect effect on career satisfaction, mediated by career competencies

H7. Career commitment has a positive, indirect effect on career satisfaction,

mediated by career competencies

3.2 Hypothesized Relationships among the Major Constructs

3.2.1 Effect of Perceived OCM on Career Competencies

Effective organizational career support enhances the career competencies of employees. Organizations can provide a series of activities including mentoring, training, assessment centers, and networking opportunities (Baruch & Peiperl, 2000; Gutteridge et al., 1993; Hall, 2002). All of these activities are specifically relevant to the pursuit of career goals, and can help employees to develop career competencies. For example, mentoring can play a valuable role in directing career development and decision making (Ayres, 2006; Baruch, 2003). Through these OCM activities, employees obtain

knowledge of their strengths and weaknesses and develop specific career goals, which leads to greater 'knowing why' career competencies.

Organizational career support facilitates employees' knowing-whom competencies. In addition to the contribution of 'knowing why' competencies, mentoring also provides networking opportunities (Higgins & Kram, 2001). Acting as supporters, organizations provide employees with the chance to develop new skill sets and to build internal and external networks (Eby et al., 2003). These increase both 'knowing how' and 'knowing whom' career competencies.

Organizations can enhance employees' 'knowing how' competencies by providing organizational training and development programs (Sullivan et al., 1998). Organizational activities including co-learning between coworkers (Hall & Mirvis, 1996), developmental assignments (Seibert, 1996), on-line internet training, and career assessment (Baruch, 2003) help employees remain marketable and keep them up to date with current developments. In summary, effective career management boosts employees' competitive competencies, which can contribute significantly to the unfolding competencies of the firm and its host industry (Arthur et al., 1999; DeFillippi & Arthur, 1994). As a result, effective OCM activities increase the organization's ability to compete in the market (Hall & Moss, 1998). Based on the foregoing discussion, it is predicted that:

H1: Perceived OCM may has a positive effect on career competencies.

3.2.2 Effect of Career Commitment on Career Competencies

Career commitment should facilitate the development of career competencies. It is characterized by the development of personal career goals, and the attachment to, identification with, and involvement in those goals. Previous research has found that committed individuals tend to set high career goals and take action to achieve them, and to persevere in the face of setbacks (Colarelli & Bishop, 1990). When individuals feel involvement and identification with a career, they are more likely to exert energy and be persistent in pursuing career goals. Taking initiative is a means to achieve such career goals (Crant, 2000), which requires a proactive personality. Individuals with a higher level of career commitment are expected to demonstrate greater 'knowing why' career competencies.

Career commitment provides the staying power to cultivate business and professional relationships (Colarelli & Bishop, 1990). It is a psychological link between a person and his or her occupation based on an effective reaction to that occupation (Lee et al., 2000). People who are committed to their careers are willing to build relationships and networks within and outside the organization, which are useful for trading favors and services (Kaplan & Mazlque, 1983), as sources of information (Granovetter, 1974), and for support (Higgins & Kram, 2001). The result of career commitment is the development of additional contact networks, which indicates the acquisition of 'knowing whom' career competencies.

Career commitment also has a significant effect on 'knowing how' career competencies. A positive relationship has been found between career commitment and learning motivation and learning transfer (Cheng & Ho, 2001). For example, people who are committed to their career are willing to make significant investments in it, such as acquiring new knowledge and skills through continuing education (McCloskey & McCain, 1988). Career commitment is associated with skill development (Aryee & Tan, 1992) and job performance (Colarelli, 1998; Darden, Hampton, & Howell, 1989). Colarelli & Bishop (1990) note that career commitment may be an explanatory variable in the development of a high level of skills, as it can help individuals to persist through years of training. The accumulation of career-relevant skills and job-related knowledge enhance 'knowing how' career competencies (Arthur et al., 1995; Arthur et al., 1999). In sum, career commitment significantly contributes to the development of career competencies. People who are committed to their careers identify with their career and possess more career competencies than those who are less committed. Hence, it is predicted that:

H2: Career commitment may has a positive effect on career competencies

3.2.3 Effect of Career Competencies on Career Satisfaction

'Knowing-why' competency

The application of career competencies is associated with career satisfaction. The 'knowing-why' competency is related to career motivation, personal meaning, and identification (DeFillippi & Arthur, 1994). It involve three variables—career insight, proactive personality and openness to experience. Career insight refers to the extent to which one has realistic career expectations, knowledge of one's strengths and weaknesses, and specific career goals (London, 1993; Noe et al., 1990). People who know themselves well exhibit a very strong career identity. They are able to identify what kind of jobs they are interested in and are able to clarify their career aims (Suutari & Makela, 2007).

Proactive personality refers to a dispositional tendency towards proactive behavior, and is a stable individual construct that differentiates individuals based on the extent to which they take action to influence their environment (Barnett & Bradley, 2007; Eby et al., 2003). People with a proactive personality tend to identify opportunities and act on them, deal with setbacks, and bring about meaningful changes in their environment (Bateman & Crant, 1993; Crant, 2000). In a dynamic environment, there is an increased need for individuals who can take responsibility for their own careers (Hall, 2002). A proactive personality should therefore facilitate career satisfaction (Chiaburu, Baker, & Pitariu, 2006). It has been demonstrated to be significantly and

positively correlated with career satisfaction and career management behaviors (Chiaburu et al., 2006; Seibert, Kraimer, & Crant, 2001).

Openness to experience refers to the degree to which individuals are curious, imaginative, creative, reflective, independent, willing to accept changes, and accepting of diversity (Barrick & Mount, 1991; Goldberg, 1992, 1993; McCrae & Costa, 1987; Mignonac, 2008). Individuals who score high on this trait tend to achieve a high level of job performance (Moss, McFarland, Ngu, & Kijowska, 2007) by challenging obsolete practices, proposing creative suggestions, introducing novel practices, and developing additional skills (Tett & Burnett, 2003). They also seek regular training and development opportunities to acquire transferable skills, and are ready to work for a series of organizations (Banai & Harry, 2004). Given today's dynamic working environment and trend in career self-management, it is expected that openness to experience contributes greatly to career satisfaction.

'Knowing whom' competency

"Knowing whom' competency refers to the career-related networks and contacts of an individual both inside and outside organizations (Arthur et al., 1995; Arthur et al., 1999; DeFillippi & Arthur, 1994). They involve three dimensions—experience in a mentoring relationship, and networking inside and networking outside organizations. The practice of mentoring brings together a person who is able to offer valuable advice and knowledge with

someone who needs them (Baruch, 2003). Mentors help individuals to become aware of their strengths and weaknesses, managerial potential, and the skills that they need to develop (Ayres, 2006; Kram, 1985; Murphy & Ensher, 2001). Networking in the form of mentoring has been demonstrated to be a useful tool to help individuals cope with a dynamic career environment (Higgins, 2001). Individuals in a mentoring relationship show great effectiveness in self-managing their own careers (Murphy & Ensher, 2001). Hence, it is predicted that mentoring relationships are positively related to career satisfaction.

Individuals can benefit greatly from networks. First, a network is regarded as a source of new learning, and thereby improves competitive advantages (Powell, 1990). By networking inside and outside the organization, individuals can stay on top of new developments and approaches (Higgins & Kram, 2001). Second, a network may provide opportunities to obtain a good reputation and new business (Lado, Boyd, & Wright, 1992). Third, a person can gather career-relevant information and social capital via networks (DeFillippi & Arthur, 1994; Moss & Barbuto, 2010). Last but definitely not least, support from superiors and involvement in networks can be leveraged to maximize career success (Ferris, Perrewe, Anthony, & Gilmore, 2000; Igbaria & Wormley, 1992; Wolff & Moser, 2009). As both internal and external networking aid career development (Raider & Burt, 1996; Sturges, Conway, & Liefooghe, 2010), it is assumed that networking is an important predictor of career satisfaction.

'Knowing how' competency

"Knowing how' competency encompasses the career-related skills and job-related knowledge that are accumulated throughout one's education and career (Arthur et al., 1999; DeFillippi & Arthur, 1994; Inkson & Arthur, 2001; Jones & Lichtenstein, 2000). They refers to broad and transferable skills, with an emphasis on occupational rather than job-related learning (DeFillippi & Arthur, 1996; Gunz, Evans, & Jalland, 2000; Inkson & Arthur, 2001).

"Knowing how' competency involves two dimensions--career/job-related skills and career identity. Career identity is the degree to which people immerse themselves in skill-enhancing and professional activities (London, 1993; Noe et al., 1990). People who have a strong career identity tend to seek regular training, acquire portable skills, and construct networks (Suutari & Makela, 2007). Furthermore, 'knowing how' performance enhances self-confidence and occupational identity, and enables an individual to recast his/her career even if it is in danger of faltering (Inkson & Arthur, 2001). Given the unstable employment situation and the need to constantly be on the lookout for ways to build new skills sets, it is predicted that 'knowing how' competency constitute an important predictor of career satisfaction. Together, these theoretical predictions and empirical findings lead to the third hypothesis:

H3: Career competencies may have a positive effect on career satisfaction

3.2.4 Effect of Perceived OCM on Career Satisfaction

The implementation of OCM activities contributes to career satisfaction and career success among employees. By conducting various career management activities, organizations can enhance employees' perceived career satisfaction (Baruch, 1999; Ng et al., 2005). Such activities include ongoing education and assistances for career development. Employees can benefit from the opportunities provided by the organizations and make themselves more valuable to an employer by learning and applying the newest strategies and tactics (Montgomery & Rutherford, 1994).

It has been found that specific OCM activities, including career sponsorship, supervisor support, training and skill development opportunities, and job rotation show a positive relationship with career satisfaction (Campion, Cheraskin, & Stevens, 1994; Greenhaus et al., 1990; Ng et al., 2005). Burke (2001) and Burke & McKeen (1995) find that support and encouragement, training and development, and challenging jobs are significantly important to the career satisfaction of managerial employees. Perceived organizational support leads to career satisfaction and retention intention (Allen, Eby, Poteet, Lentz, & Lima, 2004; Armstrong-Stassen & Ursel, 2009; Baruch & Rosenstein, 1992). In light of this, it is predicted that:

H4: Perceived OCM has a positive effect on career satisfaction

3.2.5 Effect of Career Commitment on Career Satisfaction

It has been found that career commitment is positively related to career satisfaction. It has been proved that career commitment predicts career satisfaction (Carson, Carson, Roe, Birkenmeier, & Phillips, 1999; Poon, 2004) and job satisfaction (Carson et al., 1999). Carson et al. (1999) find that employees with a high level of career commitment have greater career satisfaction than those with a low level of career commitment. Career commitment can be an important indicator of exemplary work performance (Bandura, 1993; Colarelli, 1998; Ericsson & Lehmann, 1996). When people are committed to their career, they are willing to embrace career goals and invest effort to attain them. Greater effort and perseverance generally contribute to higher performance levels (Bandura, 1993), which in turn leads to higher salaries (Greenhaus & Parasuraman, 1993), and greater career satisfaction (Locke & Latham, 1990). Hence, it is predicted that:

H5: Career commitment may has a positive effect on career satisfaction

3.2.6 Mediating Role of Career Competencies

Although career competencies can directly influence career satisfaction, they may be better conceived as variables that mediate the effects of other variables on career satisfaction, that is, career competencies work as the carriers or transporters of information along the causal chain linking OCM, career commitment, and career satisfaction.

Organizations can help individuals to achieve career satisfaction by providing necessary career activities, such as career sponsorship, supervisor support, and training opportunities. Such activities are likely to facilitate career satisfaction not only directly but also by helping employees to develop career competencies. Effective organizational career support activities should invoke career competencies in various ways. For example, mentoring helps individuals to build 'knowing why' and 'knowing whom' competencies (Baruch, 2003). These career competencies in turn enable individuals to identity opportunities, take action to achieve their career goals, and thus experience career satisfaction (Crant, 2000; Raider & Burt, 1996). Therefore, OCM activities provide the appropriate organizational support for employees to obtain career satisfaction through enhancing their career competencies. Hence, it is predicted that:

H6: Career competencies may mediate the relationship between perceived OCM and career satisfaction

Similarly, career commitment should facilitate career satisfaction via the application of career competencies. Career commitment may encourage individuals to achieve their career goals by enhancing their career competencies. For example, most jobs require interaction with others (e.g. co-workers, supervisors, customers). Whether or not career commitment translates into career satisfaction will depend on the individual's level of 'knowing-whom' career competencies. People who are able to communicate

well with others and gain support from superiors and social networks are likely to achieve career satisfaction (Ferris et al., 2000).

On the basis of the foregoing discussion, it is posited that career competencies mediate the relationship between career commitment and career satisfaction, which leads to the seventh hypothesis:

H7: Career competencies may mediate the relationship between career commitment and career satisfaction

3.3 Chapter Summary

This chapter presents the theoretical framework of the study and develops the hypothesized relationships among the research constructs—perceived OCM, career commitment, career competencies, and career satisfaction. Seven hypotheses are formulated based on a comprehensive literature review and sound theoretical support.

In the current framework, perceived OCM and career commitment are conceptualized as exogenous variables, and individually to have a positive direct effect on career competencies and positive, indirect effect on career satisfaction through their impact on career competencies. Career competencies and career satisfaction are conceptualized as endogenous variables in the framework. Career competencies are hypothesized to play a mediating role between OCM/ career commitment and career satisfaction. On the one hand, career competencies are influenced by OCM and career

commitment; on the other hand, they exert a direct effect on career satisfaction.

Chapter 4. EXPLORATORY STUDY—

DEVELOPING AN INITIAL OCM INSTRUMENT

This chapter explains the process of developing an instrument to measure OCM. It starts with the description of research design and the step-by-step development of the measurement scale. Then, it presents the process of developing and purifying the initial instrument based on the recommended scale development procedure. Three steps of the procedure are specifying the domain of the construct, developing the initial items, and purifying the measures.

4.1 Research Design

Of the four constructs identified in this study, the constructs of career commitment and career satisfaction have been well recognized in the literature (Erdogan et al., 2004; Goulet & Singh, 2002; Nauta et al., 2009). The construct of career commitment developed by Blau (1985) has been found to have high levels of generalizability and discriminant validity (Blau, 1988, 1989, 1993; Morrow, 1993; Goulet & Singh, 2002) and it has been validated in Asia setting (Huang, 2010; Lee, 2000). The construct of career satisfaction developed by Greenhaus et al (1990) has been widely used by other researchers, including Cable & DeRue (2002), Boudreau, Boswell, & Judge (2001), and Wallace (2001), and it appears to be the best measure available in the literature (Oberfield, 1993). This scale has also been

validated and shown to be applicable in an Asian context (Burke, 2001). In terms of the construct of career competencies, Eby et al. (2003) identify the measures of each competency category and have tested them in an empirical study. The measurement items developed by Eby et al. (2003) provide insight for this study.

Different from other three constructs, career management research and a clear and general OCM measurement concerning China's hotel industry are lacking. Although the OCM activities common among Western countries have been well researched, these activities may not be applicable in China. This study aims to explore the career management activities practiced by hotels in China, and to develop a sound and reliable measurement of OCM activities. First, a qualitative research methodology was used to investigate such activities. In-depth interviews based on a semi-structured question were conducted with both middle and top hotel management. The data collected were consolidated and content analyzed. The internal reliability and construct validity were examined by conducting both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

Target samples were hotel general and middle managers. Top hotel managers were selected as representatives of the hotel, to gain the perspective of the hotel management and, more importantly, a comprehensive view of the hotel's OCM practices. Middle managers were selected as they were concerned about career development and could therefore provide informative

data. The results were combined to gain a better understanding of the current situation of career management in China's hotel industry.

4.2 Scale Development

Following the procedure recommended by Churchill (1979), which is shown in Figure 4.1, the scale development included five major steps: (1) specifying domain of the construct, (2) developing initial items; (3) purifying measures; (4) collecting data; and (5) assessing the validity and reliability of the proposed measurement scale. This section focuses on the explanation of the first three steps, and the assessment of the scale's reliability and validity is addressed in the pilot study and main survey.

Figure 4.1 Suggested Procedure for Instrument Development
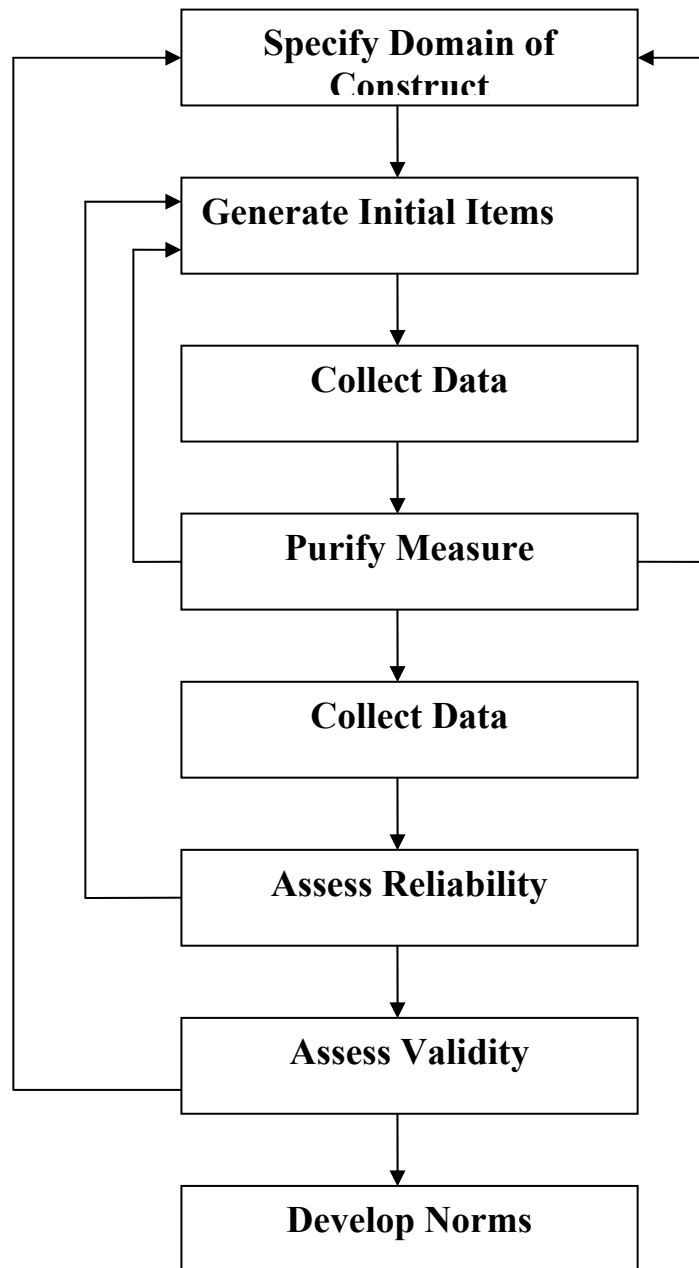
4.2.1 Specifying Domain of the Construct

A construct is an abstract theoretical concept that is generated to explain a phenomenon, and sound construct measurement is the basis of scientific advancement (Schriesheim, Powers, Scandura, Gardiner, & Lankau, 1993). The first step in developing a measurement scale is to specify the domain of the construct. That is, the researcher should be clear about "what is included in the definition and what is excluded" (Churchill, 1979, p.67). Organizational career management (OCM), which is also known as organizational support for career development or organizational sponsorship, refers to the programs, processes, and other forms of assistance provided by organizations to support and enhance their employees' career success (Ng et al., 2005; Orpen, 1994).

Most previous research has focused mainly on career management of large companies in Western countries, and little attention has been paid to hotel careers in China. The research findings fit into the broader category of human resources management. This study therefore differs from previous ones by 1) exploring the career management activities of hotels in China, and 2) considering specific career-relevant practices rather than comprehensive lists of HRM activities.

4.2.2 Developing Initial Items

Instrument development generally involves two stages: a literature review and personal interviews. In this study, an extensive literature review was conducted to identify relevant OCM practices. As noted, many studies of OCM activities have been undertaken in Western countries and career research in the hospitality industry has focused on four themes, namely, career choice (O'Mahony et al., 2001; Seo et al., 2006), career paths (Ladkin, 2000, 2002; Ladkin & Riley, 1996), career commitment (Walsh & Taylor, 2007), and career success (Kay & Moncarz, 2007). Little attention has been paid to hotel career management in China's hotel industry, which is a relatively new phenomenon. Hence, a holistic and comprehensive approach is needed to explore the specific activities of hotel career management in China (Kong & Cheung, 2009).

Given the paucity of studies addressing career management in the hospitality industry, the literature review covered a wide range of subjects in the management literature and included the career studies of Gutteridge et al. (1993), Iles & Mabey (1993), Herriot, Gibbons, Pemberton, & Jackson (1994), and Baruch & Rosenstein (1992). The 20 OCM activities proposed by Baruch (2003), and Baruch & Peiperl (2000) were chosen as references for OCM practices. These activities were identified based on surveys of 254 companies and interviews with 25 leading scholars. The participating organizations in Baruch & Peiperl's (2000) study reflect a reasonably broad

sample of organizations, including firms from the services (17%), and manufacturing (39%) sectors and the public sector institutions (44%). The findings from their comprehensive study likely cover the complete range of possible career management activities (Baruch & Peiperl, 2000). Baruch (2003) also gives a detailed explanation of each career practice used as a reference when conducting interviews. The 20 items are shown in Table 4.1 and explanation of each OCM item can be referred to Appendix 1 for detail.

Table 4.1 Twenty OCM Items of Baruch (1996, 2003),
and Baruch & Peiperl (2000)

Scale Items
1. 360^0 performance appraisal
2. Job posting
3. Orientation/induction program
4. Formal education/tuition reimbursement
5. Lateral move (job rotations)
6. Dual career ladders
7. Succession planning
8. Counseling by direct manager/human resources manager
9. Formal mentoring
10. Performance appraisal as a basis for career planning
11. Retirement preparation programs
12. Common career paths
13. Booklets and/or pamphlets on career issues
14. Written personal career planning for employees
15. Assessment centers
16. Development centers
17. Career workshops
18. Special program (high flyers, dual-career couples)
19. Creating psychological contracts
20. Secondments

The second stage of the research instrument development process involved conducting in-depth interviews with hotel managers (Ap & Crompton, 1998). A total of 22 personal interviews were conducted from October 2007 to May 2008 to collect information on major OCM practices. The target sample in the first round of interviews consisted of employees who matched the following profile: hotel staff aged 20-38 in middle management positions with at least two years' work experience in four or five star hotels. Mid-level managers were selected to represent the employee perspective. They are concerned with their career development and may therefore provide informative data. Through in-depth interviews, middle manager perceptions of hotel management were solicited to determine whether they were satisfied with these career activities.

The participants in the second round of interviews were six general managers and deputy general managers of luxury hotels. Having an average age of just over 42, these managers typically had more than eight years of hotel management experience in four or five star hotels. All of the participants were male and had a bachelor's or master's degree. Three of them had attained a college certificate and the rest were university graduates. All of the interviews were conducted in Chinese and transcribed into Chinese prior to being translated into English.

The procedure for the qualitative study was as follows. The interviewer started the in-depth interviews by taking the participants through a questionnaire with open-ended questions and asking them to describe the

types of career management activities practiced in their hotels (refer to Appendix 2 and Appendix 3). The interviewer recorded all of the participants' responses. The interviews yielded a list of 25 items, which are shown in Table 4.2. The interviewer then presented and explained the 20 OCM activities developed by Baruch (2003) to the interviewees and asked to what extent these career management activities were conducted in their hotels. The 20-item list was updated based on the participants' responses.

Table 4.2 OCM Items Generated from the In-depth Interviews

Scale Items
1. 360^0 performance appraisal
2. Assessment committee
3. Job posting
4. Online internal recruit system*
5. Orientation/induction program
6. Financial support for education*
7. MBA education
8. Lateral move (Job rotations)
9. Dual ladders
10. Star-level staff*
11. Succession planning
12. Counseling by direct manager/by human resources manager
13. Informal mentoring*
14. Performance appraisal as a basis for career planning
15. Balance score card*
16. Outstanding staff working experience workshop
17. Clear work feedback*
18. Grassroots meeting*
19. Career workshop (training)
20. Assessment centers
21. External study activities*
22. Career discussion*
23. In-house training programs*
24. Hotel newspaper*
25. Career development path

Data analysis and coding were conducted following the process recommended by Auerbach & Silverstein (2003). In phenomenological research, the researcher attempts to acquire a greater understanding of what participants' mean and seek insight into the phenomena by reference to the data collected. By trying to understand and interpret what is occurring and why, the researcher can develop ideas based on the collected information (Denzin and Lincoln, 1994; Altinay and Paraskevas, 2008).

The qualitative inputs were analyzed using content analysis and comparative analysis. The researcher analyzed and consolidated the two separate lists and removed the redundant items. The remaining items were combined and compared with those identified in the literature. The results of the in-depth interviews showed that not all of the Western OCM activities identified in Western studies were practiced in Chinese hotels. In addition, the interviewees described a few career management activities unique to Chinese hotels. For example, the type of mentoring practiced in the Chinese sector was informal rather than formal. The "mentoring" item was thus changed to "informal mentoring". The questionnaire responses also indicated that whereas Chinese hotels typically did not offer formal education, some did provide financial support for formal education. As a result, the item "MBA education" was combined with "financial support for education".

While coding and interpreting the items, some were combined as they reflected the similar OCM activities. As a result, the item "assessment committee", "balance score card" and "performance appraisal as a basis for

career planning" were combined with "360^0 performance appraisal". The item "online internal recruit system" and "hotel newspaper" were combined with "Job posting". The item "star-level staff" and "outstanding staff working experience workshop" were consolidated with "clear work feedback". The item "grassroots meeting" was combined with "career discussion". In the final step, the most frequently mentioned factors were selected and included as statements in the initial item group. Collectively, the literature review and interviews generated 16 career management items, which are shown in Table 4. 3. (* represents items developed in this study).

Table 4.3 Initial OCM Items Based on the Literature Review
and In-depth Interviews

Scale Items
1. 360^0 performance appraisal
2. Job posting
3. Orientation/induction program
4. Financial support for education*
5. Lateral move (job rotation)
6. Dual ladders
7. Succession planning
8. Counseling by direct manager/human resources manager
9. Informal mentoring*
10. Performance appraisal as a basis for career planning
11. Clear work feedback*
12. Career workshop (training)
13. Assessment centers
14. External study activities*
15. Career discussion*
16. In-house training programs*

4.2.3 Purifying the Measures

To confirm the validity of the foregoing 16 career activities, their content validity was examined. Content validity refers to the degree to which elements of a research instrument are relevant to and representative of the targeted constructs (Haynes, Richard, & Kubany, 1995). Seven hotel general and deputy general managers were individually interviewed. They were asked to what extent the 16 activities were practiced in their hotels, and then to examine the initial items for their content validity. The criterion used for retaining an item was that four or more managers agreed that a particular item represented the construct in question. The managers were also asked to edit and comment on the remaining items to enhance their clarity and readability in Chinese. Based on their comments and suggestions, the statements of the proposed scale were modified. "Common career path" was combined with "job rotation" as they both describe career paths that may lead people through various departments and units within the organization. "Fair career opportunity" was consolidated with "work feedback" as good work opportunities are normally offered as a kind of post-appraisal feedback. Finally, because Chinese hotels did not normally have a formal mentoring system, "informal mentoring" was combined with "career discussion" and the following statement was formed: "I have been given necessary career advice by my direct manager or human resources (HR) manager when I need it".

A panel of academic experts also reviewed the content validity of these preliminary items. Six academic faculty members were selected on the basis of their research and consulting activities. The academics were asked to assess the degree to which each item represented its associated construct on a seven-point scale ranging from 1 (strongly unrepresentative) to 7 (strongly representative) (Zaichowsky, 1985). If the mean score for the item was above 4, then the item was retained. Based on the assessments carried out by the hotel general managers and the academic staff, the number of items was reduced to 13. The detail information of these 13 items from two round in-depth interviews was summarized in Appendix 4. The results were combined to provide better insight into career management and employee perceptions of career management in China's SOHs. The updated list was shown in Table 4.4, and represented the career management practices commonly adopted in the Chinese hotel sector.

Table 4.4 Updated Scale Items of OCM Activities in China

Scale Items
1. 360^0 performance appraisal
2. Job posting
3. Orientation/induction program
4. Financial support for formal education*
5. Job rotation
6. Dual ladders
7. Succession planning
8. Career advice from direct manager/human resources manager*
9. Career discussion*
10. Clear work feedback*
11. Career training*
12. External study and visit activities*
13. In-house training programs*

4.3 Item Statements

The findings of the in-depth interviews showed that career management was a relatively new phenomenon and had not been extensively applied in SOHs in China. Career management may serve as a very useful means of human resources management in China's rapidly developing hotel industry,

The purified items were developed into statements as follows.

1. I have experienced 360^0 performance appraisal in my hotel.

2. I have been informed of job vacancies through the hotel's job postings.

3. I learned about hotel culture and behaviors in an orientation/induction program.

4. I have been offered financial support for formal education by my hotel.

5. I have experienced job rotation conducted by the hotel to gain cross-functional experience.

6. I have been offered dual ladders to enable my upward mobility and recognition.

7. I have been told about succession planning, the possible replacement of other managers and the potential for promotion.

8. I have been given necessary career advice by my direct manager or human resources (HR) manager when I needed it.

9. My direct supervisor/manager has discussed my career development plan with me.

10. I have been given clear feedback on my performance.

11. I have been given training to help develop my career.

12. I have been given the opportunities for external study and visits.

13. I have participated in in-house training provided by my hotel.

The current study developed a measurement scale for OCM activities in China's hotel industry, following the accepted scale development procedure. A total of 13 items were identified and developed into statements. Given the scarcity of relevant information on career management in China, the proposed OCM measurement can serve as a foundation for future research.

4.4 Chapter Summary

This chapter describes the development of an initial instrument to measure OCM. It is necessary to develop a scale to capture career management in China as such a measure is lacking. The first three steps in the scale development procedure are illustrated, including specifying domain of the construct, developing initial items, and purifying the measures. Based on the

results of in-depth interviews, a total of 13 items are identified and developed into statements. The validity and reliability of the measurement are further assessed by a pilot test and subsequent main survey, which are described in the next chapter.

Chapter 5. METHODOLOGY

This chapter presents the research methodology, pilot test, and main survey of this study. First, the research design is elaborated, including the target sample, sampling method, and questionnaire development. Second, the measurement scale of each construct is analyzed. Third, the process and results of the pilot test, including the content validity analysis, data collection, and profile of participants are described, as well as the criteria for exploratory factor analysis. The chapter concludes with a discussion of the main survey distribution method, data collection process, and method of data analysis.

5.1 Research Design

Both qualitative and quantitative research methodologies were used, with the latter applied to the main part of the study. First, as presented in Chapter4, 22 in-depth interviews were conducted to collect primary data on OCM activities in hotels in China. A total of 13 items were developed based on the data collected, providing the primary OCM measurement. Second, a pilot test was conducted in the province of Shandong to assess the reliability of the career competency constructs, and to get feedback on the wording of questions in the questionnaire. Third, based on quota sampling, the main survey was conducted with target samples of managers working in luxury SOHs in China. Figure 5.1 shows the research design of this study.

Figure 5.1 Research Design

```
                  ┌─────────────────────────┐
                  │  Research Methodology   │
                  └─────────────────────────┘
                              │
                              ▼
                  ┌─────────────────────────┐
                  │    Exploratory Study    │
                  └─────────────────────────┘

  ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
  │  In-depth    │──▶│  Preliminary │──▶│  Statements  │
  │  Interviews  │   │   OCM Items  │   │   of OCM     │
  │              │   │              │   │    Items     │
  └──────────────┘   └──────────────┘   └──────────────┘

                  ┌─────────────────────────┐
                  │ Instrument Development   │
                  │    for All Constructs    │
                  └─────────────────────────┘
                              │
                              ▼
                  ┌─────────────────────────┐
                  │ Content Validity Analysis│
                  └─────────────────────────┘
                              │
                              ▼
                  ┌─────────────────────────┐
                  │        Pilot Test        │
                  └─────────────────────────┘

  ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
  │ Pre-testing  │──▶│    Refine    │──▶│    Assess    │
  │              │   │ Measurement  │   │ Reliability  │
  │              │   │    Scale     │   │              │
  └──────────────┘   └──────────────┘   └──────────────┘

                  ┌─────────────────────────┐
                  │       Main Survey        │
                  └─────────────────────────┘
                              │
                              ▼
                  ┌─────────────────────────┐
                  │ Data Analysis and Results│
                  └─────────────────────────┘
```
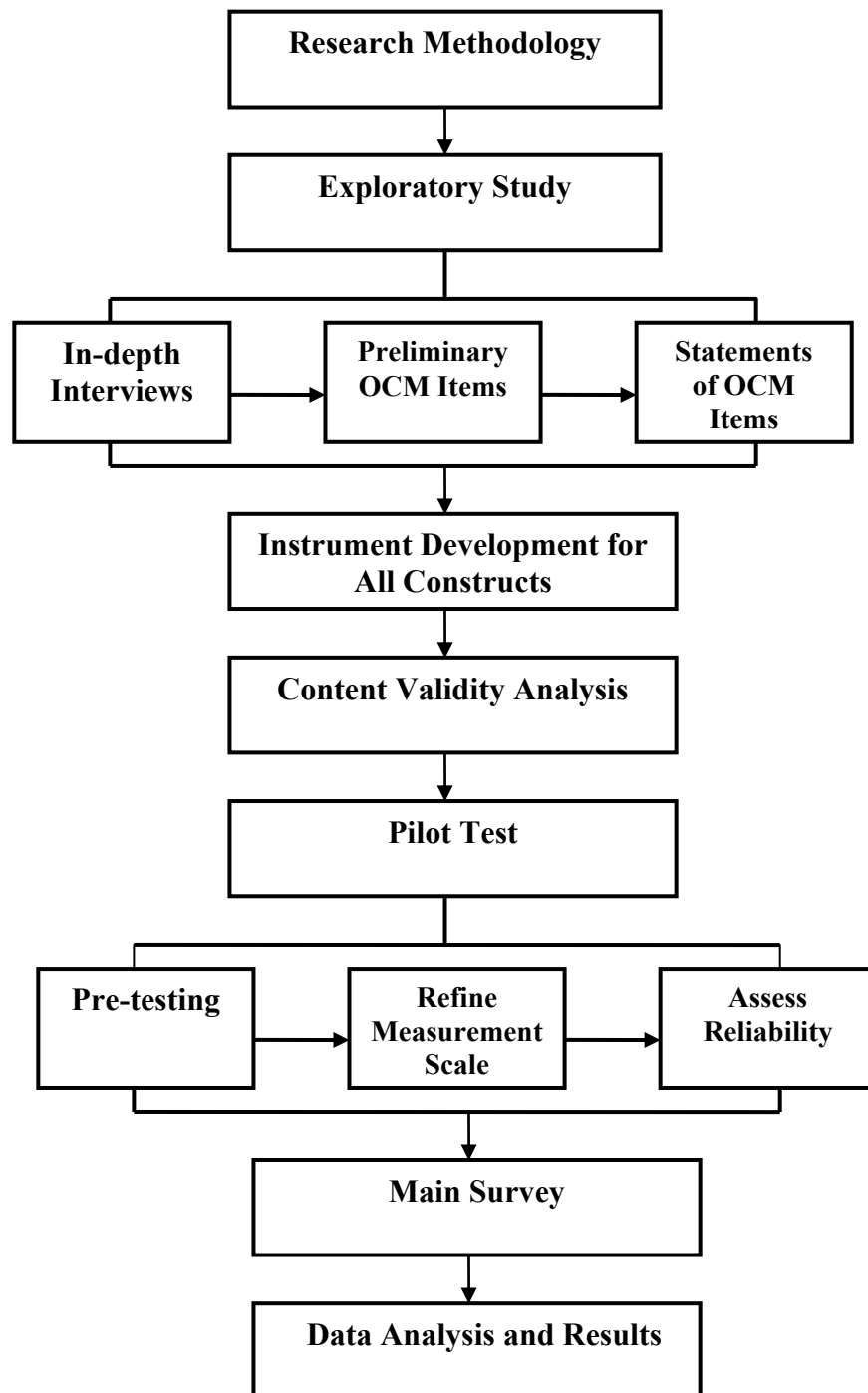
5.1.1 Target Sample

The target respondents of the current study were middle managers who worked in four or five star SOHs in China. Surveys indicate that middle and higher level hotel managers in China are aged between 25 to 40 (Tuo, 2005), and that 58% of them have attained a higher education and hotel-related professional experience (Lou, Shi, & Wang, 2003). Super (1957) identifies five career stages that individuals pass through in their careers, which are growth, exploration, establishment , maintenance, and decline. According to this model, individuals aged 25-44 are in the establishment stage. In this stage, people are concerned with career advancement in their chosen occupation. They are trying to establish a stable work environment with the potential for growth and the opportunity for promotion. For many people in a variety of occupational pursuits, the 30s and early 40s constitute a highly creative period, and therefore can provide much information in terms of career competencies. In the hotel industry in China, the deputy general manager, department manager, and supervisors make up the main force of a hotel's management group. Hence, the target populations of this study were managers and supervisors who shared the following characteristics: management position and more than two years' working experience in four or five star SOHs in China. To collect a representative dataset, this study employed quota sampling method in the main survey.

5.1.2 Questionnaire Development

The questionnaire comprised five parts. Part 1 measured employees' career competencies, and part 2 assessed their perception of organizational support for career management activities in their hotels. Parts 3 and 4 measured respectively the career commitment and level of career satisfaction of hotel managers. The last part of the questionnaire included demographic questions. All of the variables in this study were measured using a seven-point Likert scale that ranges from 1 (strongly disagree) to 7 (strongly agree).

5.2 Instrument Development

This section addresses the initial instrument, which covers four constructs: OCM, career commitment, career competencies, and career satisfaction.

5.2.1 Measurement of OCM

The OCM variables reflected employees' self-reported perceptions of the extent to which their hotel provides OCM activities. They covered the range of career management practices that might be available to hotel employees working in contemporary hotels. Perceived OCM was measured by 13 items that were developed in the current study and the development procedures have been explained in Chapter 4. The items were rated using a seven-point Likert scale (1= strongly disagree, 7= strongly agree).

5.2.2 Measurement of Career Commitment

Career commitment was assessed using Blau's (1985, 1999) eight-item measure. Blau's (1985) measurement was selected because it has been found to have high levels of generalizability and discriminant validity (Blau, 1988, 1989, 1993; Morrow, 1993; Goulet & Singh, 2002) and it has been validated in Asia setting (Huang, 2010; Lee, 2000). Responses to all items were measured using a seven-point Likert scale (1= strongly disagree, 7= strongly agree). Carson & Bedeian (1994) argued that the intention to remain and career commitment items of this measurement overlap. They were, "If I could go into a different profession other than the profession which paid the same, I would probably take it" and "I like this vocation too well to give it up." Hence, the two items were combined and the former item was used to measure career commitment.

The updated items used in this study were: 1) "If I could get another job that is different from this one and paid the same amount, I would probably take it"; 2) "I definitely want a career in my current area"; 3) "If I could do it all over again, I would not choose to work in this profession"; 4) "If I had all the money I need without working, I would probably still continue in this profession"; 5) "I would recommend a career in the hospitality industry to others"; 6) "I am disappointed that I ever entered this profession"; and 7) "I spend a significant amount of personal time reading profession-related journals or books."

5.2.3 Measurement of Career Competencies

The measurement of career competencies was adopted from the study of Eby et al. (2003). 'Knowing why' competency was measured using a 21-item scale. Sample items included "I have specific career goals and a career plan", "I am always looking for better ways to do things", and "I am creative". 'Knowing how' competency was measured using a nine-item scale adopted from the study of Eby's et al., (2003). Sample items included "I seek out opportunities for continuous learning in my career" and "I have joined professional organizations that are related to my career goals".

Two modifications were made in measuring 'knowing whom' competencies. The first concerned the mentoring relationship. According to Baruch (2003), the practice of mentoring brings together a person with managerial potential and an experienced manager who is not necessarily the direct manager. Such a senior manager is expected to provide advice and tutoring, serving as a kind of uncle or godfather in the workplace. In the study conducted by Eby et al. (2003), respondents were asked to answer "Have you ever had a mentor?" by circling 1 or 2 (1=no, and 2=yes). This study differed from that of previous study by developing three items based on 11 in-depth interviews. The interviewees were hotel managers working in HR, marketing, food & beverage, front office departments. They were asked to discuss two topics of career mentoring and networks within the hotel. Based on the responses, three items were developed to measure career mentoring. These items were:

"I gain career guidance from experienced individuals in my work environment," "I gain career guidance from experienced people outside the hotel," and "I gain career guidance from professional experts."

The three-item scale of networks within the organization developed by Eby's et al., (2003) was used in the current study, with modification. The original items included: 1) "Co-workers say that I know many people within the organization"; 2) "I am well connected within the organization"; and 3) "I have many contacts within the organization." However, previous studies suggest that coworker support is also an important factor in internal networking (Chiaburu & Harrison, 2008; Susskind, Kacmar, & Borchgrevink, 2007). Therefore, this study added four items based on 11 in-depth interviews. They were: "When I have problems at work, I know whom I should contact with," "Co-workers like to cooperate with me," "Many people working in the hotel know me," and "My work has been supported by colleagues working within the hotel."

In summary, apart from the items adopted from the study of Eby's et al., (2003), this study developed seven items to measure 'knowing whom' competency, with three measuring mentoring relationships and four measuring networks within the hotel. Table 5.2 shows all items for 'knowing whom' competency and items developed in this study were represented by *.

Table 5.1 Items for 'Knowing whom' Competency

Sources	Items
	Mentoring relationship
This study	*1. I gain career guidance from experienced individuals in my work environment
	*2. I gain career guidance from experienced people outside the hotel
	*3. I gain career guidance from professional experts
	Networks within hotel
Eby et al., (2003)	1. Co-workers say that I know many people within the hotel
	2. I am well connected within the hotel
	3. I have many contacts within the hotel
This study	*4. When I have problems at work, I know whom I should contact with
	*5. Co-workers like to cooperate with me
	*6. Many people working in the hotel know me
	*7. My work has been supported by colleagues working within the hotel
	Networks outside the hotel
Eby et al., (2003)	1. I have extensive contacts within the industry in which I work
	2. Co-workers say that I know many people outside my hotel
	3. I regularly network with individuals outside of my hotel
	4. I do not have many professional contacts

* represents items developed in this study.

5.2.4 Measurement of Career Satisfaction

Career satisfaction was measured using a five-item measure developed by Greenhaus et al (1990), which appeared to be the best measurement available in the literature (Oberfield, 1993). In a review of papers relevant to career satisfaction conducted by Arthur et al. (2005), 14 of the 20 studies measuring career satisfaction used the career satisfaction scale developed by Greenhaus

et al (1990). The measurement items were: 1) "I am satisfied with the success that I have achieved in my career"; 2) "I am satisfied with the progress that I have made towards meeting my overall career goals"; 3) "I am satisfied with the progress that I have made towards meeting my goals for income"; 4) "I am satisfied with the progress that I have made towards meeting my goals for advancement"; and 5) "I am satisfied with the progress that I have made towards meeting my goals for the development of new skills."

5.3 Content Validity Analysis

The content validity of these preliminary items was examined by a panel of seven academics. Content validity indicates the degree to which the elements of a research instrument are relevant to and representative of the targeted constructs for a particular assessment purpose (Haynes et al., 1995). The panel members were selected based on their research speciality. They were asked to assess the degree of representation of the items (clearly representative, somewhat representative, not representative) of the associated constructs (Zaichowsky, 1985).

Based on the literature review and in-depth interviews, a total of 57 items were developed for career competencies, 13 items for perceived OCM, 7 items for career commitment, and 5 items for career satisfaction construct. The criterion used for retaining an item was agreement among four or more researchers that a particular item represented the construct in question. Based

on the comments of the academics, eight items numbered (11, 13, 15, 16, 20, 24, 32, 33) were taken out of the questionnaire, and 74 items were retained for the pilot test.

The scale items measuring each construct are listed below. The items developed in this study were highlighted by *.

Career competencies:

1) I have specific career goals and a career plan.

2) I am aware of my strengths and weaknesses.

3) I have sought job assignments that will help me obtain my career goals.

4) I have changed or revised my career goals based on new information that I have received regarding myself or my situation.

5) I have taken the initiative to discuss my career goals with my boss.

6) I ask co-workers whom I respect for feedback on my performance.

7) I have asked my boss to discuss my specific strengths and weaknesses.

8) I am constantly on the lookout for new ways to improve my life.

9) I feel driven to make a difference in my community.

10) I feel driven to make a difference in my job.

11) I tend to let others take the initiative to start new projects.

12) Wherever I have been, I have been a powerful force for constructive change.

13) I enjoy facing and overcoming obstacles to my ideas.

14) Nothing is more exciting than seeing my ideas turn into reality.

15) I love being a champion for my ideas, even if they are against others' opinion.

16) If I believe in an idea, then no obstacle will prevent me from making it happen.

17) No matter what the odds are, if I believe in something I will make it happen.

18) I excel at identifying opportunities.

19) I am always looking for better ways to do things.

20) If I see something that I don't like, I will fix it.

21) I love to challenge the status quo.

22) When I have a problem, I tackle it head on.

23) I am great at turning problems into opportunities.

24) I can spot a good opportunity long before others can.

25) If I see someone in trouble, then I help out in any way that I can.

26) I am creative.

27) I am imaginative.

28) I am philosophical.

29) I am intellectual.

30) I am complex.

31) I am deep.

32) I am uncreative.

33) I am unintellectual.

*34) I gain career guidance from experienced individuals in my hotel.

*35) I gain career guidance from experienced people outside my hotel.

*36) I gain career guidance from professional experts.

37) Co-workers say that I know many people within my hotel.

*38) Many people working in the hotel know me.

39) I have many contacts within my hotel.

*40) When I have problems at work, I know whom I should contact with.

*41) My colleagues like to cooperate with me.

*42) My work has been supported by colleagues working within the hotel.

43) I am well connected within my hotel.

44) I have extensive contacts within the industry in which I work.

45) Co-workers say that I know many people outside my hotel.

46) I regularly network with individuals outside of my hotel.

47) I do not have many professional contacts.

48) I seek out opportunities for continuous learning in my career.

49) I have a diversified set of job-related skills.

50) I remain current on the trends and developments in my profession.

51) I seek out training and development opportunities.

52) I constantly update my job-related skills.

53) I have joined professional organizations that are related to my career goals.

54) I spend my free time on activities that will help my job.

55) I have taken courses towards a job-related degree.

56) I have kept current on company affairs.

57) I stay abreast of developments in my line of work.

Perceived OCM

*1) I have been given opportunities for external study and visits.

*2) I have attained training programs which help to develop my career.

*3) I have been offered financial support for my further education by my hotel.

*4) I have experienced 360^0 performance appraisal in my hotel.

*5) I have been given clear feedback on my performance.

*6) I have been given necessary career advice by my direct manager or the human resources (HR) manager when I needed it.

*7) My direct supervisor/manager has discussed my career development plan with me.

*8) I learned about hotel culture and behaviors in an orientation/induction program.

*9) I have experienced job rotation conducted by the hotel to gain cross-functional experience.

*10) I have been told about the succession plan, the possible replacement of other managers and the potential for promotion.

*11) I have been informed about job vacancies through the hotel's job postings.

*12) I have been offered dual ladders to enable my upward mobility and recognition.

*13) I have participated in in-house training provided by my hotel.

Career commitment

1) If I could get another job that is different from this one and paid the same amount, I would probably take it.

2) I definitely want a career for myself in my current area.

3) If I could do it all over again, I would not choose to work in this profession.

4) I would recommend a career in the hospitality industry to others.

5) I am disappointed that I ever entered this profession.

6) If I had all the money I need without working, I would probably still continue in this profession.

7) I spend a significant amount of personal time reading profession-related journals or books.

Career satisfaction

1) I am satisfied with the success that I have achieved in my career.

2) I am satisfied with the progress that I have made towards meeting my overall career goals.

3) I am satisfied with the progress that I have made towards meeting my goals for income.

4) I am satisfied with the progress that I have made towards meeting my goals for advancement.

5) I am satisfied with the progress that I have made towards meeting my goals for the development of new skills.

5.4 Instrument Translation

Based on an extensive literature review and the findings of the qualitative study, a preliminary self-administered questionnaire was developed. Before pilot test, this research replicated and validated the scales with respondents from Mainland China. As all of the target respondents were Chinese, the

questionnaires were back translated into Mandarin Chinese using the method that was described by Brislin (1976). Two experienced interpreters were selected to translate the questionnaire from English to Chinese. One of the translators was a former professor specializing in English and Chinese culture, and she has a solid background in English translation. Before joining the Department of Chinese and Bilingual Studies at the Hong Kong Polytechnic University (HK PolyU) for her PhD study, she teaches at a university in Mainland China. She was asked to translate the questionnaire from English to Chinese. Another translator was a PhD student of the Department of English at the HK PolyU. She was in charge of the translation from Chinese to English. The two translators were all born in Mainland China and had lived for two years in an English speaking country. They all spoke fluent Chinese and English, and had rich working experience in translation. To obtain feedback about the translation, the researcher first discussed with supervisors, and then check the reliability and clarity of the first translation among seven academics and research students whose native language is Chinese. In addition, the wording in Chinese was also assessed by 11 hotel managers in the pre-test. Thus, with efforts of the translator and colleagues, it is believed that the Chinese items should be able to represent English counterparts as closely as possible.

5.5 Pilot Test

The pilot test was conducted in the province of Shandong to assess the questionnaire's length, clarity, scale reliability, and content validity. Item and factor analysis were conducted to make the research instrument more compact and reliable. Factor analysis is a statistic method used to identify the structure of a set of variables and to reduce a data set to a more manageable size while retaining as much of the original information as possible (Field, 2005). According to preset criteria, items with low reliability or low factor loadings on the underlying factors were deleted in the final questionnaire.

5.5.1 Data Collection

Before carrying out the pilot test, a pre-test was conducted in early January 2009. The participants were 11 hotel managers working in four or five star SOHs in China. They were asked to evaluate the reliability of the four main constructs, and to revise any confusing wording in Chinese. As some measurement scales were borrowed from the literature and then translated into Chinese, the accuracy and consistency of wordings required special attention. The managers were also asked to comment on the newly developed measures of OCM and 'knowing whom' competencies. Based on their comments and suggestions, the length of the questionnaire and the wording of some items were slightly modified to ensure the success of the pilot test.

The pilot test was conducted from January 1 to February 29, 2009, in Shandong Province, China. As the target participants were hotel managers of luxury hotels, only about 20 questionnaires could be collected in each hotel. Therefore, a wide range of tourist cities were selected to collect sufficient data, including Qingdao, Jinan, Weihai, Yantai, Zibo, Weifang, Jining, Tian, and Dezhou. In each of the selected cities, four and five star SOHs were approached and key persons were contacted to ensure the distribution of the questionnaires. Altogether 28 hotels were surveyed and 350 questionnaires were distributed through the HR or marketing managers. A total of 320 questionnaires were collected.

5.5.2 Data Screening

The data were screened and cleaned to ensure their suitability for the subsequent analysis. First, the dataset was examined for missing data, as non-random missing data process can bias the statistical results (Hair et al., 2009). Missing data indicates that some information is not available for a case whereas other information is available. There were 31 cases with incomplete data, and they represented less than 10% of the dataset. By checking these missing cases, the values were found to be missing at random. In such an event, listwise deletion has been found to be more robust than other sophisticated methods (Allison, 2002). As a result, listwise deletion was used, which means all incomplete cases were removed from the dataset. Then, graphical examination of the data was conducted using box plots to

detect the outliers. Five cases were found to be mistyped and their scores were corrected, and six cases were deleted as outliers. The descriptive statistics of the main constructs after data cleaning are presented in Tables 5.2, 5.3, 5.4, and 5.5.

Table 5.2 Descriptive Statistics for OCM (N=278)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
Dual ladders	1.00	7.00	4.71	1.44	-0.43	-0.21
Job rotation	1.00	7.00	5.10	1.58	-0.85	0.12
Succession plan	1.00	7.00	4.73	1.52	-0.52	-0.03
Job posting	1.00	7.00	5.10	1.58	-0.85	0.12
Financial support for education	1.00	7.00	4.88	1.54	-0.65	-0.29
Clear feedback	2.00	7.00	5.25	1.19	-0.69	0.34
Career advice	1.00	7.00	5.09	1.33	-0.69	0.20
360 degree appraisal	2.00	7.00	5.31	1.39	-0.83	-0.02
Career discussion	1.00	7.00	5.03	1.36	-0.77	0.17
Induction	1.00	7.00	5.44	1.19	-0.84	0.87
External visit and study	1.00	7.00	5.41	1.38	-1.05	0.66
In-house training	2.00	7.00	5.38	1.18	-0.63	-0.12
Career training	2.00	7.00	5.72	1.06	-0.94	1.05

Table 5.3 Descriptive Statistics for Career Commitment (N=278)

Item	Min.	Max.	Mean	S. D	Skewness	Kurtosis
Want a career in current area	2.00	7.00	5.58	1.10	-0.60	-0.09
Read relevant journals	1.00	7.00	5.07	1.30	-0.56	0.35
Recommend this career to others	1.00	7.00	5.05	1.28	-0.67	0.25
Still choose this profession	1.00	7.00	5.01	1.38	-0.62	-0.04
Continue in this profession	1.00	7.00	4.77	1.53	-0.68	-0.07

Table 5.4 Descriptive Statistics for Career Competencies (N=278)

Item	Min.	Max.	Mean	S. D.	Skewness	Kurtosis
Co-workers say I know many people outside the hotel	1.00	7.00	5.64	1.14	-1.12	1.89
I have many contacts within the hotel	2.00	7.00	5.34	1.22	-0.53	-0.26
I have extensive contacts within the industry in which I work	1.00	7.00	4.94	1.29	-0.28	0.68
Coworkers say that I know many people within the hotel	2.00	7.00	4.92	1.01	-0.24	-0.05
I regularly network with individuals outside my hotel	1.00	7.00	4.96	1.09	-0.40	0.29
My work has been supported by colleagues within the hotel	2.00	7.00	5.87	0.87	-0.74	1.02
Coworkers like to cooperate with me	3.00	7.00	5.75	0.92	-0.61	0.22
Many people working within the hotel know me	2.00	7.00	5.89	1.02	-0.88	0.59
When I have problems at work, I know whom I should contact with	3.00	7.00	5.83	0.91	-0.45	-0.26
I am well connected within the hotel	2.00	7.00	5.94	0.87	-0.94	1.70
I do not have many professional contacts	1.00	7.00	4.15	1.34	-0.13	-0.08
I have a diversified set of job related skills	3.00	7.00	5.52	0.96	-0.48	-0.24
I seek out opportunities for continuous learning in my career	1.00	7.00	5.79	1.04	-1.11	1.97
I seek out training and development opportunities	2.00	7.00	5.96	0.91	-0.94	1.37
I constantly update my job-related skills	2.00	7.00	5.25	1.06	-0.37	-0.56
I know trends and developments in my profession	2.00	7.00	5.20	1.06	-0.24	-0.31
I have kept current on hotel affairs	1.00	7.00	5.08	1.14	-0.23	-0.17
I stay abreast of developments in my line of work	1.00	7.00	5.54	1.11	-0.71	0.92
I am imaginative	1.00	7.00	5.48	0.95	-0.57	1.05
I am creative	2.00	7.00	5.30	1.05	-0.43	-0.49
I am philosophical	1.00	7.00	4.78	1.22	-0.31	0.03
I am intellectual	1.00	7.00	5.28	1.06	-0.58	1.03
I am complex	1.00	7.00	4.35	1.60	-0.24	-0.78
I am deep	1.00	7.00	4.15	1.49	-0.14	-0.78
I spend free time on job	1.00	7.00	4.99	1.28	-0.38	-0.20
I have joined professional	1.00	7.00	4.73	1.35	-0.45	-0.13

organizations

I have taken a job-related course	1.00	7.00	4.99	1.40	-0.56	-0.03
I have discussed my career goals with my supervisor/manager	2.00	7.00	4.78	1.27	-0.36	-0.43
I ask coworkers for feedback on my performance	1.00	7.00	5.48	1.08	-0.96	1.42
I have asked my supervisor to discuss my specific strengths and weaknesses	2.00	7.00	5.19	1.13	-0.43	-0.29
I gain career guidance from people outside the hotel	1.00	7.00	4.68	1.43	-0.37	-0.33
I gain career guidance from experienced individuals in my work environment	1.00	7.00	5.10	1.33	-0.77	0.10
I gain career guidance from professional experts	1.00	7.00	4.32	1.45	-0.26	-0.56
I feel driven to make a difference in my community	1.00	7.00	4.85	1.20	-0.15	-0.06
I feel driven to make a difference in my job	2.00	7.00	5.58	1.10	-0.69	0.23
I have been a powerful force for constructive change in my jobs	1.00	7.00	5.06	1.25	-0.28	-0.32
I am constantly on the lookout for new ways to improve my life	2.00	7.00	5.71	1.03	-0.59	-0.09
I am great at turning problems into opportunities	1.00	7.00	5.06	1.19	-0.32	-0.27
I excel at identifying opportunities	1.00	7.00	5.08	1.14	-0.34	0.02
Nothing is more exciting than seeing my ideas turn into reality	1.00	7.00	6.08	1.04	-1.31	2.14
If I believe in something, then I make it happen	1.00	7.00	5.44	1.24	-0.95	0.99
If I see someone in trouble, I help out in any way I can	3.00	7.00	6.18	0.87	-0.94	0.42
I am always looking for better ways to do things	1.00	7.00	5.78	1.01	-0.83	1.20
When I have a problem, I tackle it head on	2.00	7.00	5.66	0.99	-0.73	0.55
I love to challenge the status quo	2.00	7.00	5.32	1.16	-0.49	-0.20
I have specific career goals and a career plan	1.00	7.00	5.69	1.10	-1.01	1.72
I have sought job assignments that will help me obtain my career goal	1.00	7.00	5.08	1.32	-0.56	-0.04
I have changed my career goals based on new information received	1.00	7.00	4.99	1.38	-0.52	-0.39
I am aware of my strengths and weaknesses	2.00	7.00	5.94	0.88	-0.84	1.12

Table 5.5 Descriptive Statistics for Career Satisfaction (N=278)

Item	Minimum	Maximum	Mean	Std. Dev.	Skewness	Kurtosis
Overall goals	1.00	7.00	4.70	1.26	-0.31	-0.38
Advancement	1.00	7.00	4.64	1.23	-0.33	-0.31
New skills	1.00	7.00	4.81	1.24	-0.38	-0.17
Income	1.00	7.00	4.67	1.29	-0.53	-0.23
Success achieved	1.00	7.00	4.72	1.35	-0.35	-0.42

5.5.3 Profile of Participants

Of the 278 respondents, 53.6% were female and 46.4% were male, and the main age group represented was those aged 25-35. The majority of the respondents were department managers (56.5%) or supervisors (29.5%), while those remaining were deputy general managers (5.0%) and captains (9.0%). The scope of the respondents' duties was generally wide, and they served in a number of departments-- front office, food and beverage, housekeeping, human resources, sales and marketing, engineering, security, public relations, purchasing, and accounting. As shown in Table 5.6, 43% of the hotel managers had a two-or a three-year certificate from a college, 22.7% had bachelor's degrees, and another 18.1% were educated in vocational/technical schools.

Table 5.6 Profile of Participants, Pilot Study (N=278)

Items	Characteristics	Frequency (%)
Gender	Male	46.4
	Female	53.6
Age	<24	12.9
	25-35	61.5
	36-44	21.6
	45-55	4.0
Marital status	Single	30.1
	Married	65.8
	Others	4.1
Education level	Secondary	15.9
	Vocational/technical school	18.1
	2-3 years college education	43.3
	Bachelor's degree	22.7
	Master's degree	0.0
	PhD	0.0
	Others	0.0
Years working in the industry	< 1 year	1.8
	1-3 years	19.4
	3-6 years	23.4
	6-10 years	26.6
	> 10 years	28.8
Years working in this hotel	< 1 year	7.2
	1-3 years	28.2
	3-6 years	23.8
	6-10 years	22.0
	> 10 years	18.8
Position	Deputy general manager	5.0%
	Department manager	56.5
	Supervisor	29.5
	Foreman	9.0
Department	Marketing	10.5
	Front office	12.7
	Housekeeping	14.2
	Food and beverage	21.5
	HRM	7.6
	Engineering	4.7
	Security	13.5
	Public relations	3.3
	Purchasing	1.1
	Accounting	4.7
	Recreation	2.9
	Others	3.3
Terms of employment	Full time	92.4

	Part time	3.1
	Others	4.6
Income	<1500	21.2
	1501-2500	41.2
	2501-4000	27.0
	4001-5000	8.4
	5001-8000	1.1
	8000-10000	0.0
	10000-15000	1.1
	15000-20000	0.0
	>20001	0.0
Hotel stars	Four star	65.8
	Five star	34.2

5.5.4 Criteria for Exploratory Factor Analysis (EFA)

Exploratory factor analysis (EFA) was used to purify the measurement. Several criteria were considered for factor extraction. First, one of the most common criteria for addressing the number of factors is to retain factors with eigenvalues greater than 1 (Kaiser, 1960). Second, a factoring loading of less than 0.40 is used as the cut-off point for factor interpretation (Stevens, 1992). Items with factor loadings that are greater than 0.40 in more than one component are removed to avoid cross loading (Hair, Anderson, Tatham, & Black, 2002). Third, although factor loadings are useful, factor selection should not be based on this criterion alone. Communality and screen plots should also be used for factor extraction. For a sample size that is larger than 250, the average communality should be greater than 0.60 (Kaiser, 1974). Fourth, the Corrected Item-Total Correlation value indicates the correlation between each item and the total score for the questionnaire. In general, corrected item-to-total correlation values that are less than 0.30 are deemed

unacceptable (Field, 2005). Finally, Cronbach's alpha is calculated to measure the scale reliability for the factors identified, with 0.70 the minimum acceptable value.

5.5.5 Instrument Purification

EFA was applied to identify groups of variables and to reduce a dataset to a more manageable size by retaining as much of the original information as possible. The varimax rotation method was selected because it is a good general approach to simplify the interpretation of factors (Field, 2005). Based on the criteria listed for EFA, an iterative process was conducted to eliminate cross loading items and those with low factor loading and low item-to-total scores until the acceptable factors were obtained.

EFA Results for OCM

EFA of the 13 OCM items was conducted, and three dimensions were identified: (1) career appraisal and advice; (2) career development programs; and (3) career training. As the item loadings were higher than 0.40, all 13 items were retained (Hair et al., 2002), generating three meaningful theoretical dimensions of OCM activities. The Bartlett test of sphericity was significant and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.88, indicating that the patterns of correlation were relatively compact and that factor analysis should generate distinct and reliable factors (Field, 2005). Cronbach's alpha of the total construct was 0.89, the scale

reliability of each dimensions ranged from 0.80 to 0.85, exceeding the minimum standard for reliability (0.70) recommended by Nunnally (1978). It can therefore be concluded that the items comprising the three dimensions were internally consistent and stable and together formed a reliable scale. The EFA results for OCM are shown in Table 5.7.

Table 5.7 EFA Results for OCM (N=278)

Item	Factor	Eigen-value	% of Var.	I-T Co.	α if Item Deleted	α
Factor 1: Career development program		3.09	23.78			0.85
Dual ladder	0.79			0.56	0.89	
Job rotation	0.77			0.66	0.88	
Succession plan	0.76			0.63	0.88	
Job posting	0.74			0.63	0.88	
Financial support for education	0.60			0.62	0.88	
Factor 2: Career appraisal and advice		3.00	23.06			0.83
Clear feedback	0.80			0.68	0.88	
Career advice	0.79			0.60	0.89	
360^0 appraisal	0.68			0.55	0.89	
Career discussion	0.68			0.62	0.88	
Induction	0.61			0.58	0.89	
Factor 3: Career training		2.26	17.39			0.80
External visits & study	0.84			0.58	0.89	
In-house training	0.80			0.47	0.89	
Career training	0.74			0.51	0.89	

KMO=0.88, Bartlett's Test of Sphericity: Chi-square=1649.42,

degree of freedom (df)=78, p<0.000

EV=Eigenvalue, % Var=% of variance explained,

I-T Co.= Item-total correlation,

EFA Results for Career Commitment

Although the measure of career commitment was borrowed from a previous study, it was still tested as it is being applied in a different context. Two items, "If I could get another job that is different from this one and get paid the same amount of money, I would probably take it" and "I am disappointed that I have ever entered this profession" were not correlated with the overall score of the scale, with an item-total correlation value of less than 0.30. Hence, they were dropped as they did not correlate very well with the scale overall. The overall reliability (α) increased from 0.68 to 0.76 once these two items were deleted, confirming that their deletion improved the reliability of the scale. The EFA results for career commitment are shown in Table 5.8.

Table 5.8 EFA Results for Career Commitment (N=278)

Item	Factor	Eigen-value	% of Var.	I-T Co.	α if Item Deleted	α
		2.61	52.17			0.76
Want a career in current area	0.80			0.63	0.68	
Read relevant journals	0.78			0.60	0.69	
Recommend this career to others	0.75			0.55	0.71	
Still choose this profession	0.68			0.48	0.73	
Continue in this profession	0.58			0.41	0.76	

KMO=0.71, Bartlett's Test of Sphericity: Chi-square=370.04, df=10,

p<0.000, % Var=% of variance explained, I-T Co.= Item-total correlation,

Results of EFA for Career Competencies

Factor analysis was then conducted to analyse the career competencies items. First, SPSS output suppressed three items with factor loadings of less than 0.40, namely, "I have been a powerful force for constructive change in my jobs," "No matter what the odds are, if I believe in something I will make it happen," and "I am aware of my strengths and weaknesses." Second, three items, "I have kept current on hotel affairs", "My work has been supported by colleagues working within the hotel", and "I love to challenge the status quo" were dropped as they had dual or triple loadings greater than 0.30 on more than one factor. Third, another three items "I'm complex," and "I'm deep," and "I do not have many professional contacts," were deleted as their corrected item-total correlation values were less than 0.30. The deletion of these items resulted in a higher Cronbach's α, indicating that their deletion improve the reliability of the scale (Field, 2005).

Finally, ten factors with eigenvalues greater than 1 emerged from the dataset. These factors comprised of 40 items, which explained 66.87% of the overall variance. The overall reliability (α) of the whole construct was 0.94, the scale reliability of each dimensions ranged from 0.68 to 0.91, indicating high internal consistency. The high alpha value of measurement is due to the large number of items and similarity of wording. Thus the reliability of career competencies was further checked in the main survey.

Although the item-total correlation values of "I gain career guidance from professional experts" and "I feel driven to change the community" were less than 0.30, they were retained, as it is acceptable to have smaller correlation coefficients with a bigger sample size (Field, 2005). The item "update skills" cross loaded onto two components with factor loadings of 0.59 and 0.41, respectively. As this was the first stage of factor analysis, these three items were retained for testing in the main survey. The EFA results for career competencies are shown in Table 5.9.

Table 5.9 EFA Results for Career Competencies (N=278)

Item	Fac.	EV	% Var.	I-T Co.	α if Item Deleted	α
Factor 1: Networks within and outside hotels		5.18	12.96			0.91
Coworkers say I know many people outside the hotel	0.74			0.63	0.94	
I have many contacts within the hotel	0.74			0.61	0.94	
I have extensive contacts within the industry in which I work	0.71			0.66	0.94	
Coworkers say that I know many people within the hotel	0.68			0.54	0.94	
I regularly network with individuals outside my hotel	0.67			0.59	0.94	
Coworkers like to cooperate with me	0.66			0.61	0.94	
Many people within the hotel know me	0.64			0.61	0.94	
When I have problems at work, I know whom I should contact with	0.61			0.65	0.94	
I am well connected within the hotel	0.54			0.60	0.94	
Factor 2: Career/job-related skills		3.61	9.03			0.83
I have many job-related skills	0.70			0.60	0.94	
I seek out opportunities for continuous learning in my career	0.69			0.65	0.94	

I seek out training and development opportunities	0.63			0.59	0.94	
I often update my job-related skills	0.59			0.58	0.94	
I remain current on the trends and developments in my profession	0.57			0.55	0.94	
I stay abreast of developments in my line of work	0.48			0.59	0.94	
Factor 3: Openness to experience		3.03	7.59			0.82
I am imaginative	0.75			0.55	0.94	
I am creative	0.71			0.54	0.94	
I am philosophical	0.68			0.56	0.94	
I am intellectual	0.67			0.56	0.94	
Factor 4: Career identity		2.28	5.69			0.76
I spend my free time on activities that will help my job	0.76			0.56	0.94	
I have joined professional organizations related to my career goals	0.73			0.40	0.94	
I have taken courses towards a job-related degree	0.59			0.51	0.94	
Factor 5: Career insight		2.23	5.56			0.74
I have taken the initiative to discuss my career goals with my supervisor/manager	0.79			0.49	0.94	
I ask coworkers whom I respect for feedback on my performance	0.58			0.58	0.94	
I have asked my supervisor/manager to discuss my specific strengths and weaknesses	0.53			0.50	0.94	
Factor 6: Mentoring		2.15	5.38			0.68
I gain career guidance from experienced people outside the hotel	0.77			0.45	0.94	
I gain career guidance from experienced individuals in my work environment	0.77			0.48	0.94	
I gain career guidance from professional experts	0.55			0.26	0.94	
Factor 7: Intrinsic motivation*		2.11	5.28			0.68
I feel driven to make a difference in my community	0.77			0.28	0.94	
I feel driven to make a difference in my job	0.75			0.45	0.94	

	Fac.	EV	% Var	I-T Co.	α if Item Deleted	α
I am constantly on the lookout for new ways to improve my life	0.54			0.49	0.94	
Factor 8: Identifying opportunities*		2.10	5.26			0.83
I am great at turning problems into opportunities	0.75			0.59	0.94	
I excel at identifying opportunities	0.71			0.60	0.94	
Factor 9: Proactive personality		2.09	5.23			0.73
Nothing is more exciting than seeing my ideas turn into reality	0.77			0.39	0.94	
If I see someone in trouble, then I help out in any way I can	0.64			0.38	0.94	
I am always looking for better ways to do things	0.51			0.63	0.94	
When I have a problem, I tackle it head-on	0.41			0.58	0.94	
Factor 10: Career goal*		1.96	4.90			0.68
I have specific career goals and plan	0.70			0.51	0.94	
I have sought job assignments that will help me obtain my career goal	0.65			0.36	0.94	
I have changed or revised my career goals based on new information that I have received	0.48			0.53	0.94	

KMO=0.91, Bartlett's Test of Sphericity: Chi-square=5878.38, df=780, p<0.000 *Fac.=factor loading, EV=Eigenvalue, % Var=% of variance explained, I-T Co.= Item-total correlation, α if Item Deleted= Cronbach's alpha if item deleted, * suggested label for factors

EFA Results for Career Satisfaction

EFA of the five items of career satisfaction was conducted, and one factor with an engenvalue greater than 1 emerged. All of the item loadings were greater than 0.40, ranging from 0.84 to 0.89. The Bartlett test of sphericity was significant and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.80, indicating that the patterns of correlations are relatively compact and that factor analysis should generate distinct and reliable factors

(Field, 2005). Cronbach's alpha of the total construct was 0.89, exceeding the minimum standard for reliability (0.7) recommended by Nunnally (1978). It can therefore be concluded that the items measuring career satisfaction are internally consistent and stable and together form a reliable scale. The EFA results for career satisfaction are shown in Table 5.10.

Table 5.10 EFA Results for Career Satisfaction (N=278)

Item	Factor	Eigen-value	% Var.	I-T Co.	α if Item Deleted	α
		3.46	69.20			0.89
Overall goals	0.90			0.82	0.84	
Advancement	0.87			0.78	0.85	
New skills	0.83			0.73	0.86	
Income	0.76			0.64	0.89	
Success achieved	0.79			0.67	0.88	

KMO= 0.80, Bartlett's Test of Sphericity: Chi-square=830.87, df=10, p<0.000
EV=Eigenvalue, % Var=% of variance explained, I-T Co.= Item-total correlation, α if Item Deleted= Cronbach's alpha if item deleted,

In summary, the pilot study refined the construct items. After conducting EFA, a total of 63 items were obtained for the main survey and the sources of measurement items were summarized in Table 5.11.

Table 5.11 Sources of measurement items

Constructs	Sources
Perceived OCM	13 items developed in this study
Career commitment	5 items from Blau's (1985, 1999)
Career competencies	34 items from Eby et al., (2003)
	6 items developed in this study
Career satisfaction	5 items from Greenhaus et al (1990)

5.6 Main Survey

5.6.1 Sampling Method

To collect a representative dataset, this study employed quota sampling method in the main survey. According to Altinay & Paraskevas (2008), "Quota sampling is a technique used to ensure equal representation of participants in each layer of a stratified sample grouping" (p.96). The corresponding sample distribution can be assured by purposely selecting the sample units according to quotas set in proportion to a known population distribution (Foreman, 1991). The hotels under study were first divided into mutually exclusive subsets according to their geographical distribution, just as in stratified sampling, and participants from each hotel stratum were then selected, based on a specified proportion.

The *Yearbook of China Tourism Statistics* 2009 published by the China National Tourism Administration (CNTA) was used as a reference to select the sample frames. Based on the number of four and five star SOHs, Beijing, Guangdong, Zhejiang, Shandong, Jiangsu, Shanghai, Sichuan, Hubei, Hainan, and Tianjin were selected as the target areas. They represent seven provinces and three municipalities directly under the control of the central government, and are reasonably representative of the main tourist provinces in mainland China in terms of hotel numbers and geographic distribution (see the map in Figure 5.2). Subsequently, 52 hotels were located in the selected cities, most of which were managed by well-known SOH

management corporations, including Jin Jiang, Jinling, Jianguo, Overseas Chinese Tourism (OCT), Garden Hotel, and White Swan.

Figure 5.2 Map of the People's Republic of China

With regard to the sample size, structural equation modeling (SEM) requires a larger sample size compared to other multivariate techniques. This is because the sample provides a basis for the estimation of sampling errors, and SEM statistical algorithms are unreliable with small samples (Hair, Black, Babin, & Anderson, 2009). Opinions regarding the minimum sample sizes vary. Anderson & Gerbing (1988) state that a sample size of 150 is large enough to obtain a solution for models with more than three indicators per factor, whereas Stevens (1996) recommends a sample size of at least 400

to avoid model misspecification. Ghauri & Gronhaug (2005) suggest a sample size of 200-500 for a regional survey with no subgroup analyses. In general, when deciding on the sample size, the decisions must be made based on several factors, including multivariate normality, estimation technique, model complexity, amount of missing data, and the average error variance of the indicators (Hair et al., 2009). Taking all of these factors into account, this study aimed at 1000 completed questionnaires based on the 10:1 ratio of respondents to items recommended by Hair, Anderson, Tatham, & Black, (2006). Table 5.12 presents the sample quotas based on the proportion of four and five star hotels in an area.

Table 5.12 Sampling Quotas Based on the Percentage of Four and Five Star State-owned Hotels

Provinces/City	Proportion of Four and Five star hotels (%)	Proposed Sample Size	Expected Number of Respondents
Beijing	14.2	1000	142
Tianjin	1.7	1000	17
Shanghai	10.2	1000	102
Jiangsu	12.8	1000	128
Zhejiang	13.2	1000	132
Shandong	12.9	1000	129
Guangdong	14.2	1000	142
Sichuan	9.0	1000	90
Hubei	8.0	1000	80
Hainan	3.8	1000	38

5.6.2 Survey Distribution

The main survey was conducted in 52 hotels located in 17 main tourist cities, Beijing, Shanghai, Tianjin, Nanjing, Hangzhou, Qingdao, Jinan, Weihai,

Weifang, Yantai, Taian, Qufu，Chengdu, Guangzhou, Shenzhen, Wuhan, and Sanya, which adequately reflect tourist cities in China. A key person, such as human resources manager or marketing manger was contacted at each hotel to ensure the distribution and collection of the questionnaires. Finally, a total of 980 questionnaires were collected, of which 907 were retained after screening out the ones which were largely incomplete. The distribution of hotels for the main survey is shown in Table 5.13.

Table 5.13 Distribution of Hotels, Main Survey

Hotel Code	Hotel Location	Hotel Star Rating	Completed Cases
Hotel 1	Beijing	4	9
Hotel 2	Beijing	4	34
Hotel 3	Beijing	4	3
Hotel 4	Beijing	4	20
Hotel 5	Beijing	5	19
Hotel 6	Beijing	5	16
Hotel 7	Beijing	5	20
Hotel 8	Beijing	5	20
Hotel 9	Tianjin	5	12
Hotel 10	Shanghai	5	27
Hotel 11	Shanghai	5	26
Hotel 12	Shanghai	4	39
Hotel 13	Shanghai	4	12
Hotel 14	Nanjing	4	23
Hotel 15	Nanjing	5	15
Hotel 16	Nanjing	4	34
Hotel 17	Nanjing	5	28
Hotel 18	Hangzhou	5	20
Hotel 19	Hangzhou	4	25
Hotel 20	Hangzhou	4	18
Hotel 21	Hangzhou	4	29
Hotel 22	Hangzhou	4	22
Hotel 23	Weihai	4	6
Hotel 24	Weihai	5	13
Hotel 25	Weihai	4	12
Hotel 26	Weihai	5	14

Hotel 27	Qingdao	5	10
Hotel 28	Qingdao	5	11
Hotel 29	Qingdao	5	10
Hotel 30	Qingdao	4	10
Hotel 31	Weifang	4	10
Hotel 32	Weifang	4	5
Hotel 33	Yantai	4	9
Hotel 34	Yantai	5	10
Hotel 35	Jinan	5	10
Hotel 36	Taian	4	5
Hotel 37	Qufu	4	8
Hotel 38	Guangzhou	5	35
Hotel 39	Guangzhou	5	11
Hotel 40	Shenzhen	5	20
Hotel 41	Shenzhen	4	19
Hotel 42	Shenzhen	5	24
Hotel 43	Shenzhen	5	12
Hotel 44	Shenzhen	5	12
Hotel 45	Shenzhen	5	12
Hotel 46	Chengdu	4	26
Hotel 47	Chengdu	5	20
Hotel 48	Chengdu	4	32
Hotel 49	Chengdu	5	10
Hotel 50	Wuhan	4	30
Hotel 51	Wuhan	5	21
Hotel 52	Sanya	5	20

5.6.3 Data Collection

Two methods were employed to collect the survey data. First, the researcher approached most of the selected hotels (31 hotels) and contacted the general manager or human resources manager to assist with the distribution of the questionnaires. The respondents were asked to complete a self-administered questionnaire, which was collected on the spot by the researcher to ensure the confidentiality of the information provided.

It would have been not only time consuming but also expensive to travel to all of the selected hotels to collect the data. Therefore, the questionnaires were emailed to target hotels which are far from the researcher's institution. To ensure the quality and quantity of the data collected, the researcher first contacted the general managers of the hotels for assistance, and ascertained the contact person in each hotel. For example, the researcher visited the headquarters of a large SOH in Shanghai and received the support of the chief human resources manager. The questionnaire and required numbers of data were then emailed to the manager contacted and distributed to the subordinate hotels. Once the required data were collected, the researcher responded the hotel managers with a brief results report to express the gratitude for support and to ensure the future cooperation.

Data Analysis Method

The present study aims to test the relationships among latent constructs—perceived OCM, career commitment, career competencies, and career satisfaction—which cannot be directly observed or measured. Hence, these constructs are measured by some observable variables or items that form the multi-item scales. SEM was used to statistically examine the specified relationships.

SEM is a statistical methodology that takes a confirmatory approach to the analysis of a structural theory bearing on some phenomenon (Byrne, 2001, p.3). It is a powerful statistical tool that can examine the extent to which the

model fits the data and the level of statistical significance of the hypothesized relationships. SEM enables the identification of structural relationships, especially those between latent constructs or variables, by integrating the new development of two statistical methods: factor analysis and path analysis. Factor analysis, especially confirmatory factor analysis (CFA) (the measurement model), specifies the relationships between the observed indicators and their posited underlying factors, whereas path analysis (the structural model) specifies the causal relationships among the latent variables as posited by the underlying theories (Segars & Grover, 1993). By combining the two statistical methods, SEM overcomes the methodological limitations of factor analysis and path analysis. It is therefore a useful statistical tool for understanding the interrelationships among several latent variables.

SEM was used to test the measurement and structural models using AMOS. First, EFA and CFA were conducted to purity the measurement indicators and to specify the relationships between the observed indicators and the constructs. Second, path analysis was performed to specify the causal relationships between the latent variables posited by the underlying theories. Procedurally, SEM helped to find the best fitting model by, in the first stage, establishing the best fitting measurement model, which then entered the second stage of testing the hypothesized structural model (Byrne, 2001; Cheng & Ho, 2001).

5.7 Chapter Summary

This chapter elaborates the research methodology of the study. It first discusses the research design, covering the target sample, sampling method, and questionnaire development. The target populations are middle managers who work in four or five star SOHs in China. The questionnaire comprises five parts, and all individual items are measured using a seven-point Likert scale (1 = strongly disagree, 7 = strongly agree). Second, this chapter describes the measurement instrument of the four main constructs. Third, it reports the process and results of the pilot study. After the content validity analysis, items are developed into statements and piloted in Shandong province. A total of 278 valid questionnaires are collected in the pilot study and examined using factor analysis to obtain a purified instrument for the main survey. Finally, this chapter addresses the questionnaire distribution, data collection process, and data analysis method of the main survey. The survey is conducted based on the quota sampling method. SEM is used to analyze the data, and the results are presented in the next chapter.

Chapter 6. RESULTS

This chapter reports the results of the main survey. It outlines the data screening process, normality checking, and profile of the respondents. After examining the reliability of all of the measurement scale, it describes the model fit and construct validity criteria and testing procedure. First, the individual measurement model for each latent construct is assessed by running EFA and CFA. Second, the overall measurement model is tested with all latent constructs specified as correlated. Finally, the structural model is evaluated with the full dataset. The chapter concludes with a report of the results of hypothesis testing and multi-group invariance analysis.

6.1 Data Screening

In the main survey, a total of 907 valid questionnaires were collected. The data were screened and purified to ensure that the dataset meets the requirements for SEM analysis.

Missing data

Before conducting the data analysis, the dataset was examined for missing data. Handling missing data is very important as non-random missing data can bias the statistical results (Hair et al., 2009). There are several methods to deal with missing data, such as listwise deletion, pairwise deletion, mean imputation, regression imputation, and similar response pattern imputation

(Enders, 2006; Olinsky, Chen, & Harlow, 2003). Listwise deletion is among the most commonly used methods in published studies (Gilley & Leone, 1991). It is chosen when the values are assumed to be missing at random and represent less than 10% of the dataset. In addition, when values are missing at random, listwis deletion has been found to be more robust than other sophisticated methods, such as maximum likelihood and multiple imputation (Allison, 2002). In this study, listwise deletion method was used, which means to remove all incomplete cases (73) from the dataset before analysis.

Outliers

Outliers are observations that are substantially different from the other observations of one or more characteristics (Hair et al., 2009). As they bia the mean and influence the normal distribution (Field & Hole, 2003), it is important to identify them. This study used several methods to locate outliers.

First, descriptive statistics were used to check the accuracy of the extreme scores. All of the minimum and maximum scores appeared to be less than 7 except for five cases, which had values of 77 or 33. As the items were measured using a seven-point Likert scale, the outliers' scores were extremely above the top of the measurement scale. As an outlier can be caused by data entry mistakes, for example, entering "77" instead of "7", the raw data were checked (Kline, 1998). It was found that the outliers were caused by mistyping, and the scores for these cases were corrected.

Having had a glance at the data distribution and amended the incorrect entered value, box plots were then used to identify outliers. A total of 18 cases were found with extreme scores on more than one variable. These 18 outliers were deleted as the deletion of univariate outliers can help to reduce the number of multivariate outliers and normalise the distribution (Bacon, 1995; Kline, 1998).

Possible outliers were also removed using the bootstrap technique, with the Mahalanobis d-squared values used as the measure of distance (Byrne, 2001). Based on the wide gap the Mahalanobis d-squared values between the cases, a total of 15 cases were judged as outliers and deleted. After the deletion of the missing data and outliers, a total of 796 valid questionnaires were retained.

Data Normality

It is critically to ensure that the data have a multivariate normal distribution before conducting SEM (Byrne, 2001). If the variation from the normal distribution is too large, then both the Chi-square and the comparative fit index (CFI) will fluctuate substantially (Bentler, 1990; West, Finch, & Curran, 1995). Therefore, the dataset was screened to ensure that the data underlying the analysis meet all of the requirements for multivariate analysis. Three indices, univariate skewness, univariate kurtosis, and multivariate kurtosis were typically used to evaluate variable distribution (Finney &

Distefano, 2006). The bootstrap procedure was also commonly used to test for the presence of multivariate nonnormal data (Kotz & Johnson, 1992).

Regarding the criteria of univariate normality, Kline (2005) suggests that the cutoff absolute values should be 3.0 for skewness and 8.0 for kurtosis. That is, the datasets with absolute values of univariate skewness greater than 3.0 and absolute values of univariate kurtosis greater than 8.0 should be identified as extremely nonnormal. As shown in Table 6.1, the absolute values of univariate skewness ranged from 0.06 to 0.97, and those of univariate kurtosis ranged from 0.01 to 0.65, indicating that all data followed normal distributions. Although the multivariate kurtosis value indicated significant positive kurtosis according to Mardia (1970), a situation in which all variables achieve univariate normality can help to achieve multivariate normality (Hair et al., 2009). In addition, large sample sizes of 200 or more may help to reduce the detrimental effects of nonnormality (Hair et al., 2009), and the deletion of outliers may also contribute to multivariate normality (R. B. Kline, 2005). Given that all variables were univariate normally distributed and the sample size of 796 in this study was large enough, the data could be regarded as following multivariate normal distribution and could be used for further analysis.

Table 6.1 Univariate and Multivariate Normality Test Result

Item	Skew	C.R.	Kurtosis	C.R.
OCM				
OCM1: External visit & study	-0.68	-7.43	0.67	0.36
OCM2: Career workshop	-0.65	-7.09	0.14	0.79
OCM3: Financial support	-0.36	-3.89	-0.64	-3.48
OCM4: 360^0 appraisal	-0.61	-6.65	0.22	1.17
OCM5: Clear feedback	-0.36	-3.88	-0.10	-0.55
OCM6: Career advice	-0.25	-2.70	-0.37	-1.99
OCM7: Career discussion	-0.40	-4.35	-0.22	-1.23
OCM8: Induction	-0.44	-4.75	-0.03	-0.15
OCM9: Job rotation	-0.44	-4.82	-0.11	-0.61
OCM10: Succession plan	-0.30	-3.29	-0.30	-1.61
OCM11: Job posting	-0.52	-5.63	-0.09	-0.49
OCM12: Dual ladders	-0.08	-0.89	-0.28	-1.53
OCM13: In-house training	-0.61	-6.61	0.20	1.11
Career Commitment				
ICC1: Still choose this profession	-0.50	-5.44	0.10	0.53
ICC2: Recommend this career to others	-0.48	-5.20	-0.27	-1.50
ICC3: Continue in this profession	-0.32	-0.46	-0.01	-0.03
ICC4: Want a career in current area	-0.59	-6.48	0.15	0.80
ICC5: Read relevant journals	-0.17	-1.82	-0.25	-1.39
Career Competencies				
CC1: Specific career goals and plan	-0.68	-7.40	0.28	1.50
CC2: Found job that helps obtain career goals	-0.48	-5.29	-0.16	-0.85
CC3: Change career goals based on new information	-0.30	-3.23	-0.36	-1.98
CC4: Discuss career goals with manager	-0.13	-1.40	-0.49	-2.70
CC5: Ask co-workers for feedback	-0.51	-5.54	0.20	1.07
CC6: Discuss strengths and weaknesses	-0.31	-3.38	-0.37	-1.99
CC7: New ways to improve my life	-0.64	-7.02	0.06	0.30
CC8: Driven to change job	-0.55	-6.03	-0.15	-0.83
CC9: Driven to change community	-0.09	-0.94	-0.37	-2.04
CC10: Always looking for better ways	-0.51	-5.53	-0.14	-0.76
CC11: Exciting to see idea realized	-0.97	-9.55	0.48	2.64
CC12: Help someone in trouble	-0.69	-7.48	-0.14	-0.74
CC13: Identity opportunities	-0.12	-1.27	-0.59	-3.23
CC14: Turn problems into opportunities	-0.06	-0.69	-0.53	-2.91
CC15: Head-on problems	-0.45	-4.96	-0.01	-0.01

CC16: Creative	-0.21	-2.26	-0.65	-3.54
CC17: Imaginative	-0.31	-3.36	-0.41	-2.23
CC18: Philosophical	-0.19	-2.07	-0.43	-2.35
CC19: Intellectual	-0.25	-2.77	-0.56	-3.08
CC20: Mentoring in the hotel	-0.51	-5.51	0.13	0.72
CC21: Mentoring outside the hotel	-0.19	-2.02	-0.12	-0.65
CC22: Mentoring by experts	-0.37	-4.06	-0.04	-0.21
CC23: Co-workers say I know many people within the hotel	-0.41	-4.44	-0.38	-2.06
CC24: People in the hotel know me	-0.52	-5.70	-0.32	-1.73
CC25: Many contacts within the hotel	-0.23	-2.56	-0.64	-3.52
CC26: With problems at work, I know whom I should contact with	-0.57	-6.25	0.32	1.77
CC27: Co-workers like to cooperate with me	-0.56	-6.14	0.33	1.80
CC28: Well connected within the hotel	-0.49	-5.35	0.19	1.03
CC29: Many contacts within the industry	-0.19	-2.07	-0.49	-2.67
CC30: Co-workers say I know many people outside hotel	-0.11	-1.24	-0.55	-3.00
CC31: Networks outside the hotel	-0.09	-0.92	-0.42	-2.27
CC32: Continuous learning	-0.51	-5.56	-0.14	-0.79
CC33: Training and development opportunities	-0.53	-5.82	0.18	0.98
CC34: Job-related skills	-0.39	-4.26	-0.02	-0.08
CC35: Update skills	-0.31	-3.44	-0.28	-1.55
CC36: Know trends and developments	-0.42	-4.63	-0.11	-0.59
CC37: Join professional organizations	-0.21	-2.25	-0.24	-1.29
CC38: Spend free time on job	-0.15	-1.61	-0.38	-2.07
CC39: Take job-related courses	-0.24	-2.58	-0.40	-2.19
CC40: Stay abreast of developments	-0.32	-3.51	-0.23	-1.25
Career Satisfaction				
CS1: Income	-0.27	-2.97	-0.01	-0.02
CS2: Advancement	-0.21	-2.28	-0.19	-1.02
CS3: New skills	-0.16	-1.79	-0.21	-1.14
CS4: Overall goal	-0.19	-2.03	-0.31	-1.68
CS5: Success	-0.14	-1.52	-0.22	-1.17
Multivariate			671.72	99.31

The descriptive statistics of the main constructs after data cleaning the missing data and outliers are presented in Tables 6.2, 6.3, 6.4, and 6.5.

Table 6.2 Descriptive Statistics for OCM (N=796)

Item	Min.	Max.	Mean	S.D.
Dual ladders	1.00	7.00	4.44	1.35
Job rotation	1.00	7.00	4.77	1.38
Succession plan	1.00	7.00	4.72	1.35
Job posting	1.00	7.00	4.93	1.38
Financial support for education	1.00	7.00	4.58	1.63
Clear feedback	1.00	7.00	5.14	1.12
Career advice	1.00	7.00	4.95	1.22
360 degree appraisal	1.00	7.00	5.23	1.27
Career discussion	1.00	7.00	5.02	1.22
Induction	2.00	7.00	5.50	1.01
External visit and study	1.00	7.00	5.51	1.19
In-house training	2.00	7.00	5.75	0.95
Career training	2.00	7.00	5.59	1.07

Table 6.3 Descriptive Statistics for Career Commitment (N=796)

Item	Min.	Max.	M	S. D
Want a career in current area	1.00	7.00	5.62	1.05
Read relevant journals	1.00	7.00	5.07	1.20
Recommend this career to others	1.00	7.00	4.85	1.29
Still choose this profession	1.00	7.00	4.97	1.46
Continue in this profession	1.00	7.00	4.91	1.44

Table 6.4 Descriptive Statistics for Career Competencies (N=796)

Item	Min.	Max.	Mean	S. D.
Co-workers say I know many people outside the hotel	1.00	7.00	5.01	1.17
I have many contacts within the hotel	1.00	7.00	5.27	1.17
I have extensive contacts within the industry	1.00	7.00	5.19	1.12
Coworkers say that I know many people within the hotel	1.00	7.00	5.49	1.12
I regularly network with individuals outside my hotel	1.00	7.00	5.05	1.18
Coworkers like to cooperate with me	2.00	7.00	5.77	0.87
Many people working within the hotel know me	2.00	7.00	5.65	1.08
When I have problems at work, I know whom I should contact with	2.00	7.00	5.88	0.89
I am well connected within the hotel	3.00	7.00	5.89	0.82
I have a diversified set of job related skills	2.00	7.00	5.47	0.97
I seek out opportunities for continuous learning	1.00	7.00	5.67	1.00

I seek out training and development opportunities	2.00	7.00	5.76	0.93
I constantly update my job-related skills	2.00	7.00	5.25	1.03
I know trends and developments in my profession	1.00	7.00	5.60	0.99
I stay abreast of developments in my line of work	1.00	7.00	5.29	1.02
I am imaginative	2.00	7.00	5.55	0.96
I am creative	1.00	7.00	5.38	1.04
I am philosophical	2.00	7.00	5.40	0.96
I am intellectual	2.00	7.00	5.42	1.00
I spend free time on job	2.00	7.00	4.88	1.15
I have joined professional organizations	1.00	7.00	4.84	1.22
I have taken a job-related course	1.00	7.00	4.91	1.24
I have discussed my career goals with my supervisor/manager	1.00	7.00	4.79	1.27
I ask coworkers for feedback on my performance	1.00	7.00	5.34	1.10
I have asked my supervisor to discuss my specific strengths and weaknesses	1.00	7.00	5.13	1.23
I gain career guidance from people outside the hotel	1.00	7.00	4.88	1.23
I gain career guidance from experienced individuals in my work environment	1.00	7.00	5.24	1.20
I gain career guidance from professional experts	1.00	7.00	4.81	1.31
I feel driven to make a difference in my community	1.00	7.00	4.88	1.26
I feel driven to make a difference in my job	2.00	7.00	5.70	1.04
I am constantly on the lookout for new ways to improve my life	2.00	7.00	5.74	1.01
I am great at turning problems into opportunities	2.00	7.00	5.16	1.13
I excel at identifying opportunities	2.00	7.00	5.23	1.07
Nothing is more exciting than seeing my ideas turn into reality	2.00	7.00	6.08	1.00
If I see someone in trouble, I help out in any way I can	3.00	7.00	6.11	0.85
I am always looking for better ways to do things	2.00	7.00	5.95	0.94
When I have a problem, I tackle it head on	2.00	7.00	5.68	0.94
I have specific career goals and a career plan	2.00	7.00	5.68	1.00
I have sought job assignments that will help me obtain my career goal	1.00	7.00	5.19	1.16
I have changed my career goals based on new information received	2.00	7.00	5.11	1.17

Table 6.5 Descriptive Statistics for Career Satisfaction (N=796)

Item	Min.	Max.	Mean	Std. Dev.
Overall goals	1.00	7.00	4.86	1.10
Advancement	1.00	7.00	4.83	1.15
New skills	2.00	7.00	4.93	1.06
Income	1.00	7.00	4.70	1.20
Success achieved	1.00	7.00	4.94	1.14

6.2 Profile of Respondents

Data were collected from more than ten provinces and regions in China, and the participants were diverse in terms of age, education level, job position, working areas and working experiences. As the SOHs are the dominant force of hotels in China, data collected should reasonably represent the profile of hotel workforce. Furthermore, the respondent profile in this study reflects similarly the general population published by CNTA. Table 6.6 presents the demographic characteristics of the respondents. Of the 796 respondents, 52.1% were male, and 47.9% were female, and more than 77% of the respondents were aged between 25 and 44. About 69% of the respondents were married. Over 79% of them had completed college-level education or above, indicating that a large proportion of the respondents were well educated. The great majority of the respondents (97.4%) were department managers or supervisors. Approximately 53% of them typically had on average more than ten years of hotel management experience in four or five star hotels. They generally had a wide range of duties and serve in the

following departments: food and beverage (18.3%), sales and marketing (12.8%), housekeeping (12.2%), front office (11.9%), human resources (10.4%), accounting (7.3%), security (6.2%), engineering (4.9%), public relations (2.6%), purchasing (1.8%), recreation (1.4%) and others (10.2%). Among the hotels surveyed, 55% were four star hotels and 45% were five star hotels.

Table 6.6 Profile of Respondents, Main Survey (N=796)

Characteristics	Valid N	Percentage
Gender		
Male	415	52.1
Female	381	47.9
Age		
Below 24	47	5.9
25-35	370	46.5
36-44	246	30.9
45-55	121	15.2
56-64	12	1.5
Marital Status		
Married	549	69
Single	204	25.6
Others	43	5.4
Educational Level		
Secondary/high school	51	6.4
Vocational/ technical school	93	11.7
College	415	52.1
Bachelor's degree	215	27
Master's degree	19	2.4
PhD	0	0
Others	3	0.4
Years of working in the hotel industry		
Less than 1 year	12	1.5
1-3 years	83	10.4
3-6 years	131	16.5
6-10 years	147	18.5

Above 10 years	423	53.1
Years of working in this hotel		
Less than 1 year	80	10.1
1-3 years	178	22.4
3-6 years	140	17.6
6-10 years	124	15.6
Above 10 years	274	34.4
Position		
Assistant general manager	21	2.6
Department manager	444	55.8
Supervisor	331	41.6
Department		
Marketing	102	12.8
Front Office	95	11.9
Housekeeping	97	12.2
Food and Beverage	146	18.3
Human Resources	83	10.4
Engineering	39	4.9
Security	49	6.2
Public Relations	21	2.6
Purchasing	14	1.8
Accounting	58	7.3
Recreation	11	1.4
Others	81	10.2
Monthly Income		
Below 1500	44	5.5
1501-2500	192	24.1
2501-4000	237	29.8
4001-5000	95	11.9
5001-8000	150	18.8
8001-10000	35	4.4
10001-15000	31	3.9
15001-20000	6	0.8
Above 20001	6	0.8
Hotel star rating		
4 star	438	55.0
5 star	358	45.0

6.3 Scale Reliability

Scale reliability means that a scale consistently reflects the construct that it measures (Field, 2005). The most commonly reported estimate of reliability is Cronbach's coefficient alpha (α). The internal consistency reliability of each of the scale measuring the study constructs (perceived OCM, career commitment, career competencies, and career satisfaction was estimated. As shown in Table 6.7, the reliability coefficients of each construct ranged from 0.84 to 0.96, all of which were above the cut-off point of 0.70, which means that all of the scales reflected the constructs well (Kline, 1999). The item-total correlation values were all above 0.30 (Field, 2005), indicating that the correlation between each item and the total score from the questionnaire was satisfactory. An examination of the column "Alpha if Item Deleted" revealed that the deletion of any one of the items would not affect reliability. In summary, the scale reliability results showed a satisfactory level of internal consistency within the constructs of OCM, career commitment, career competencies, and career satisfaction.

Table 6.7 Reliability of the Measurement of the Major Constructs (N=796)

Item	Item-Total Correlation	Alpha if Item Deleted	Reliability α
OCM			0.90
OCM1: External visits & study	0.53	0.89	
OCM2: Career workshop	0.57	0.89	
OCM3: Financial support	0.55	0.90	
OCM4: 360^0 appraisal	0.62	0.89	
OCM5: Clear feedback	0.68	0.89	
OCM6: Career advice	0.71	0.89	
OCM7: Career discussion	0.69	0.89	
OCM8: Induction	0.59	0.89	
OCM9: Job rotation	0.61	0.89	
OCM10: Succession plan	0.67	0.89	
OCM11: Job posting	0.53	0.90	
OCM12: Dual ladders	0.65	0.89	
OCM13: In-house training	0.56	0.90	
Career Commitment			0.84
ICC1: Want a career in current area	0.58	0.82	
ICC2: Still choose this profession	0.74	0.77	
ICC3: Recommend this career to others	0.70	0.79	
ICC4: Continue in this profession	0.65	0.80	
ICC5: Read relevant journals	0.54	0.83	
Career Competencies			0.94
CC1: Specific career goals and plan	0.59	0.95	
CC2: Found job that helps obtain career goals	0.55	0.95	
CC3: Change career goals based on new information	0.51	0.96	
CC4: Discuss career goals with manager	0.57	0.95	
CC5: Ask co-workers for feedback	0.53	0.95	
CC6: Discuss strengths and weaknesses	0.58	0.95	
CC7: New ways to improve my life	0.53	0.95	
CC8: Driven to change job	0.56	0.95	
CC8: Driven to change community	0.49	0.96	
CC10: Always looking for better ways	0.56	0.95	
CC11: Exciting idea turn into reality	0.47	0.96	
CC12: Help someone in trouble	0.46	0.96	
CC13: Identify opportunities	0.66	0.95	
CC14: Turn problems into opportunities	0.66	0.95	
CC15: Head-on problems	0.64	0.95	
CC16: Creative	0.61	0.95	

CC17: Imaginative	0.61	0.95	
CC18: Philosophical	0.55	0.95	
CC19: Intellectual	0.59	0.95	
CC20: Mentoring in the hotel	0.52	0.95	
CC21: Mentoring outside the hotel	0.54	0.95	
CC22: Mentoring from expert	0.55	0.95	
CC23: Co-workers say I know many people within the hotel	0.59	0.95	
CC24: People in the hotel know me	0.57	0.95	
CC25: Many contacts within the hotel	0.60	0.95	
CC26: With problems in work, I know whom I should contact with	0.63	0.95	
CC27: Co-workers like to cooperate with me	0.66	0.95	
CC28: Well connected within the hotel	0.60	0.95	
CC29: Many contacts within the industry	0.67	0.95	
CC30: Co-workers say I know many people outside hotel	0.63	0.95	
CC31: Networks outside hotel	0.63	0.95	
CC32: Continuous learning	0.63	0.95	
CC33: Training and development opportunities	0.65	0.95	
CC34: Job related skills	0.60	0.95	
CC35: Update skills	0.61	0.95	
CC36: Know trends and developments	0.61	0.95	
CC37: Join professional organizations	0.53	0.96	
CC38: Spend free time on job	0.58	0.95	
CC39: Take job-related courses	0.53	0.96	
CC40: Stay abreast of development in my line of work	0.65	0.95	
Career Satisfaction			0.91
CS1: Income	0.73	0.89	
CS2: Advancement	0.83	0.87	
CS3: New skills	0.74	0.89	
CS4: Overall goal	0.81	0.88	
CS5: Success	0.72	0.89	

6.4 Goodness-Of-Fit Indices

It is important to address the most fundamental issue in SEM --assessing

model validity. Various measures have been developed to assess a model's

ability to represent the data. This section discusses commonly used model fit indices.

Chi-square (x^2) Value

The Chi-square value is a traditional measure of the differences between the observed covariance matrices and estimated covariance matrices. However, the Chi-square values can be overly influenced by the sample size, which can lead to the problems of fit. As a result, "findings of well-fitting hypothesized models, where the x^2 value approximates the degrees of freedom, have proven to be unrealistic in most SEM empirical research" (Byrne, 2001, p.81). In reality, typically models are complex and have a sample sizes that makes the Chi-square test less useful as a model fit index (Hair et al., 2009). As "the Chi-square value is highly sensitive to sample size and thus should not be used as an indicator of goodness of fit between the model and the data" (Byrne, B. 2001, p.284). However, researchers should always report the Chi-square value and the model's degree of freedom (Cattel, 1956; MacCallum & Browne, 1993). Thus, no matter what the Chi-square result is, other Goodness-of-fit indices should be reported.

Given the limitation of the Chi-square statistic, many alternative goodness-of-fit indices have been developed to evaluate model fit. These measures are classified into three general groups: absolute measures, incremental measures, and parsimony fit measures (Hair et al., 2009).

Absolute Fit Measures

The goodness-of-fit index (GFI) is an absolute index because it basically compares the hypothesized model with no model at all. A value close to l indicates good fit (Hu & Bentler, 1995; Joreskog & Sorbom, 1993). Another fit statistics is the root mean square error of approximation (RMSEA), which has recently been recognized as one of the most widely used indices in covariance structure modelling (Byrne, 2001). The RMSEA, which takes the error of approximation into account, is first proposed by Steiger & Lind (1980). RMSEA values less than 0.05 indicate good fit, those between 0.08 and 0.10 indicate mediocre fit, and those greater than 0.10 indicate poor fit (MacCallum, Browne, & Sugawara, 1996).

Incremental Fit Measures

Incremental or comparative fit measures differ from absolute fit indices in that they assess how well the estimated model fits relative to the alternative baseline model. Comparative fit index (CFI) is one of the most widely used indices. A CFI value that is greater than 0.90 usually suggests a well-fitting model (Bentler, 1992; Hair et al., 2009).

Parsimony Fit Indices

The parsimony fit indices are designed specifically to provide information about which model among a set of competing models has the best fit relative to its complexity. One such index is the parsimony normal fit index (PNFI).

Relatively high values represent a relatively better fit, so the index can be used in the same way as the normed fit index (NFI). PNFI values can be used to compare models of varying complexity. They range between 0 and 1, with 1 indicating a perfect fit.

Although there is no simple rule to distinguish good models from poor ones, several general guidelines used together may help to determine the acceptability of the fit of a given model. Hair et al.(2009) suggest that it should be sufficient to report three or four fit indices, including at least one incremental index and one absolute index, in addition to the Chi-square value and degrees of freedom. Therefore, "reporting the Chi-square value and degrees of freedom, the CFI or TLI, and the RMSEA will usually provide sufficient unique information to evaluate a model" (Hair et al., 2009, p.672).

Following the recommendation of Hair et al., (2009), this study reports the Chi-square statistics and the associated degrees of freedom (df), CFI, GFI, and RMSEA of the measurement and structural models.

6.5 Criteria for Assessing Construct Validity

According to Hair et al. (2009), the measurement model validity depends on two aspects: 1) establishing acceptable levels of goodness-of-fit for the measurement model and 2) finding specific evidence of construct validity. Construct validity is "the extent to which a set of measured items actually

reflect the theoretical latent constructs those items are designed to measure"
(Hair et al., 2009, p.708). Construct validity may be explained by two
components—convergent validity and discriminant validity.

Convergent validity indicates that the items measuring a specific construct
should converge or share a high proportion of variance in common. There
are several ways to assess the relative amount of convergent validity among
item measures.

(1) Factor loadings

The standardized loading estimates should exceed 0.50, and ideally 0.70 or
higher (Hair et al., 2009). In addition to the factor loading, the statistical
significance of each estimated coefficient should be assessed (Anderson &
Gerbing, 1988). An insignificant estimate indicates that the item should be
dropped. The test statistic used in this study is the critical ratio (C. R.), which
represents the parameter estimate divided by its standard error. It operates as
a z-statistic in testing that the estimate is statistically different from zero. The
absolute value of the statistic needs to be greater than 1.96 (Byrne, 2001).

In addition, it is also important to check the squared multiple correlations
(SMC). The SMC is equal to the square of the standardized factor loading
and represents the amount of a variable's variance that is explained by a
latent factor (Hair et al., 2009). A loading of 0.71 squared equals 0.50, which
means that the factor explains half of the variation in the item with the other
half being the error variance. SMC represents how well an item measures a

construct, and the recommended threshold value is 0.50 or above (Hair et al., 2009).

(2) Average Variance Extracted (AVE)

With CFA, the average variance extracted (AVE) is calculated as the mean variance extracted for the items loading on a construct and is a summary indicator of convergence (Fornell & Larcker, 1981). An AVE value that exceeds 0.50 indicates a satisfactory convergent validity.

(3) Reliability

Reliability is another an indicator of convergent validity, and the coefficient alpha is a commonly used estimate (Hair et al., 2009). The construct reliability (CR) value is often used together with the SEM model. A reliability value above 0.70 suggests that all the measures consistently represent the same latent construct.

Discriminant validity is the extent to which a construct is truly distinct from other constructs. CFA provides two common ways of assessing discriminant validity. (1) Correlation. The discriminant validity of constructs can be examined by checking their correlation. However, this test does not provide strong evidence of discriminant validity, because high correlations, sometimes as high as 0.90, can still produce significant differences in fit between the two models (Hair et al., 2009:710). (2) AVE. A more rigorous test of discriminate validity is to compare the AVE values for any two

constructs. If the AVE value is greater than the squared correlation estimate, it provides good evidence of discriminant validity.

6.6 Cross Validation

It is important to assess the generalizability of the results of a model to the population. To evaluate the degree of generalizability, cross validation is conducted to prove that a data structure is representative of the population. The most commonly used method is to move the results to a confirmatory perspective and assess the replicability of the results, either with a split sample from the original data set or with a separate sample (Hair et al., 2009). If the sample size is large enough, then the researcher may randomly split the sample into two approximately equal subsets and assess factor models for each subset.

In this study, the large sample size permits cross validation with two equal subsets. Following the recommendation of Hair et al. (2009), the entire data set is randomly split into two subsets of 398, one for calibration (EFA), and the other for validation (CFA).

6.7 Individual Measurement Test

Individual measurement model was tested using EFA and CFA. The purpose of EFA is to find groups of variables that may represent an underlying dimension, while that of CFA is to specify the relationships between observed measures and their posited underlying factors. EFA with varimax

rotation is considered an appropriate first step to simplify the interpretation of the factors identified and to find the major constructs of the data (Field, 2005; Tabachnick & Fidell, 2007). Hence, for each measurement model, EFA with varimax rotation was first conducted, followed by a CFA at a later stage.

In conducting EFA, several criteria were considered for factor extraction. First of all, one of the most common criteria is to retain factors with eigenvalues greater than 1 (Kaiser, 1960). Second, a factoring loading that is less than 0.40 is used as the cut-off point for factor interpretation (Stevens, 1992). Items with factor loadings that are greater than 0.40 in more than one component are removed to avoid cross loading (Hair et al., 2002). Third, although factor loadings are useful, factor selection should not be based on this criterion alone. Communality and scree plots should also be used for factor extraction. For a sample size that is larger than 250, the average communality should be greater than 0.60 (Kaiser, 1974). Fourth, the corrected item-total correlation values indicate the correlations between each item and the total score for the questionnaire. In general, values that are less than 0.30 are deemed unacceptable (Field, 2005). Finally, Cronbach's alpha is then calculated to measure the scale reliability for the factors identified, with 0.70 the minimum acceptable value.

6.7.1 Measurement Model for OCM

EFA for OCM

Consistent with the results of the pilot test, three factors were extracted from the 13 OCM items. As shown in Table 6.8, the three factors explained 65.92% of the total variance. Bartlett's test of sphericity was significant and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.89, indicating that the patterns of correlations were relatively compact and that generated distinct and reliable factors (Field, 2005). Cronbach's alpha of the total scale was 0.90, and that for the three factors ranged from 0.82 to 0.86, exceeding the minimum standard for reliability (0.70) recommended by Nunnally (1978). It can therefore be concluded that the items comprising the three dimensions were internally consistent and stable and together formed a reliable scale.

Table 6.8 EFA Results for OCM (N=398)

Item	Factor	Eigen-value	Variance Explained (%)	Reliability Alpha (α)
Factor 1: Career appraisal		3.19	24.53	0.86
OCM7: Career discussion	0.76			
OCM5: Clear feedback	0.76			
OCM6: Career advice	0.73			
OCM4: 360^0 appraisal	0.72			
OCM8: Induction	0.63			
Factor 2: Career development		3.02	23.25	0.82
OCM12: Dual ladders	0.80			
OCM9: Job rotation	0.79			
OCM10: Succession plan	0.72			
OCM3: Financial support	0.62			
OCM11: Job posting	0.60			

		2.36	18.14	0.85
Factor 3: Career training				
OCM1: External visits & study	0.89			
OCM2: Career workshop	0.84			
OCM13: In-house training	0.68			

KMO= 0.89, Bartlett's Test of Sphericity: Chi-square=2699.54, df=78, p<0.000

CFA for OCM

The three-factor construct identified by EFA was then examined by conducting CFA of the other subsample. With complex models that have more than one level of latent variable structures, it is important to check each level separately to ensure that the identification has been achieved (Byrne, 2001). The OCM is a multidimensional construct consisting of three factors that are measured by 13 items. Hence, it is necessary to carry out first-order and second-order CFAs.

First-order CFA

First-order CFA was carried out to test the multidimensionality of the theoretical construct of OCM, which comprised three factors: career appraisal, career development, and career training.

All of the goodness-of-fit indices (x^2=278.58, df=62, CFI=0.92, GFI=0.90, RMSEA=0.09) indicated an acceptable fit between the model and the sample data. According to Hair et al. (2009), measurement model validity depends

on two aspects: 1) establishing acceptable goodness-of-fit level for the measurement model and 2) finding specific evidence of construct validity.

Convergent validity of OCM was assessed by the size of the factor loadings and their statistical significance level. Table 6.9 shows the estimate, standardized factor loading, critical ratio (C.R.), and squared multiple correlations (SMC) between each variable and the others. All of the standardized loading estimates exceed 0.5 and they were statistically significant (as indicated by the C.R. values which are higher than 1.96) (Byrne, 2001). Thus, it can be concluded that the convergent validity of OCM was satisfactory (Anderson & Gerbing, 1988; Hair et al., 2009).

Average variance extracted (AVE) was also used to test for both convergent validity and discriminant validity. As shown in Table 6.10, all AVE values were greater than 0.50, which indicated a high level of convergent validity. In addition, the AVE for each construct was greater than the squared correlation coefficients for the corresponding inter-constructs, confirming satisfactory discriminant validity (Fornell & Larcker, 1981).

Table 6.9 CFA Results for OCM (N=398)

	Estimate	C.R. (t-value)	Std. Factor Loading	SMC
Factor 1: Career appraisal				
Appraisal -> OCM6	1.00		0.82	0.67
Appraisal -> OCM5	0.85	17.00	0.78	0.61
Appraisal -> OCM4	0.82	14.41	0.69	0.47
Appraisal -> OCM7	0.96	17.50	0.80	0.64
Appraisal -> OCM8	0.60	12.79	0.62	0.39
Factor 2: Career development				
Development ->OCM12	1.00		0.84	0.70
Development ->OCM9	0.82	14.23	0.68	0.46
Development ->OCM10	1.03	18.35	0.83	0.69
Development ->OCM3	0.81	11.21	0.55	0.31
Development ->OCM11	0.84	14.02	0.67	0.45
Factor 3: Career training				
Training -> OCM1	1.63	13.76	0.85	0.73
Training -> OCM2	1.51	13.83	0.88	0.77
Training -> OCM13	1.00		0.66	0.43

Table 6.10 Correlations (Squared Correlation), Reliability, AVE, and Mean

Factor	Appraisal	Development	Training
Appraisal	1.00		
Development	0.74 (0.54)	1.00	
Training	0.56 (0.31)	0.39 (0.15)	1.00
Reliability	0.86	0.82	0.85
AVE	0.56	0.52	0.64
Mean	5.19	4.68	5.59
Std.Dev.	0.94	1.08	0.94

Note: All are significant at the 0.01 level

Second-order CFA

As the latent variable OCM is a multidimensional construct, second-order CFA was conducted to check the identification status of the higher order portion of the model. Although the model fit indices showed that the model

reasonably fit the data, a negative variance estimate of -0.028 was found. Negative error variance estimates are known as Heywood cases (Hair et al., 2009). Joreskog & Lawley (1968) suggest that negative error variance occurs more frequently than might be expected (Chen, Bollen, Paxton, Curran, & Kirby, 2001). There are many solutions to this problem, including ensuring construct validity, adding more items (Hair et al., 2009), or reestimating the model by constraining the error variance to zero or a small positive number (Chen et al., 2001). As the magnitude of the negative variance estimate is small (-0.028), the model was reestimated by constraining the error variance to be 0.05 following the suggestion of Dillon, Kummar, & Mulani (1987). Finally, the second-order CFA provided the overall fit indices (x^2=280.12, df=63, CFI=0.92, GFI=0.90, RMSEA=0.09), which showed that the respecified model fit the data reasonably well. As shown in Table 6.11, all standardized estimates were statistically significant and the effects of OCM on training, development, and appraisal were 0.54, 0.72, and 0.99, respectively.

Table 6.11 Second-order CFA Results for OCM (N=398)

	Estimate	C.R	Std. Factor Loading	SMC
OCM-> Training	0.34	8.08	0.54	0.30
OCM -> Appraisal	0.64	10.96	0.99	0.89
OCM -> Development	0.80	11.53	0.72	0.52

6.7.2 Measurement Model for Career Commitment

EFA for Career Commitment

As shown in Table 6.12, the five items measuring career commitment accounted for 60.23% of the variance in the structure. The KMO of sampling adequacy was 0.84, indicating a satisfactory level for the appropriateness of factor analysis. Cronbach's alpha, the most common measure of scale reliability, was 0.83, above the minimum standard for reliability (0.70) recommended by Nunnally (1978). All of the items were therefore averaged to form a composite career commitment structure, with a satisfactory internal consistency reliability of 0.83.

Table 6.12 EFA Results for Career Commitment (N=398)

Item	Factor	Eigen-value	% Var.	Reliability (α)
		3.01	60.23	0.83
ICC1: Still choose this profession	0.86			
ICC2: Recommend this career to others	0.83			
ICC3: Continue in this profession	0.76			
ICC4: Want a career in current area	0.73			
ICC5: Read relevant journals	0.69			

KMO= 0.84, Bartlett's Test of Sphericity: Chi-square=731.74, df=78, p<0.000, % Var.= Variance Explained (%)

CFA for Career Commitment

The measurement model of career commitment was further tested using CFA. CFA yielded the following overall fit indices as follows: x^2=34.5, df=5, CFI=0.96, GFI=0.97, and RMSEA=0.11. Although the RMSEA value

exceeded 0.10, the value of GFI, which is another absolute fit measure, was 0.97 (close to 1). Thus, it can be concluded that the final measurement model fit the data reasonably well.

The convergent validity of career commitment was assessed by the size of the factor loadings and their statistical significance level. As shown in Table 6.13, all of the standardized loading estimates exceeded 0.50, and their respective absolute t-values were higher than 1.96, indicating a high level of convergent validity (J. C. Anderson & Gerbing, 1988; Hair et al., 2009).

The AVE of career commitment construct was also calculated to test for both convergent and discriminant validity. As shown in Table 6.14, the AVE value of career commitment was 0.64, and thus greater than 0.50 and the square of the correlation estimate between these measures. Hence, based on the validity index proposed by Fornell & Larcker (1981), both the convergent and the discriminant validity were satisfactory.

Table 6.13 Confirmatory Factor Analysis of Career Commitment (N=398)

Career Commitment	Estimate	C.R. (t-value)	Std. Factor Loading	SMC
Career commitment -> ICC1	1.00		0.63	0.41
Career commitment -> ICC2	1.83	12.75	0.83	0.69
Career commitment -> ICC3	1.48	12.30	0.78	0.61
Career commitment -> ICC4	1.54	11.79	0.73	0.54
Career commitment -> ICC5	1.05	9.87	0.59	0.34

Table 6.14 Correlations (Squared Correlation), Reliability, AVE, and Mean

	ICC1	ICC2	ICC3	ICC4	ICC5
ICC1	1.00				
ICC2	0.53 (0.28)	1.00			
ICC3	0.50 (0.25)	0.65 (0.42)			
ICC4	0.47 (0.22)	0.61 (0.37)	0.57 (0.32)	1.00	
ICC5	0.37 (0.14)	0.49 (0.24)	0.46 (0.21)	0.43 (0.19)	1.00
Reliability	0.83				
AVE	0.64				
Mean	5.66	4.97	4.86	4.94	5.07
Std. Dev.	1.08	1.52	1.31	1.45	1.23

Note: All are significant at the 0.01 level

6.7.3 Measurement Model for Career Competencies

EFA was conducted with varimax rotation to identify the underlying structure of the relationships among the constructs. Following factor analysis, five items were removed. Three items, "identify opportunities," "turn problems into opportunities," and "stay abreast of the development of my line of work" were dropped because of cross loadings. The item "I feel driven to change the community" was removed because it had a communality value less than 0.60 (Field, 2005). Finally, SPSS output suppressed the item "head-on problems" as the factor loading was less than 0.40.

Eight factors were identified by EFA as shown in Table 6.15, which explained 61.11% of the overall variance. Consistent with the study of Eby et al. (2003), the eight factors were labeled: career insight, proactive personality, openness to experience, mentoring, networks within the hotel,

networks outside the hotel, career-/job-related skills, and career identity. The

Cronbach reliability scores of the factors ranged from 0.78 to 0.89,

suggesting satisfactory internal consistency.

Table 6.15 EFA Results for Career Competencies (N=398)

Item	Factor	Eigen-value	Variance Explained (%)	Reliability (α)
Factor 1: Networks within the hotel		4.25	12.14	0.89
CC28: Well connected within the hotel	0.74			
CC24: People in the hotel know me	0.72			
CC27: Co-workers like to cooperate with me	0.71			
CC25: Many contacts within the hotel	0.70			
CC26: With problems in work, I know whom I should contact with	0.66			
CC23: Co-workers say I know many people within the hotel	0.65			
Factor 2: Career insight		3.17	9.06	0.82
CC6: Discuss strengths and weaknesses	0.74			
CC4: Discuss career goals with manager	0.67			
CC5: Ask co-workers for feedback	0.67			
CC2: Found job that helps obtain career goals	0.60			
CC3: Change career goals based on new information	0.54			
CC1: Specific career goals and plan	0.43			
Factor 3: Proactive personality		3.03	8.64	0.78
CC11: Exciting idea turn into reality	0.76			
CC10: Always looking for better ways	0.68			
CC12: Help someone in trouble	0.60			
CC8: Driven to change job	0.60			
CC7: New ways to improve my life	0.48			
Factor 4: Openness to experience		2.90	8.29	0.84
CC17: Imaginative	0.79			
CC16: Creative	0.78			
CC18: Philosophical	0.64			
CC19: Intellectual	0.64			

Factor 5: Networks outside the hotel		2.74	7.85	0.89
CC30: Co-workers say I know many people outside the hotel	0.77			
CC31: Networks outside the hotel	0.76			
CC29: Many contacts within the industry	0.67			
Factor 6: Mentoring		2.47	7.07	0.79
CC21: Mentoring outside the hotel	0.70			
CC20: Mentoring in hotel	0.70			
CC22: Mentoring by experts	0.64			
Factor 7: Career-related skills		2.46	4.42	0.87
CC34: Job related skills	0.74			
CC32: Continuous learning	0.62			
CC33: Training and development opportunities	0.61			
CC35: Update skills	0.59			
CC36: Know trends and developments	0.57			
Factor 8: Career identity		1.48	2.64	0.78
CC39: Take job-related courses	0.67			
CC38: Spend free time on job	0.57			
CC37: Join professional organizations	0.50			

KMO= 0.93, Bartlett's Test of Sphericity: Chi-square=8286.21, df=60,

p<0.000

CFA for Career Competencies

The career competencies construct is complex with more than one level of latent variable. Hence, a partial aggregation model was applied, as it can assess the distinctiveness of the abstract constructs. Each level must be checked separately to ensure that identification has been attained (Byrne, 2001). Thus, CFA was first conducted to specify the relationships between the 35 observed indicators and the eight factors, namely, career insight, proactive personality, openness to experience, mentoring, networks within

162

the hotel, networks outside the hotel, career/job-related skills, and career identity.

The model fit indices of the initial model (x^2=1732.09, df=532, CFI=0.85, GFI=0.79, RMSEA=0.08) suggested a poor fit of the model to the data. Thus, some modification to the specification was needed to determine whether the model represented the sample data well. An examination of the modification indices (MIs) revealed that CC35 was inappropriate because of its factor loadings and misspecifies error covariances. This item was then deleted and the model was subsequently respecified based on the remaining 34 items. After several processes of model respecification following examination of the MIs, CC24, CC25, and CC2 were removed and a total of 31 items were retained. The final model fit indices (x^2=1122.45, df=406, CFI=0.90, GFI=0.85, RMSEA=0.06) indicated the model fit the data reasonably well.

A reviewing of the modifications and the model fit indices suggested that the model could be further improved. However, all of the factor loadings exceeded 0.50, with highly significant loadings on the corresponding factors, which supported a high level of convergent validity (J. C. Anderson & Gerbing, 1988; Hair et al., 2009). In addition, the AVE for each construct was higher than the squared correlation coefficients for the corresponding interconstructs, which indicated satisfactory discriminant validity (Fornell & Larcker, 1981). Cronbach's alpha of each construct ranged from 0.78 to 0.92 (career insight 0.79, proactive personality 0.80, openness to experience 0.83,

mentoring 0.78, networks within hotel 0.84, networks outside hotel 0.92, career/job related skills 0.80, and career identity 0.79), exceeding the minimum value for reliability (0.7) (Nunnally, 1978).

First-order CFA

Once the validity of the 31 indicators was confirmed, a partial aggregation model was estimated to focus on a higher level of abstraction. To deal with complex structural models, four approaches were normally used: total disaggregation, partial disaggregation, total aggregation, and partial aggregation (Bagozzi & Edwards, 1998). Partial aggregation involves the aggregation of all items for a component with the resulting aggregates serving as indicators of a factor, which is itself defined as a facet accounting for two or more components (Bagozzi & Edwards, 1998). A partial aggregation models is deemed appropriate when researchers aim to focus on a higher level of abstraction rather than the specific components (Bagozzi & Edwards, 1998). This model has been wieldy used in the psychology (Macnab & Fitzsimmons, 1987; Pryor, 1987; West et al., 1995), and tourism (Hwang, Lee, & Chen, 2005) research. Hence, consistent with the research objectives of this study, partial aggregation was applied in this study.

According to Bagozzi & Edwards (1998), when items within components are aggregated (the means of the measurement items in this study), the aggregates can be used as indicators of the components. Partial aggregates constitute relatively abstract dimensions of the previous scales. Thus, career

insight, proactive personality, and openness to experience were aggregated as indicators of 'knowing why', while mentoring, networks within the hotel, networks outside the hotel were aggregated as indicators of 'knowing-whom', and career/job related skills, and career identity were aggregated as indicators of 'knowing how'.

First-order CFA provided the overall fit indices (x^2=115.66, df=17, CFI=0.93, GFI=0.92, RMSEA=0.10), which showed that the measurement model fit the data reasonably well. Therefore, the validity of the model was tested. Convergent validity was assessed by the size of the factor loadings and AVE, and discriminant validity was examined by comparing the AVE value with the square of the correlation estimate. As shown in Table 6.16, the standardized loading estimates exceeded 0.50 and their respective absolute t-values were greater than 1.96, indicating that the measured items reflect the theoretical latent constructs that they are designed to measure (J. C. Anderson & Gerbing, 1988; Hair et al., 2009).

In addition, all of the AVE values were greater than 0.50, confirming high convergent validity (shown in Table 6.17). Finally, the AVE for each construct was higher than the squared correlation coefficients for the corresponding interconstructs, which indicated that each construct was truly distinct from others (Fornell & Larcker, 1981).

Table 6.16 CFA for Career Competencies (N=398)

	Estimate	C.R. (t-value)	Std. Factor Loading	SMC
Factor 1: Knowing Why				
Knowing why -> insight	1.09	14.78	0.77	0.59
Knowing why -> openness	1.00		0.75	0.56
Knowing why -> personality	0.87	13.59	0.71	0.50
Factor 2: Knowing Whom				
Knowing whom -> mentoring	0.84	10.93	0.61	0.38
Knowing whom-> networks in	0.74	12.66	0.73	0.53
Knowing whom -> networks outside	1.00		0.68	0.46
Factor 3: Knowing How				
Knowing how -> skills	0.87	13.31	0.80	0.65
Knowing how -> identity	1.00		0.69	0.47

Table 6.17 Correlations (Squared Correlation), Reliability, AVE, and Mean

	Knowing Why	Knowing Whom	Knowing How
Knowing Why	1.00		
Knowing Whom	0.71 (0.50)	1.00	
Knowing How	0.67 (0.45)	0.67 (0.45)	1.00
Reliability	0.88	0.87	0.84
AVE	0.55	0.50	0.56
Mean	5.54	5.31	5.25
Std.Dev.	0.67	0.77	0.80

Second-order CFA Model

Second-order CFA was conducted to check the identification status of the higher order portion of the career competencies model. The fit indices of second-order were as follows (x^2=115.67, df=17, CFI=0.93, GFI=0.92,

RMSEA=0.09), indicating the model fit the data reasonably well. All standardized estimates were statistically significant at $p < 0.05$ level. As shown in Table 6.18, the effects of career competencies on 'knowing why', 'knowing whom', and 'knowing how' were statistically significant with the standard regression weights of 0.98, 0.99, and 0.94, respectively. The parameter estimates revealed strong significant relationships for career competencies as a function of 'knowing whom', with a standardized regression weight of 0.99.

Table 6.18 Second-order CFA Results for Career Competencies (N=398)

	Estimate	C.R.	Std. Factor Loading	SMC
Career Competencies-> Knowing whom	0.74	14.17	0.99	0.98
Career Competencies -> Knowing why	0.59	15.78	0.98	0.95
Career Competencies -> Knowing how	0.67	13.46	0.94	0.89

6.7.4 Measurement Model for Career Satisfaction

EFA for Career Satisfaction

EFA with Varimax rotation was conducted, which yielded five items that explained 74.76% of the total variances as shown in Table 6.19. Bartlett test of sphericity was significant and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.87, indicating that the patterns of correlations are relatively compact and that factor analysis should generate distinct and reliable factors (Field, 2005). Cronbach's alpha of the scales was 0.92, above

the minimum standard for reliability (0.70). It can therefore be concluded that the items comprising career satisfaction construct were internally consistent and together formed a reliable scale.

Table 6.19 EFA Results for Career Satisfaction (N=398)

Item	Factor	Eigen-value	Variance Explained (%)	Reliability (α)
		3.74	74.76	0. 92
CS2: Advancement	0.90			
CS4: Overall goal	0.90			
CS3: New skills	0.85			
CS5: Success	0.84			
CS1: Income	0.83			

KMO= 0.87, Bartlett's Test of Sphericity: Chi-square=1381.74, df=10, p<0.000

CFA of Career Satisfaction

The five items identified by EFA were then further examined using CFA. The CFA results provided the following overall fit indices: x^2=85.2, df=5, CFI=0.93, GFI=0.91, and RMSEA=0.20. The RMSEA value indicated some degree of misfit of the measurement model. An examination of the MIs revealed a misspecification associated with the pairing of Items 1 and 2. The maximize likelihood (MI) was 49.93, which indicated that if this parameter to be freely estimated in a subsequent model, the overall Chi-square value would drop by at least 49.93. As the measurement error covariances represented a high degree of overlap in item content (Byrne, 2001), the model was subsequently re-specified with these two measurement errors free up. The correlation of the two measurement errors resulted in a final model

that fit the data fairly well (x^2 =9.0, df=4, CFI=0.99, GFI=0.99, RMSEA=0.06).

The convergent validity of career satisfaction was assessed based on the size of the factor loadings and their statistical significance level. As shown in Table 6.20, all of the standardized loading estimates exceeded 0.50 and their respective absolute t-value was greater than 1.96, indicating a high level of convergent validity (Anderson & Gerbing, 1988; Hair et al., 2009).

The AVE of career satisfaction construct was calculated to test both convergent validity and discriminant validity. An AVE value exceeding 0.50 indicates satisfactory convergent validity, and that greater than the squared correlation coefficients of the corresponding construct, confirmed discriminant validity (Fornell & Larcker, 1981). As shown in Table 6.21, the AVE value of career satisfaction (0.62) was greater than 0.50 and the square of the correlation estimate between these measures. Thus, the convergent and discriminant validity of career satisfaction were confirmed.

Table 6.20 CFA Results for Career Satisfaction (N=398)

	Estimate	C.R. (t-value)	Std. Factor Loading	SMC
Career satisfaction -> CS1	1.00		0.69	0.48
Career satisfaction -> CS2	1.07	20.02	0.80	0.64
Career satisfaction -> CS3	0.99	14.08	0.79	0.63
Career satisfaction -> CS4	1.13	15.13	0.88	0.77
Career satisfaction -> CS5	1.05	13.70	0.77	0.59

Table 6.21 Correlations (Squared Correlation), Reliability, AVE, and Mean

	Income	*Advancement*	*New Skills*	*Overall Goal*	*Success*
Income	1.00				
Advancement	0.77 (0.59)	1.00			
New Skills	0.55 (0.30)	0. 63 (0.40)	1.00		
Overall Goal	0.60 (0.36)	0.70 (0.49)	0.70 (0.49)	1.00	
Success	0.53 (0.28)	0.61 (0.37)	0.61 (0.37)	0.67 (0.45)	1.00
Reliability	0.92				
AVE	0.62				
Mean	4.71	4.85	4.94	4.87	4.94
Std.Dev.	1.22	1.13	1.06	1.09	1.15

Note: All are significant at the 0.01 level

6.8 Overall Measurement Model

After testing the fit and construct validity of each individual measurement model, the overall measurement model was examined. As the model is complex, containing a large number of variables, partial aggregation was applied as it can assess the distinctiveness of abstract constructs while controlling the level of random error and minimizing model complexity (Bagozzi & Edwards, 1998). This study aims to explore the relationship between four constructs—OCM, career commitment, career competencies, and career satisfaction. Consistent with the research objectives of this study, partial aggregation models are deemed as appropriate.

Partial aggregation involves the aggregation of the variables under each factor. Item within components are aggregated (e.g. summed or averaged), and the resulting aggregates can be used as indicators of the components. In this study, two latent variables—OCM and career competencies, were treated

as partial aggregation models. Each indicator of the two models was an aggregate (e.g. mean) of the items from the respective subscales. That is, career appraisal, career development, and career training were aggregated as three indicators of OCM, while 'knowing why', "knowing whom', and 'knowing how' were indicators of career competencies.

The entire sample (N=796) was used to test the overall measurement model. Based on the model fit indices (x^2=528.50, df=97, CFI=0.95, GFI=0.92, RMSEA=0.08), it can be concluded that the model fit the sample data fairly well. As shown in Table 6.22, all factor loadings were statistically significant and ranged from 0.64 to 0.85 (all exceeding 0.50). The AVE value of each construct exceeded 0.50 and was greater than the squared correlation. Therefore, both the convergent and discriminant validity were satisfactory.

In reviewing the modification index, it showed that the model could be further improved with the addition of possibly two more correlated errors. However, the specification of correlated error terms should be supported by a strong theoretical rationale, not only for purposes of achieving a better fitting model (Joreskog, 1993). There was a lack of sufficient theoretical support to add correlations between measurement errors. Therefore, the model was considered the best fit for the sample data.

Table 6.22 Correlations (Squared Correlation), Reliability, AVE, and Mean

Construct	OCM	Career Commitment	Career Competencies	Career Satisfaction
OCM	1.00			
Career Commitment	0.57 (0.32)	1.00		
Career Competencies	0.67 (0.45)	0. 63 (0.40)	1.00	
Career Satisfaction	0.62 (0.38)	0.63 (0.40)	0.62 (0.38)	1.00
Reliability	0.78	0.84	0.88	0.91
AVE	0.86	0.52	0.86	0.67
Mean	5.16	5.09	5.35	4.86
Std.Dev.	0.83	1.01	0.66	0.96

Note: All are significant at the 0.01 level.

6.9 Structural Model Test

As the measurement model was found to be acceptable, the hypothesized structural model can be evaluated. The structural model was tested using all the sample data (N=796). As indicated in the conceptual framework, the structural model aims to assess the hypothesized theoretical relationships between perceived OCM, career commitment, career competencies, and career satisfaction. Perceived OCM and career commitment were proposed to be exogenous variables, and career competencies and career satisfaction to be endogenous ones, as shown in Figure 6.1.

Figure 6.1 Structural Model
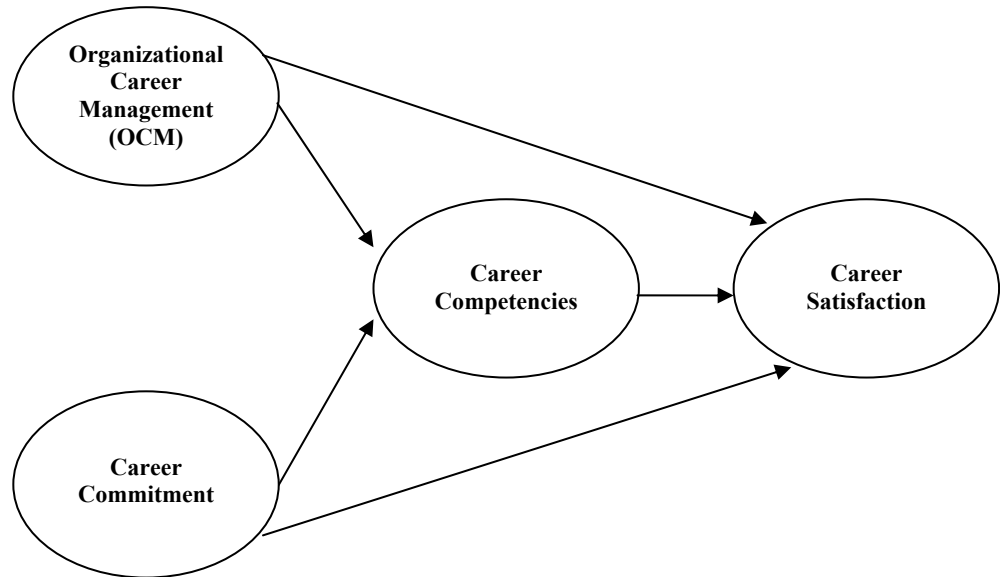
The proposed structural model was tested using AMOS software package, and the results of its estimates are shown in Figure 6.2. It is important to evaluate the model's overall fit before testing the hypotheses (Bollen & Long, 1993). The model fit indices were as follows: x^2 =528.47, df=97, CFI=0.95, GFI=0.92, and RMSEA=0.08. The CFI (0.95) and GFI (0.92) values indicated that the model represented an adequate fit to the data. The RMSEA value for the hypothesized model was 0.07, with the 90% confidence interval ranging from 0.06 to 0.08. The confidence interval indicated that one can be 90% confident that the true RMSEA value in the population will fall within the bounds of 0.069 to 0.080, which represents an acceptable degree of precision (MacCallum et al., 1996). The Chi-square

statistic was significant. However, as explained, the Chi-square value is sensitive to sample size (Bollen & Long, 1993; Hair et al., 2009). Typically, models are complex and have a sample sizes that make the Chi-square significance test less useful as a model fit index (Hair et al., 2009). In practice, although the Chi-square value is statistically significant, the model may still be judged to provide an acceptable fit according to other fix indices (J. C. Anderson & Gerbing, 1988). Thus, based on the CFI, GFI, and RMSEA values, the structural model was considered to fit the sample data fairly well.

The SMC value represents proportion of variance that is explained by the predictors of the variable in question (Byrne, 2001). That is, it represents the proportion of an endogenous variable's variance that is explained by the exogenous variable. The higher is the SMC value, the greater is the joint explanatory power of the exogenous variables (Diamantopoulos & Siguaw, 2000). The SMC values of career competencies and career satisfaction were 0.70 and 0.63, respectively. Thus, it can be determined that 70% of the variance associated with career competencies was explained by its two exogenous variables: OCM and career commitment. These two variables also accounted for 63% of the variance associated with career satisfaction. Taken together, the results which are shown in Table 6.23 indicated the strong effects of the exogenous variables (OCM and career commitment) on the endogenous ones (career competencies and career satisfaction).

Table 6.23 Results of Structural Model Estimates (N=796)

	Estimate	C.R. (t-value)	Std. Factor Loading	SMC
OCM				
OCM - > Appraisal	1.00		0.85	0.72
OCM -> Training	0.74	18.44	0.64	0.41
OCM ->Development	1.03	22.82	0.76	0.58
Career commitment				
Career commitment ->ICC1	0.72	18.69	0.68	0.46
Career commitment-> ICC2	1.18	22.27	0.80	0.64
Career commitment-> ICC3	1.00		0.77	0.59
Career commitment-> ICC4	1.02	19.27	0.70	0.49
Career commitment-> ICC5	0.78	17.54	0.64	0.41
Career competencies				
Career competencies -> Knowing why	0.86	26.59	0.85	0.72
Career competencies -> Knowing whom	0.99	25.70	0.82	0.68
Career competencies -> Knowing how	1.00		0.82	0.66
Career satisfaction				
Career satisfaction -> CS1	1.00		0.72	0.52
Career satisfaction -> CS2	1.11	28.85	0.84	0.70
Career satisfaction -> CS3	0.99	21.91	0.81	0.66
Career satisfaction -> CS4	1.02	19.27	0.88	0.77
Career satisfaction -> CS5	0.78	17.54	0.78	0.61

Note: x^2=528.47, df=97, CFI=0.95, GFI=0.92, RMSEA=0.08

6.10 Hypothesis Testing

As the model was found to fit the data fairly well, hypotheses testing was conducted. Table 6.24 shows the parameter estimates and significance levels. The test statistic used here was the C.R., which indicated whether the parameter estimate is statistically different from zero (Byrne, 2001). As shown in Table 6.24, all structural path estimates were statistically significant (as indicated by C.R. > 1.96) and validated. Figure 6.2 shows the structural model associated with standardized parameter estimates.

Figure 6.2 Final Structural Model with the Estimated Path Coefficients
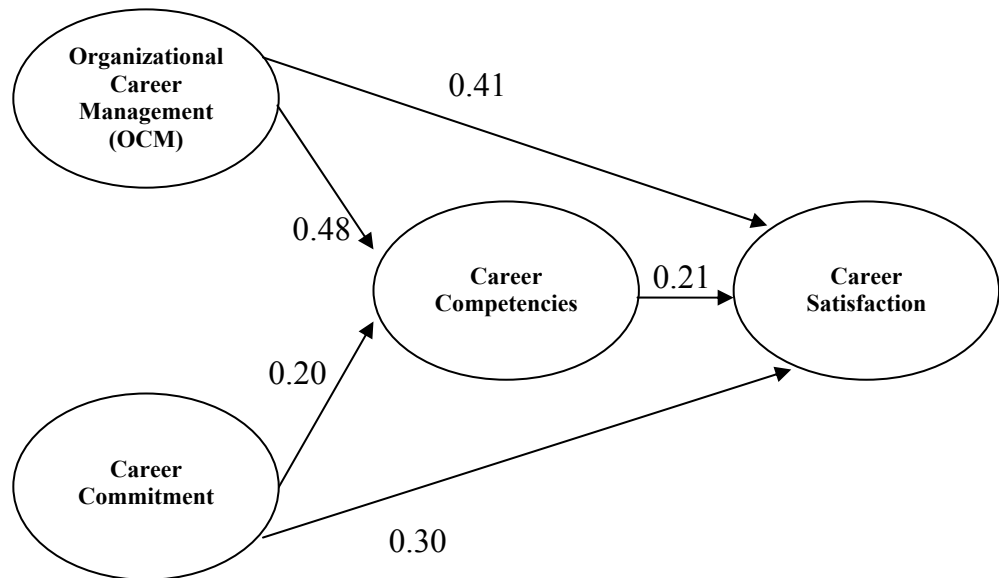
Note: x^2=528.47, df=97, CFI=0.95, GFI=0.92, RMSEA=0.08

Table 6.24 Path Results for the Structural Model
（Hypotheses Testing） (N=796)

Hypotheses/ Path	Coefficient	t-value	Results
H1, OCM-> career competencies	0.48	11.92**	Supported
H2, Career commitment -> Career competencies	0.20	6.78 **	Supported
H3, Career competencies -> career satisfaction	0.21	2.44*	Supported
H4, OCM -> career satisfaction	0.41	5.91 **	Supported
H5, Career commitment -> career satisfaction	0.30	6.95 **	Supported
H6, Mediating effect of career competencies between OCM and career satisfaction	0.10	2.39 *	Supported
H7, Mediating effect of career competencies between career commitment and career satisfaction	0.04	2.30 *	Supported

Notes: * Parameter estimates significant at p<0.05,
        ** Parameter estimates significant at p<0.01

Hypothesis 1: Perceived OCM has a positive effect on career competencies.

The hypothesis was tested by examining the path coefficient between the exogenous variable perceived OCM and the endogenous variable career competencies. As shown in Table 6.24, the path coefficient from OCM to career competencies was 0.48, while the C.R. was 11.92 (greater than 1.96). The path coefficient value and significance level together indicated that the influence of perceived OCM on career competencies was both positive and significant; thus the hypothesis 1 was supported.

H2: Career commitment has a positive effect on career competencies. The hypothesis was tested by evaluating the path coefficient between the exogenous variable career commitment and the endogenous variable career competencies. The path coefficient was found to be positive (0.20) and statistically significant (C.R.> 1.96); thus the hypothesis 2 was supported.

H3: Career competencies have a positive effect on career satisfaction. The hypothesis was tested by examining the path coefficient between the exogenous variable career competencies and the endogenous variable career satisfaction. The path coefficient from career competencies to career satisfaction was found positive (0.21) and significant; thus the hypothesis 3 was supported.

H4. Perceived OCM has a positive effect on career satisfaction. The hypothesis was tested by examining the path coefficient between the exogenous variable perceived OCM and the endogenous variable career

satisfaction. The path coefficient from OCM to career satisfaction was found to be positive (0.41) and significant; thus the hypothesis 4 was supported.

H5. Career commitment has a positive effect on career satisfaction. The hypothesis was tested by examining the path coefficient between the exogenous variable career commitment and the endogenous variable career satisfaction. The path coefficient from OCM to career satisfaction was found to be positive (0.30) and significant; thus the hypothesis 5 was supported.

H6. Perceived OCM has a positive indirect effect on career satisfaction, mediated by career competencies.

Career competencies were hypothesized to mediate the relationship between OCM and career satisfaction. There are many methods to assess mediation hypotheses, but some of the criteria may be used only to informally judge mediating effects. Baron & Kenny (1986) describe a procedure developed by Sobel (1982), which is referred to as the Sobel test. Subsequent statistically based methods have been popularized by researchers, including MacKinnon & Dwyer (1993), and MacKinnon, Warsi, & Dwyer (1995). Among the various methods, the Sobel test seems to perform best in a Monte Carlo study (MacKinnon et al., 1995), and converges closely with a sample size greater than 50 or above. Thus, it is deemed appropriate for this study.

Following the formulae from MacKinnon, Warsi, & Dwyer (1995), the indirect effect was calculated as follows: Indirect effect = a × b (a is the path coefficient of the association between the exogenous variable and the

mediator, while b is the path coefficient for the association between the mediator and the outcome). Significance level was calculated using Sobel test.

The results of the analysis of the mediating effect of career competencies on the relationship between perceived OCM and career satisfaction were as follows: indirect effect coefficient = 0.10, t-value = 2.39, and p-value = 0.02. As the indirect effect coefficient was positive and significant ($p < 0.05$), it can be concluded that the hypothesis 6 was supported.

H7. Career commitment has a positive indirect effect on career satisfaction, mediated by career competencies.

Career competencies were also hypothesized to mediate the relationship between career commitment and career satisfaction. Following the formulae described above, the mediating effect of career competencies was calculated. The results (indirect effect coefficient = 0.04, t-value=2.30, p-value = 0.02) indicated that the indirect path linking career commitment and career satisfaction via career competencies was significant (Sobel test, $p < 0.05$); thus this hypothesis 7 was supported.

To conclude this section, the findings for the models were summarized as follows. First, the five direct causal paths specified in the hypothesized model were found to be statistically validated. These paths reflected the effect of perceived OCM and career commitment on career competencies and career satisfaction. Second, career competencies were found to mediate

the relationship between perceived OCM and career satisfaction, and that between career commitment and career satisfaction. Hence, the findings supported all seven hypothesized causal relationships.

6.11 Multigroup Invariance

Multigroup invariance analysis was performed to test whether or not the components of the measurement model and/or the structural model are equivalent across different groups. Measurement invariance is usually assessed first as it is a logical pre-requisite for substantive cross-group comparisons (Joreskog, 1971; Vandenberg & Lance, 2000). It indicates whether or not a set of indicators assesses the same latent variables in different groups (Kline, 1998). Once measures are proved to be invariant across different groups, the structural model is tested.

When testing for multigroup invariance, the Chi-square difference between two or more different groups should be tested first. If the Chi-square difference is not significantly different, then the model is considered to be equivalent across groups (Byrne, 1998). However, the Chi-square value is sensitive to sample size and nonnormality and thus should not be regarded as a criterion for multigroup invariance (Cheung & Rensvold, 2002). As a result, two alternative indices, the CFI and RMSEA, are suggested (Byrne, 2001; Little, 1997). According to Little (1997), the CFI values between models should not exceed a value of 0.05. Cheung & Rensvold (2002) evaluate 20 goodness-of-fit indices within the context of invariance testing

and suggest that the CFI difference be no more than 0.01. Following the suggestion of Byrne (2001), the key indices calculated in this study are the Chi-square value and the CFI and RMSEA values. AMOS was employed to test for invariance across gender. Procedurally, the measurement model was first tested prior to the structural model.

Multigroup Invariance--Gender

Women working in the hospitality industry constitute a significant proportion of labor force, and most of them working in lower and middle management positions. The issue of gender difference is of particular importance in China given the large number female workforce in the hospitality industry. Thus, testing for measurement equivalence was first conducted simultaneously across two groups: males (415) and females (381). As shown in Table 6.25, the comparison yielded a Chi-square difference value of 45.20 with no difference in the degrees of freedom. The CFI difference value for the measurement model (0.03) was within the recommended range of acceptability suggested by Little (1997). Hence, it can be concluded that the proposed measurement model was equivalent across male and female.

Table 6.25 Results of Testing for Measurement Invariance across Gender

	Chi-square	df	RMSEA	CFI
Male	340.90	97	0.08	0.90
Female	386.10	97	0.09	0.93
Difference	45.20	0	0.01	0.03

Next, the structural model was assessed for invariance across gender. As shown in Table 6.26, the goodness-of-fit indices indicated that the model fit the data well. The Chi-square difference value (45.20), and CFI difference value (0.01) was also within the recommended range of acceptability recommended by Little (1997). The findings suggest that the structural model was invariant across gender.

Table 6.26 Results of Testing for Structural Invariance across Gender

	Chi-square	Df	RMSEA	CFI
Male	340.90	97	0.08	0.94
Female	385.10	97	0.09	0.93
Difference	44.20	0	0.01	0.01

Multigroup Invariance—Marital status

The test for multigroup invariance was then conducted simultaneously across two groups: married (549) and single (204). The rest of the 43 respondents whose marital status listed as *others* was not considered due to the small sample size. As shown in Table 6.27, the goodness-of-fit indices showed that the measurement model fit the data well. However, the x^2 difference value was 65.85 which was mainly due to the difference of sample size, as the number of married participants were double of that of single ones. As the chi-square value is highly sensitive to sample size (Byrne, 2001) it should not significantly influence the result of cross invariance. According to the suggestion of Little (1997), the CFI difference (0.02) and NFI difference value (0.03) were all within the recommended range of acceptability.

Therefore, it is concluded that the measurement model was equivalent across married and single groups.

Table 6.27 Results of Testing for Measurement Invariance across Groups of Marriage

	Chi-square	df	RMSEA	CFI	NFI
Married	318.50	97	0.08	0.94	0.93
Single	252.65	97	0.09	0.92	0.90
Difference	65.85	0	0.01	0.02	0.03

After the test of measurement model, the structural model was assessed for equivalence across marriage groups. As shown in Table 6.28, the goodness-of-fit indices show that the model fit the data marginally well. The CFI difference value (0.02) suggested that it was relatively invariant across marriage groups.

Table 6.28 Results of Testing for Structural Invariance across Groups of Marriage

	Chi-square	df	RMSEA	CFI	NFI
Married	318.50	97	0.08	0.94	0.93
Single	252.70	97	0.09	0.92	0.90
Difference	65.80	0	0.01	0.02	0.03

Multigroup Invariance—Position

The measurement and structural models were assessed for invariance across two groups: manager and supervisor. They were selected because the sample size are The subsample size were close to or exceed the required sample size of 200 (Hair et al., 2009). As shown in Table 6.29 and Table 6.30, the CFI difference and NFI difference values were all within the recommended range

of acceptability. Therefore, the measurement and structural models were equivalent across manager and supervisor groups.

Table 6.29 Results of Testing for Measurement Invariance across Groups of Position

	Chi-square	df	RMSEA	CFI	NFI
Manager	412.3	97	0.09	0.93	0.92
Supervisor	294.0	97	0.08	0.93	0.89
Difference	118.3	0.00	0.01	0.00	0.03

Table 6.30 Results of Testing for Structural Invariance across Groups of Position

	Chi-square	df	RMSEA	CFI	NFI
Manager	412.3	97	0.09	0.93	0.92
Supervisor	290.0	97	0.08	0.93	0.90
Difference	122.3	0.00	0.01	0.00	0.02

6.12 Chapter Summary

This chapter presents the results of the main survey, model testing, hypothesis testing, and multi-group invariance analysis. First, it describes the data screening process. After dealing with missing data and outliers, a total of 796 valid questionnaires are retained. Next, the profile of the respondents is given. In the following section, the reliability and validity of the data are tested and found to be satisfactory. The data are cleaned for data analysis, and the criteria for model fit and construct validity are discussed. Then, the process and results of the individual measurement model assessment are presented. The results of EFA and CFA of the measurement models of perceived OCM, career commitment, career competencies, and career

satisfaction show that the constructs are valid and reliable. The overall

measurement and structural models are then assessed. Both models are found

to fit the data well; hence, the seven hypotheses are supported. The chapter

concludes with multigroup invariance analysis, the results of which indicate

that the proposed model is equivalent across different groups.

Chapter 7. DISCUSSION OF the FINDINGS

This chapter first discusses the overall model performance. Then, the proposed constructs and the causal relationships among the variables are reviewed. The structural relationships are discussed, and the results of this study are compared with those of previous research. The chapter concludes with the implications for future research and practical applications of the study findings.

7.1 Overall Model Performance

The findings of this study fully supported the proposed model, which showed the relationships among four constructs: perceived OCM, career commitment, career competencies, and career satisfaction. Seven hypotheses were tested and the results were statistically significant. Following the scale development process proposed by Churchill (1979), a three-dimensional measurement of OCM was developed and the measurement scale of career competencies and career commitment were purified. The measurement scale of career satisfaction was adopted from a previous study (Greenhaus et al's, 1990), as it has been widely used by researchers including Judge et al., (1995) and Burke (2001) in different fields. It is a popular measure of career satisfaction (Oberfield, 1993). The findings of this study indicated that the measurement was also valid in the hotel setting in mainland China. Overall, both the internal consistency and construct validity of each latent variable

were found to be satisfactory, indicating that the developed and the purified measurement scales are reliable and valid.

Based on a sound theoretical foundation, this study proposed a conceptual framework. EFA and SEM were performed, and the results showed that both the measurement model and the structural model fit the data well, indicating that the models are satisfactory and effective. The results of multiple-group analysis revealed that components of the measurement and structural models were equivalent across different populations. The findings provided evidence that the models may be used across different groups to increase the level of the generalization and reliability of the results.

In summary, all seven hypotheses were supported. The final model explained 70% of the total variance in career competencies and 63% of the total variance in career satisfaction. As a result, the proposed structural model has strong statistical ability to predict the determinants of the career competencies and career satisfaction of hotel managers, and the outcome of hotel career management.

7.2 Perceived OCM

OCM activities have been widely implemented in Western countries, and are well researched (Baruch, 2003; Baruch & Peiperl, 2000; Bowen & Hall, 1997; Gutteridge, Leibowitz, & Shore, 1993). However, the OCM activities undertaken in Western countries may not be applicable to the Chinese

context, and little research attention has been paid to career issues in China (Tu et al., 2006). It is therefore necessary to explore OCM practices and a new scale of career management in China's hotel industry.

This study developed a three-dimensional measurement scale of OCM activities in China's hotel industry using both qualitative and quantitative approaches. Adopting a widely accepted scale development procedure (Churchill, 1979), this study developed the measurement scale in four steps: developing initial items, implementing purifying measures, data collection, and assessing the reliability and validity of the proposed measurement scale. Based on a comprehensive literature review and in-depth interviews, a total of 13 items were identified and then developed into statements for a survey. Factor analysis of the 13 items yielded three valid and meaningful OCM dimensions: career appraisal and advice, career development program, and career training.

CFA revealed that the three dimensions showed a high level of internal consistency, with alpha reliability estimates ranging from 0.82 to 0.86. All AVE values for the three dimensions exceeded 0.50 and were greater than the squared correlation coefficients for the corresponding inter-constructs, suggesting satisfactory convergent and discriminant validity (Fornell & Larcker, 1981). Therefore, the proposed measurement scale of OCM activities in China's hotel industry was both reliable and valid.

In the three dimensions identified, career training was an important factor of OCM. Based on the means of the factors, training programs were found to be the most commonly practiced OCM activity, followed by career appraisal and development programs. The findings were consistent with those of previous research (Kong, Cheung, & Zhang, 2010) and further highlighted the importance of career training in the hotel industry in China (Baum, 2007; Dewald & Self, 2008; Kong & Baum, 2006). Employees are eager to be educated and empowered with further training. Hence, it is critical for hotel managers to conduct various kinds of training programs in addition to pre-job and on-the-job training. As career training plays an important role in career development, it should be offered together with other career development activities to address the long-term career aspirations of employees.

Career appraisal system was commonly considered to be a dimension of OCM. Gutteridge et al., (1993) propose six OCM factors, among which two are related to career appraisal (assessment). This is because career appraisal or assessment centres have been found to be a reliable and valid tool for career management (Baruch, 2003). In this study, a high correlation was found between career appraisal and career development. The findings were consistent with those of previous research, namely, that hotels in China had a relatively comprehensive appraisal systems and used performance appraisal as a basis for employees' career planning and further promotion (Kong, Cheung, & Zhang, 2010). For example, most hotels conducted 360^0 appraisal,

which included the appraisals given by the direct manager, peers, assessment committee, or a combination of several sources, and upward appraisal (Baruch, 2003). As career counseling by managers and mentoring were also positively related to skill development among employees (Chao, Walz, & Gardner, 1992; Williams, Scandura, & Gavin, 2009), these activities should be considered to further evaluate the potential of present or future managers.

Career development program was a well-recognized dimension of OCM (Gutteridge, 1986; Gutteridge et al., 1993). In this study, job postings were ranked the highest among all development activities. This indicated that most hotels in China favored internal promotion over recruitment from outside the company. Information on job vacancies was published on the Internet, newsletters, or hotel notice boards. Compared with other career development activities, dual ladders were less common. As career development is one of the greatest motivators among hotel employees (Wong, Siu, & Tsang, 1999), a regular career appraisal program, development system, and training activities could help hotels in China to attract and retain qualified hotel staff.

Regarding the structural relationships, perceived OCM had a significant, positive impact on career competencies and career satisfaction. The results were consistent with those of previous studies, which show that perceived career management facilitate career development and career satisfaction (Barnett & Bradley, 2007; Orpen, 1994). The findings of this study also

verified the positive relationships between perceived OCM and networking and skill development (Hutchings, French, & Hatcher, 2008).

In summary, this study provided a comprehensive profile of hotel career management practices in China, and the three dimensions developed were consistent with those OCM practices identified in previous studies (Baruch & Peiperl, 2000; Gutteridge, 1986; Gutteridge et al., 1993). The greatest contribution of this study was the development of a valid and reliable OCM measurement scale in the context of the China's hotel sector. As OCM activities have not been extensively researched in China, the findings of this study can serve as a foundation for future research.

7.3 Career Commitment

Studies of career commitment in the hospitality literature have focused on the influencing factors, and little attention has been paid to outcomes. As career commitment is related to one's motivation to work in a chosen profession (Blau, 1988), it is important to explore the effect of career commitment on career competencies and career satisfaction.

An eight-item measurement scale developed by Blau (1985) was used in this study, as this instrument has been found to have high levels of generalizability and discriminant validity (Blau, 1988, 1989, 1993; Morrow, 1993; Goulet & Singh, 2002). However, Blau's (1985) measurement scale was questioned by Carson & Bedeian (1994) for the overlap between the

intention to remain and career commitment items, which were: "If I could get a job in a different profession that paid the same, then I would probably take it" and "I like this vocation too well to give it up." Therefore, the two items were combined and the former item was used to measure career commitment. The seven refined items were then examined in a pilot test. Two items that had an item-total correlation value less than 0.30 were deleted. The remaining five items were used in the main survey, and the composite Cronbach's alpha value (0.83) exceeded the minimum value of 0.70. The reliability coefficients also exceeded the cut-off point of 0.70, which means that all of the items reflected the constructs fairly well (Hair et al., 2009; Kline, 1999).

Based on the means of the items, "I want a career in my current area" ranked the highest, followed by "I read profession-related journals" and "If I had all the money, I would probably still continue in this profession". This was because those who are committed to their current career are likely to invest in further education and knowledge acquirement (Aryee & Tan, 1992; McCloskey & McCain, 1988). Participating in career-oriented activities motivates people to engage in continuous study (e.g., read profession-related journals) and help them to enjoy working in the profession even if they have a great amount of money.

Regarding the structural relationships, career commitment had a significant positive impact on career competencies and career satisfaction. These findings corresponded with those of previous research, which demonstrated

that committed employees usually pursue skill development and training (Colarelli & Bishop, 1990). The accumulation of skills and job-related knowledge may lead to the enhancement of career competencies (Arthur et al., 1999). Consistent with previous studies (Ellemers, University, Gilder, & Heuvel, 1998; Hartog & Belschak, 2007; Locke & Latham, 1990), this study found a positive relationship between career commitment and career satisfaction.

In general, the career commitment items identified in this study showed a high degree of consistency with those from Blau's (1993) study. Based on the literature, this study refined a career commitment measurement scale and the final five items were found to reflect the construct well. The instrument for career commitment was both valid and reliable, and therefore an effective measurement model. Given the scarcity of research into career commitment in China, the measurement refined in this study is a welcome addition to the literature and may serve as a foundation for future research.

7.4 Career Competencies

In today's dynamic environment, career competencies are increasingly important. They can be divided into three categories: 'knowing why', 'knowing whom' and 'knowing how' (Arthur et al., 1996). Although they are critical for both individuals and organizations, career competencies have not been extensively researched (Arthur & Claman, 1995), and the existing studies are mostly conceptual with little attention paid to identifying their

determinants. This study seeks to explore the factors that are important for career competencies and to provide value guidance to both individuals and organizations.

Arthur and his colleagues propose the conceptualizations and dimensions of career competencies (Arthur et al., 1999; DeFillippi & Arthur, 1994; Inkson & Arthur, 2001). Based on the theoretical study of Arthur et al (1995), Eby et al. (2003) identify the relevant variables of each competency category. The measurement items developed by Eby et al. (2003) provide insight for the current empirical research. However, borrowing constructs directly from pervious studies is questionable, because like other psychological dimensions, they are context specific. Career competency constructs that have been developed in Western contests may not be applicable to the Chinese context. Therefore, it is necessary to check their constructs' validity and reliability.

First, content validity was assessed to evaluate the degree to which the elements of the research instrument are relevant to and representative of the targeted constructs (Haynes et al., 1995). In this study, seven academics were selected based on their research speciality, and asked to assess the degree to which items were representative of the associated constructs, using a seven-point Likert-type scale (1= not representative, 7= clearly representative) (Zaichowsky, 1985). Based on the comments of the panel, eight items were deleted from the questionnaire. The researchers were also asked to edit and

comment on the remaining items to enhance the construct of the three forms of career competencies.

Two modifications were made of the 'knowing whom' competency. The first concerned the mentoring relationship. Three items were developed based on 11 in-depth interviews with hotel managers. They were: "I gain career guidance from experienced individuals in my work environment," "I gain career guidance from experienced people outside the hotel," and "I gain career guidance from professional experts." The other modification was made to the measure "networks within the organization." Four items were added to measure coworker support, which is an important element of internal networking (Chiaburu & Harrison, 2008; Susskind et al., 2007). The items were: "When I have problems at work, I know whom I should contact," "Coworkers like to cooperate with me," "Many people working in the hotel know me," and "My work has been supported by colleagues working within the hotel."

All items were then developed into statements and examined in the pilot test and the main survey. EFA generated 14 valid scales for 'knowing why' competency, 10 for 'knowing whom' competency, and 7 for 'knowing how' competency. The internal consistency of the total construct was 0.94, and Cronbach's alpha for the three dimensions ranged from 0.84 to 0.86, exceeding the minimum standard for reliability of 0.70. It is therefore concluded that the items comprising the career competencies construct were internally consistent and stable and together form a reliable scale.

The means of the three dimensions show that 'knowing why' competencies was considered by respondents to be the most important career competency, followed by 'knowing whom', and 'knowing how' competences. This is because 'knowing why' competency is related to career goals, career insight, and a proactive personality (DeFillippi & Arthur, 1994). Consistent with previous studies, individuals scoring high on proactive personality were found to have more realistic career expectations and career goals (Crant, 2000), and to be more likely to build networks (Chiaburu et al., 2006; Lambert, Eby, & Reeves, 2008) and develop various kinds of skills (Tett & Burnett, 2003), which enhanced both 'knowing whom' and 'knowing how' career competencies.

In summary, this study refined a measurement construct of career competencies. The items identified in this study were consistent with those found in previous studies (Bateman & Crant, 1993; Eby et al., 2003). A positive relationship was found between career competencies and career satisfaction. The career model was proven to be effective and applicable in China, and the refined measurement construct could be an important reference for future study in this area.

7.5 Career Satisfaction

The importance of career satisfaction is well recognized in the literature (Erdogan, Kraimer, & Liden, 2004; Martins, Eddleston, & Veiga, 2002; Nauta, Vianen, Heijden, Dam, & Willemsen, 2009). Career satisfaction was

measured in this study using the five-item construct developed by Greenhaus et al (1990). This construct was selected because it has been widely used by other researchers, including Cable & DeRue (2002), Boudreau, Boswell, & Judge (2001), and Wallace (2001). For example, in a recent review of career success papers conducted by Arthur et al. (2005), 14 of the 20 studies used the career satisfaction scale developed by Greenhaus et al., (1990), which appears to be the best measure available in the literature (Oberfield, 1993). This scale has also been validated and shown to be applicable in an Asian context (Burke, 2001).

Among all career satisfaction items, "career success achieved" was ranked the highest, followed by "development of new skills" and "achievement of career goals". The correlation between "career advancement" and "income" was higher than that between other items. One explanation is that income is usually associated with career promotion, that is, when a person is promoted his or her salary is usually increased.

In this study, the five items developed by Greenhaus et al., (1990) showed a high degree of internal consistency, with Cronbach's alpha of 0.92. Both convergent and discriminant validity were found to be satisfactory. Thus, it can be concluded that the career satisfaction construct is effective. The findings also indicate that it is valid and applicable to China's hotel industry.

7.6 Structural Relationships

This study examined the relationships among four constructs—OCM, career commitment, career competencies, and career satisfaction. Based on a comprehensive literature review and sound theoretical foundation, seven structural relationships were identified and proven to be statistically significant. These causal relationships were as follows: perceived OCM and career commitment individually have a positive, direct effect on career competencies and on career satisfaction, and competencies have a positive, direct effect on career satisfaction. Career competencies also mediate the relationship between OCM/career commitment and career satisfaction.

7.6.1 Effects of Perceived OCM and Career Commitment on Career Competencies

The findings of this study indicated that two determinants—perceived OCM and career commitment, were all positively related to career competencies and career satisfaction. This provided empirical support for the notion that both organizations and individuals should be involved jointly in the career management of employees (Baruch, 2006). It suggested that the ideal way of career management should be the one jointly practiced by organization and individual.

Interestingly, perceived OCM was found to contribute more to career competencies and career satisfaction compared to career commitment. These

findings differed from those of Western studies, which indicate that the responsibility for career management has shifted from the organization to the individual (Adamson & Doherty, 1998; Hall, 1996; Heaton & Ackah, 2007). This study illustrated that organizational factors played a more powerful role than individual ones in enhancing career competencies and career satisfaction. Therefore, it is important for hotels to practice effective career management activities, including mentoring, career training and career appraisal.

The findings showed that perceived OCM activities had a significant effect on both career competencies and career satisfaction. The understandardized estimates of the direct effect of OCM on career competencies and career satisfaction were 0.48 and 0.41, respectively. This means that a one point increase in OCM will result in a 0.48 point increase in career competencies and 0.41 point increase in career satisfaction. Compared with career commitment, employees' perceptions of OCM contributed more to career competencies and career satisfaction among employees. The findings indicated that effective career management practices were important to both hotel operators and employees. These results were also consistent with the findings in in-depth interviews. The qualitative data showed that hotel employees had strong demand for effective hotel career management, including career mentoring, career appraisal, and career training.

Of the three dimensions of OCM, career appraisal and advice factor made the greatest contribution to career competencies, followed by career

development and career training. This highlighted the importance of formal and informal mentoring, including career advice, career discussion, and clear work feedback, and induction and 360^0 performance appraisal. Effective hotel career support could enhance employees' career competencies. It is difficult to compare the results with those of previous studies, as this study is the first empirical study examining the relationship between OCM and career competencies, and the OCM measure is new. However, the results of this study corresponded with those of previous studies, which addressed individual OCM practices. For example, as one of OCM activities, mentoring has been found to be highly important to skills development and individual/team learning (Chao et al., 1992; Whitely, Dougherty, & Dreher, 1991; Williams et al., 2009). Individuals involved in mentoring relationships tend to use effective career strategies and report a high level of job satisfaction (Murphy & Ensher, 2001; Uhl-Bien & Green, 1998).

The empirical results were also supported by the findings of qualitative research. In the in-depth interviews, one employee stated "I do hope there is a chance to detail out my own strengths and weaknesses so that I can develop my career and responsibility in the right way." There was a strong desire for formal mentoring from the hotel employee point of view. In addition to mentoring, a career plan was also found useful for hotel managers' long-term career development. Having a clear foreseeable future is a great motivation for them. All participants agreed that they had benefited

from attending career workshops, especially those geared toward their own future employability.

The findings of this study also indicated that committed individuals had greater career competencies. Career commitment is characterized by the development of personal career goals and involvement in those goals (Colarelli & Bishop, 1990). Previous research shows that committed individuals are willing to build networks within and outside the organization (Higgins & Kram, 2001), pursue high career goals (Colarelli & Bishop, 1990), and invest in skills development (Aryee & Tan). However, previous studies have merely focused on specific individual career competencies. The findings of this study expanded the research by linking career commitment to three forms of career competencies. The results provided initial empirical evidence of a positive relationship between career commitment and career competencies.

7.6.2 Effect of Career Competencies on Career Satisfaction

This study revealed that three categories of career competencies, 'knowing why', 'knowing whom', and 'knowing how', were all positively related to career satisfaction. The empirical results were consistent with previous findings (Eby et al., 2003), and confirmed the theory that intelligent career competencies are important for career satisfaction (Arthur et al., 1995; Arthur et al., 1999). The findings also reinforced the importance of enhancing career competencies in today's fast-paced environment.

The three forms of career competencies made similar positive contributions to career satisfaction. Among them, 'knowing why' competency made the relatively greatest contribution to career satisfaction, followed by 'knowing whom' 'knowing how' competencies. The finding regarding 'knowing why' competency was consistent with that of previous research (Eby et al., 2003). This was because 'knowing why' competency was related to career motivation, personal meaning, and identification. They involve three factors, namely, career insight, proactive personality, and openness to experience (DeFillippi & Arthur, 1994). Previous studies have found that having a proactive personality increases an individual's ability to invest in networking (Lambert et al., 2008), and that individuals who are open to experience are more likely to be involved in mentoring relationships (Dougherty, Cheung, & Florea, 2007). Such people also tend to develop various kinds of skills (Tett & Burnett, 2003). As both networking and mentoring are important predictors of career satisfaction, it is concluded that individuals with a high level of 'knowing why' competency will have greater career satisfaction. That is, such competencies will enhance the ability of individuals to network and develop skills. The accumulation of networks and skill sets will enhance the chance of attaining promotion and therefore, career satisfaction. Consistent with previous studies (Eby et al., 2003; Seibert et al., 2001), the present study found that individuals who were proactive and open to experience tended to thrive in an ever-changing marketplace, and hence had higher level of career satisfaction.

In contrast to the findings of a previous study (Eby et al., 2003), 'knowing whom' competency was found to make a slightly greater contribution to career satisfaction than 'knowing why' competency. This is related to Chinese culture, as social networking or "guanxi" plays an important role in daily life (Geddie, DeFranco, & Geddie, 2002; Xie & Amine, 2009) and career development (Li & Wright, 2000) in China. The 'knowing whom' competency may enhance career satisfaction as it incorporates the support, information, and advice that are received from a group of relevant friends and networks (Greenhaus, Callanan, & Godshalk, 2000). The results of this study further confirmed the idea that networking is critical in today's market (Denicolai, Cioccarelli, & Zucchella, 2010). It is therefore important for hotel employees to build networks both within and outside the hospitality industry and to be involved in a mentoring relationship. As networking is associated with career strategies (Forret & Dougherty, 2004; Sturges et al., 2010) and job performance (Susskind et al., 2007), future study is needed to further explore the influence of 'knowing whom' competency on career- and job-related issues.

'Knowing how' competency was also important for career satisfaction. It refers to career-related skills and career identity (Arthur et al., 1995). Previous studies state that developing profession-related skill sets is of critical importance for individuals in today's competitive marketplace (Hall & Mirvis, 1996; Mirvis & Hall, 1994). People who have a strong career identity tend to engage in regular training and acquire extensive skills

(Suutari & Makela, 2007). Consistent with previous research, this study found a positive relationship between 'knowing how' competency and career satisfaction. People with portable skill sets have greater confidence in themselves (Inkson & Arthur, 2001), which allow them to adapt well to the changing employment environment and therefore achieve greater career satisfaction. The findings supported the importance of developing profession-related skills and suggested that hotel employees should have a clear career identify and update career-related skills by attending seminars and investing future career-related study.

7.6.3 Effects of Perceived OCM and Career Commitment on Career Satisfaction

Perceived OCM was also important to career satisfaction. Once again, career appraisal and advice made the greatest contribution, followed by career development and career training. One explanation is that career appraisal works as a valid and reliable tool for career planning, and career advice and mentoring provide useful information for career development (Baruch, 2003). Employees who engage more in career discussion and mentoring receive more in the way of promotions, and thus achieve higher levels of career satisfaction (Chao et al., 1992; Murphy & Ensher, 2001; Uhl-Bien & Green, 1998). Consistent with previous studies (Barnett & Bradley, 2007), this study further confirmed the important role of career appraisal in increasing the level of career satisfaction.

Career development activities were also significantly related to career competencies. The findings underlined the importance of specific career development practices, such as job postings, job rotation, succession planning, dual ladders, and financial support. The results provided support for the positive effect of job rotation on skill enhancement (Azizi, Zolfaghari, & Liang, 2010), and the positive effect of training programs on career satisfaction (Ng et al., 2005). Together with the finding of a significant positive relationship between perceived OCM and career satisfaction, this study confirmed the theory that effective organizational support for career management leads to greater career satisfaction among employees (Armstrong-Stassen & Ursel, 2009; De Vos, Dewettinck, & Buyens, 2009). As expected, perceived OCM was positively related to both career competencies and career satisfaction.

Consistent with previous research (Carson et al., 1999; Poon, 2004), this study found that career commitment was positively related to career satisfaction, which provided strong support for the importance of career commitment and confirmed the idea that committed individuals may have more positive feelings and satisfaction regarding their careers. The findings indicated that organizations should adopt effective practices such as job rotation and mentoring to increase the level of employee career commitment. Future studies could further explore other influencing factors and outcomes of career commitment.

7.6.4 Mediating Effect of Career Competencies

In addition directly affecting on career satisfaction, career competencies were found to mediate the relationship between perceived OCM/career commitment and career satisfaction. This study represented a first step in empirical research into this topic, and provided initial evidence of the mediating effect of career competencies. Building on the theoretical ideas of Arthur et al (1995), this study highlighted the importance of career competencies. It is suggested that hotel managers should be better able to enhance their career competencies to achieve career satisfaction if their career management is supported through organizational activities such as mentoring, job rotation, and career appraisal and they are committed to their career. Both organizations and individuals should adopt effective practices to enhance career competencies. Individuals need to be committed to their career, and to navigate their own careers by identifying career goals, developing diverse networks, and engaging in continuous learning.

7.7 Theoretical Contributions

This study conducts a holistic and comprehensive empirical research to explore the determinants and outcome of career competencies. The findings of this study make theoretical contributions in four major areas.

First, this study contributes to the literature by developing a three-dimensional measurement scale for OCM activities in China's hotel industry.

Following a widely adopted scale development procedure (Churchill, 1979), this study developed measurement in four steps: developing initial items, implementing purifying measures, collecting data, and assessing the reliability and validity of the proposed measurement scale. A total of 13 measurement scales were developed, and three dimensions were identified. All items composing the three dimensions were found to be reliable and valid. Given the scarcity of research into career management in China, the OCM measurement developed in this study is a welcome addition to the literature and can serve as a foundation for future research.

Second, this study makes a unique contribution by identifying organizational and individual determinants of career competencies. Although career competencies are critical to both organizations and individuals, they have not been extensively researched (Arthur & Claman, 1995), and there is a lack of understanding of their determinants. In addition, previous studies of career competencies are mainly theoretical, and there is a paucity of empirical studies (Eby et al., 2003). Based on the balanced view of career management (Baruch, 2006), two constructs, perceived OCM and career commitment, are developed as the determinants of career competencies. The findings indicate that both constructs have a positive effect on career competencies. Interestingly, perceived OCM is found to contribute more to career competencies and career satisfaction compared to career commitment. The results of this study differ from those of Western studies, which show that organizations assume less responsibility for the career management of

employees compared to individuals (Hall, 1996; Heaton & Ackah, 2007). That is, the results reported here indicate that perceived organizational activities contribute more to employees' careers than career commitment does. This study contributes to the existing literature by exploring organizational and individual factors that influence career competencies, which represents a more balanced approach to theoretical development in this area. In addition, the conflicting research findings stimulate further research into career management in China. The findings of this study thus serve as a foundation for further study, in particular, the analysis of employees' career competencies and expectations.

Third, the results enrich career knowledge by revealing the mediating effect of career competencies. Although career competencies have been found to be a significant predictor of career satisfaction (Eby et al., 2003), empirical evidence of the mediating role of such competencies is limited. This study found that in addition to being directly associated with two exogenous variables (perceived OCM and career commitment) and career satisfaction, career competencies also mediate the relationship between perceived OCM and career satisfaction, and that between career commitment and career satisfaction. These findings provide initial evidence of the mediating effect of career competencies. The identification of such a mediating role provides a relational approach that emphasizes the function of 'knowing why', 'knowing whom', and 'knowing how' career competencies.

Finally, the study contributes to the literature by purifying and further developing measurement scales of career competencies and career commitment. The measurement items for these two constructs were developed in studies conducted in Western settings (Blau, 1993; Eby et al., 2003), and might not be applicable in another setting. Rather than simply adopting these measures, this study performs EFA and CFA to examine the validity and reliability of the measurement items. The constructs of career competencies and career commitment are further purified and proven to be valid in the context of the hotel industry in China. This study also develops a measurement scale for mentoring, one of the 'knowing whom' competency based on in-depth interviews. Overall, all of the constructs identified in this study show a high degree of consistency and validity, and could be used for future research of this kind in Asian settings.

7.8 Practical Contributions

This study represents the first attempt to empirically explore the contributions that organizations and individuals make to employees' career competencies and career satisfaction. The findings indicate that both perceived hotel career support and individual career commitment are positively related to career competencies and career satisfaction. The findings indicate that the joint efforts of hotels and hotel managers lead to the successful development of individuals' career and thus the enhancement of organizational success. The results also reveal the meditating role played

by career competencies in the relationship between hotel career management and career satisfaction, and that between career commitment and career satisfaction. The findings of this study may provide valuable guidance to hotel managers and employees.

7.8.1 Implications for Hotel Operators

The findings can help hotels to better design career management strategies to achieve desired outcomes. The respective contributions of perceived hotel career management and career commitment suggest two strategies for retaining qualified staff: implement effective career management practices, and facilitate employee career commitment. This study finds that employees' perceptions of hotel career management contribute more to career competencies and career satisfaction than career commitment does. That is, in contrast to the practice of individual responsibility for career management in Western countries (Adamson & Doherty, 1998; Hall, 1996), hotel employees in China still depend on their organization to support their career development. This highlights the importance of providing effective career management activities, such as career appraisal and advice, career development system, and training programs. It is important for hotels to provide constructive information to individuals to show them how they can develop a career within the hotel industry. For example, hotels in China could design personal career plans for managers to provide a clear picture of career advancement. It is also informative to organize seminars in which

successful hotel managers share their working experience and career paths. This kind of seminars may provide concrete examples of successful practices, which could help seminar participants in plotting their career development and identifying future opportunities. As the successful hotel managers around them are their role models and their information shared may also motivate the seminar participants to commit to their hotel careers.

Second, this study provides guidance for the development of specific career management activities. Given the rapid development of the hospitality industry in China, career management is an important issue in strategic human resources management. In designing a career management system, it is necessary for hotel managers to know what activities play an important role in enhancing employees' career competencies and career satisfaction. This study identifies the function and relative importance of a number of OCM practices. For example, career appraisal and advice are found to contribute more to the development of career competencies and career satisfaction than either career development programs or career training. It is thus important for hotels to develop necessary career appraisal and advice activities, such as mentoring, clear feedback on work, and 360^0 performance appraisal. Both the empirical findings and the qualitative information indicate that providing clear appraisal feedback to hotel managers may help them to be aware of their strengths and weaknesses, and their managerial potential (see Appendix 4).

In addition to career counseling by direct managers, various kinds of seminars or workshops could be given by different department managers to provide advice and tutoring to participants to help them to acquire career-related knowledge and skills. Furthermore, formal mentoring has been found to be strongly related to employee career development, but it is not a common practice among hotels in China (Kong et al., 2010). It is therefore urgent for hotels in China to implement both formal and informal mentoring for hotel managers. The findings of the in-depth interviews also suggest that grassroots meetings be held, namely, face-to-face meetings that include not only department managers but also regular staffs members. Such meetings provide general managers with the opportunities to listen to diverse voices and obtain more information about employees' career needs and expectations. In terms of career training, findings of in-depth interviews indicate that hotel employees are eager for formal education and structured training programs. It is widely accepted that hotel operators place too much stress on pre-job training. The information collected can help in the incorporation of career management systems into the strategic level of hotel management.

Third, a greater understanding of the determinants of employees' career competencies could help in the enhancement of hotels' core competencies, as the career competencies of individuals contribute to the core competencies of organizations (Arthur et al., 1999). Core competencies are those limited activities that the firm presently does, and can learn to do, better than its competitors (Arthur et al., 1995). The accumulation of competencies by

employees can contribute significantly to the unfolding competencies of the firm and its host industry (Arthur et al., 1999; DeFillippi & Arthur, 1994). By implementing effective career management, hotels in China will keep their core competency and also retain those talents who contribute to the core competency. This is a win-win situation. To achieve mutual benefits, it is important for hotels to develop career management systems that are consistent with the hotel's objectives and needs. For example, as China develops into a world-class tourist destination, hotel development that combines international and domestic strategies and practices may be the best model for hotel success. This would benefit both hotels and hotel managers. Such development could ensure the sustained growth of hotels and provide good career paths for hotel managers. Such paths could lead hotel managers to work in various departments not only within one hotel but also in multinational hotel groups. Overseas working experience and career opportunities could together enhance the career competencies of employees, which could in turn boost the competitive advantage of hotels in the market.

Finally, the study findings may provide insight to hotels in China into how to retain and develop committed workforces. Consistent with previous research, this study finds that perceived OCM, career commitment, and career competencies all contribute significantly to career satisfaction. OCM activities have been found to influences career satisfaction and career commitment among employees (Iles, Mabey, & Robertson, 1990). Employees who are satisfied with their current careers are more likely to

commit to their organizations (Carson et al., 1996) and to support the adoption of new strategies by their organization (Gaertner, 1989).A high level of career satisfaction also strengthens the intention to stay (Igbaria, 1991). Therefore, it is critical for hotels in China to provide various kinds of career management activities to enhance employees' career commitment, career competencies, and career satisfaction.

For example, to retain qualified talents, hotels can show them a clear picture of career advancement. A hotel planning framework is useful to determine the possible replacement of every manager within the organization, and evaluate the potential for promotion of each manager. A clear career ladder can motivate employees and increase the level of their career and organizational commitment. In addition, as branding is a strategic weapon for hotels, it is important for hotels to develop a long-term brand-oriented plan and promote brand loyalty among employees (Damonte, Rompf, Bahl, & Domke, 1997). When employees perceive their hotel as one that provides career opportunities and positive supervision, they will commit to their organization and spend more time to do the hotel's main work of serving customers (Schneider & Bowen, 1985). Nowadays in China, some SOHs, including Jinjiang and Jianguo, have capitalized on the market opportunity for consolidation to rapidly develop their business. However, hotel branding in China is still in the initial stage. Market demand for professional management and brand enhancement will continue to stimulate the growth of the hospitality industry. As a result, building and managing a strong brand is

considered to be one of the key drivers of success in the hotel industry and could help to retain talents.

7.8.2 Implications for Hotel Employees

The findings of this study could provide employees effective ways to enhance their career competencies and achieve a high level of career satisfaction. First, the results highlight the importance of participation by employees in OCM activities. They show that employees who are dually committed to their hotels and career are more likely to have high levels of career competencies, willingness to engage in career-related activities, and career satisfaction. Proactive and committed employees also demonstrate 'knowing why', 'knowing whom', and 'knowing how' competencies. Therefore, hotel employees should actively participate in the various kinds of career activities offered by their hotel, which could help them to develop specific career goals, improve career-relevant skills, and widen career-related networks.

Second, it is important for hotel employees to be committed to their hotel career. Committed individuals tend to set high career goals and take action to achieve them, and to persevere in the face of setbacks (Colarelli & Bishop, 1990). Individuals who feel involved and identify with their career are more likely to exert energy and be persistent in pursuing career goals compared to those less committed peers. They also achieve higher level of career and job satisfaction (Carson et al., 1999; Poon, 2004). The findings of both the in-

depth interviews and empirical research conducted in this study confirm the idea that career commitment is a prerequisite of career success. For example, one hotel general manager who was interviewed started his hotel career as a porter. His success is the result of his commitment to his profession.

Third, the study findings also provide strong support for the importance of the development of 'knowing whom' career competency. This company contributes more to perceived career satisfaction in China than in Western countries. This highlights the importance of networking in China's hospitality industry. In response to the increasing opportunities in this sector, hotel managers in china should make efforts to build networks not only within but also outside the hospitality industry.

There are many ways for hotel practitioners to enhance their 'knowing whom' competency. First, they should join a hotel association or association, such as the China Tourism Hotels Association, Union International des Concierges d'Hotels "Les Clefs D'or. Second, attending local and international hospitality-related forums and seminars provide excellent networking opportunities and can help industry practitioners to keep abreast of emerging trends in the domestic and international hotel markets. For example, the International Forum on China Hotel Brand Development provides an invaluable platform for hotel managers, government officials, academics, and business leaders to discuss the development and management of hotel brands in China, and to network with people within and outside the hotel industry. Third, hotel managers could benefit greatly from various

kinds of continuous learning. They could learn more about the industry and get to know more people by enrolling in industry-related courses or a master or PhD program, or joining a university alumni association. Additionally, hotel managers should actively participate in various social functions to develop relationships with powerful individuals, increase their skills, and create a positive reputation outside the hospitality industry.

Finally, the findings of the meditating effect of career competencies highlight the importance of career self-management. In addition to being actively involved in OCM activities, individuals should identify career goal, develop a diverse network, and engage in continuous learning. The need for career self-management has been addressed in the career literature (Arthur et al., 1999; Hall, 2003), to which this study contributes by identifying the importance of specific competency. Both hotels and individuals need to pay more attention to the development of career competencies.

In summary, the findings suggest that the joint involvement of hotels and hotel employees in career management results is a win-win situation. The ideal way of career management should be based on the joint effect of the hotel and the hotel managers. From the hotel's perspective, investing in OCM can help to enhance employees' career competencies and career satisfaction. In addition, a greater understanding of the determinants of employees' career competencies contributes to the enhancement of a hotel's core competencies. From the employees' perspective, committing to a hotel career can lead to greater career satisfaction. Hotel employees can also

improve their career skills and widen their networks by participating in hotel career management activities.

7.9 Chapter Summary

This chapter discusses the study results and compares them with those of previous research to identify similarities and differences. The three-dimensional OCM measurement developed in this study is assessed and proven to be both valid and reliable. This chapter also discusses the purified measure and the validity of the borrowed measurement scale. The causal relationships among each construct are explored, and the findings fully support the proposed model. The chapter concludes by offering the theoretical and practical implications of the findings and recommendations for career management to create a win-win situation.

Chapter 8. CONCLUSIONS

This chapter concludes the thesis. The first section provides an overview of the study, which is followed by a discussion of the achievement of the research objectives. The next session discusses the study limitations. The final section concludes the thesis by offering suggestions for future research and presenting concluding remarks.

8.1 Overview of the Study

This study aims to develop and test a structural model that explains the determinants and outcome of career competencies. The thesis is organized as follows. Chapter 1 introduces the research background and identifies a research gap. In today's dynamic business environment, career competencies have become increasingly important. However, research into intelligent career competencies is mostly conceptual, such as the work of Arthur et al. (1999), and there has been little systematic empirical study of this topic (Eby et al., 2003). There is a notable gap in the literature regarding the determinants of career competencies. This study aims therefore to explore both organizational and individual factors influencing career competencies. Chapter 1 also presents the research objectives, significance of the study, and definitions of the main constructs.

Chapter 2 reviews previous studies relating to OCM, career commitment, career competencies, and career satisfaction. It first discusses Baruch's (2006)

balanced view of career management, which holds that today's career environment makes necessary the joint effort of organizations and individuals in career management. Based on the illustration of theoretical foundation, Chapter 2 conducts an extensive literature review, which encompasses studies of the new role of OCM in career management systems and effective OCM activities and related research in the hospitality field. The review also covers the conceptualization, measurement scale, and influencing factors of career commitment, and the concept, importance and effects of career satisfaction. The final section presents a comprehensive review of human resources issues in the hospitality sector.

Based on the literature review, Chapter 3 develops a conceptual framework that is supported by a strong theoretical foundation. Based on Baruch's (2006) balanced view of career management, perceived OCM and career commitment are explored as determinants and career satisfaction is examined as an outcome of career competencies. The chapter descries the development of the theoretical model and hypothesizes the nature of the relationships among its constructs. Perceived OCM and career commitment are assumed to be exogenous variables and positively and directly related to career competencies and career satisfaction, which are conceptualized as endogenous variables. Career competencies are posited to have a direct effect on career satisfaction and to play a mediating role in the relationships among the other constructs in the framework.

Chapter 4 illustrates the exploratory study of to develop an initial instrument to measure OCM. As an acceptable measurement of OCM does not yet exist, it is necessary to develop a measurement scale to capture career management in China. This chapter explains the first three steps of the scale development procedure: specifying domain of the construct, developing the initial items, and purifying the measures. Based on the results of in-depth interviews, 13 items are identified and developed into statements. The validity and reliability of the measurement are checked by a pilot test and subsequent survey. Given the scarcity of relevant information on career management in China, the OCM measurement developed in the current study can serve as a foundation for future research.

Chapter 5 explains the research methodology. It first elaborates the research design, including the target sample, sampling method, and questionnaire development. It then illustrates the measurement of each construct, and discusses the process of the pilot test and main survey. The section on the pilot test covers the content validity analysis, data collection procedure, sample characteristics, EFA criteria and results of instrument purification. The last section describes the main survey: its distribution, the data collection method, and SEM as a method of data analysis.

Chapter 6 presents the results of the main survey and model testing. It discusses the data screening procedure, profile of the respondents, and criteria for goodness-of-fit, construct validity, and cross validation. Then, it assesses the measurement model of each construct and the overall

measurement and structural models. The measurement and structural models are proven to fit the data well, and the hypothesized relationships are confirmed. The chapter concludes with multiple-group analysis, the results of which provide evidence of the model's equivalence across different groups.

Chapter 7 discusses the study findings and provides suggestions for future research and practical management. It first assesses the overall model performance, and then discusses the constructs and their structural relationships. The discussion of the causal relationships covers the results of this study and a comparison of the current findings with those of previous studies. Finally, the chapter presents the theoretical and practical contributions of this study.

Chapter 8 concludes the thesis. It first presents an overview of the study, which is followed by a recapitulation of the research findings. The next section addresses the achievement of each of the research objectives. The final section concludes the thesis with a discussion of the study limitations and suggestions for future research.

8.2 Support for the Hypotheses

This study develops a novel conceptual framework for understanding the determinants and outcome of career competences, and examines the structural relationships among four constructs are identified in this study and

they are: perceived OCM, career commitment, career competencies, and career satisfaction, using SEM. The study examines the role that organizations play in enhancing employees' career competencies. Perceived OCM is proposed to be an organizational influencing factor, as effective organizational career support can help to enhance career satisfaction. The role that individuals play in their career management is also investigated. Career commitment is posited to be an individual influencing factor, as committed people invest more in their career. Career satisfaction is proposed to be an outcome of career competencies as employees with high level of 'knowing why', 'knowing whom', and 'knowing how' competencies are willing to develop networks and career-related skills, which enhances their prospects of attaining career goals and thus, career satisfaction.

The findings of this study provide strong evidence to support the proposed structural model and posited relationships as stated in the seven hypotheses. To summarize: (1) perceived OCM has a positive, direct effect on career competencies (0.48) ; (2) career commitment has a positive, direct effect on career competencies (0.20); (3) perceived OCM has a positive, direct effect on career satisfaction (0.41); (4) career commitment has a positive, direct effect on career satisfaction (0.30); (5) career competencies have a positive, direct effect on career satisfaction (0.21); (6) career competencies mediate the relationship between perceived OCM and career satisfaction (0.10); and (7) career competencies mediate the link between career commitment and career satisfaction (0.04). The findings indicate that perceived OCM makes a

greater contribution to both career competencies and career satisfaction than does career commitment. That is, organizational factors play a greater role in employee career management than individual ones. This highlights the importance of effective OCM practices.

8.3 Achievement of Research Objectives

The study findings show that all eight research objectives are achieved. The first objective is to identify an organizational determinant of career competencies. Perceived OCM is proposed to be an influencing factor based on sound theoretical foundation. The findings prove that perceived organizational career support greatly contributes to career competencies. Thus, the first objective is achieved.

The second objective is to identify an individual determinant of career competencies. Career commitment is proposed to be an individual influencing factor. The results provide strong support for a positive relationship between career commitment and career competencies. Hence, the second objective is achieved.

The third objective is to examine the effect of career competencies on career satisfaction. Consistent with previous research, this study finds that career competencies contribute to perceived career satisfaction. Specially, employees with a high level of career competencies are more likely to achieve greater satisfaction. Therefore, the third objective is achieved.

The fourth objective is to examine the effect of perceived OCM on career satisfaction. The findings illustrate that three forms of career competencies-- 'knowing why', 'knowing whom', and 'knowing how', are all important in predicting perceived career satisfaction. Thus, the fourth objective is achieved.

The fifth objective is to examine the effect of career commitment on career satisfaction. The results reveal a positive connection between career commitment and career satisfaction. Specifically, people with a high level of career commitment achieve greater career satisfaction than their less committed peers. Hence, the fifth objective is achieved.

The sixth objective is to investigate the mediating effect of career competencies on the relationship between perceived OCM and career satisfaction. The findings confirm such an effect. That is, in addition to directly influencing career satisfaction, career competencies mediate the link between perceived OCM and career satisfaction. Therefore, the sixth objective is achieved.

The seventh objective is to investigate whether career competencies also mediate the link between career commitment and career satisfaction. The results confirm such a mediating effect. Thus, the seventh objective is achieved.

The eighth objective is to develop a measurement of OCM activities. This study developed a three-dimensional measurement scale of OCM activities

in China's hotel industry following a widely used scale development procedure. The measurement construct is found to be both valid and reliable. Hence, the eighth objective is achieved.

Overall, all questions related to the research objectives are satisfactorily answered. The achievement of the research objectives confirms that perceived OCM and career commitment are respectively organizational and individual factors influencing career competencies. Hence, the development and enhancement of career competencies should be the joint responsibility of organizations and individuals. In addition to directly affecting career satisfaction, career competencies mediate the relationships between OCM/career commitment and career satisfaction. This study proposes a novel comprehensive conceptual framework for understanding the determinants and outcome of career competencies, which together with the study findings can serve as a foundation for future research.

8.4 Study Limitations

One limitation of this study is the restriction of the target sample to managers of SOHs. Data are collected from more than ten provinces and regions in China, and the participants are diverse in terms of age, education level, job position, working areas and working experiences. However, they might not represent a broad sample of hotel management, as China's hotel industry is characterized by diverse ownerships, having state-owned, collective, private, alliance, stock, foreign-invested, and Hong Kong-,

Macao-, and Taiwan-invested hotels (CNTA, 2000, p.92). Future research should seek samples that work in hotels of different ownership types.

Another limitation is related to the partial aggregation model, which obscures any distinctiveness among the components within a construct (Bagozzi & Edwards, 1998). As the construct of career competencies is complex, containing a large number of variables, partial aggregation was applied to simplify the model. The use of partial aggregation helps to deal with the complex model and to achieve all research objectives, but also limits the level of analysis to an overall model of first-order factors. To help overcome this limitation, future research is needed to explore the causal relationship between perceived OCM and each dimension of career competencies.

8.5 Suggestions for Future Research

This is the first empirical study to examine the determinants and outcome of career competencies. The findings provide initial evidences of understanding the influencing factors of career competencies, and have several implications for future research.

This study finds that perceived OCM and career commitment are important influencing factors of career competencies. This confirms Baruch's (2006) balanced view of career management: that is, ideally, career management is a joint effort by organizations and individuals. Of the two factors, perceived

OCM contributes more to career competencies and career satisfaction than career commitment. Interestingly, this finding differs from that of Western studies, which show that the responsibility for career management has shifted from the organization to the individual (Adamson & Doherty, 1998; Hall, 1996; Heaton & Ackah, 2007). This study finds that in China, organizational characteristics still play a more powerful role than individual ones in predicting career competencies and career satisfaction. As this study considers only hotels in China, a logical question is: How about other hotels in different culture settings? As government's engagement with tourism and hospitality also play a useful role in guiding policy to enhance the quality of human resources (Baum & Szivas, 2008), it is also important to invest the influence of government functions on career competencies. These questions represent interesting and potentially important areas for future research into the respective role played by government, organizations, and individuals in career management systems across hotels of different ownership types and across different settings. The comparative results could provide further implications for career management in different cultures.

Future research could expand this study by further exploring the outcomes related to organizational competencies. According to Arthur et al., (1995), the career competencies of individuals complement the core competencies of organizations. The accumulation of competencies by employees can contribute significantly to the unfolding competencies of the organization and its host industry (Arthur et al., 1999; DeFillippi & Arthur, 1994). Hence,

the investment of an organization in the enhancement of its employees' career competencies can result in a corresponding enhancement of its core competencies. However, these claims rest mostly on theoretical work, and to date there is little systematic empirical evidence to confirm them. Future empirical studies could determine the contributions of career competencies to organizational core competencies. Apart from this, will there be other potential outcomes? Future study may try to further test the other outcomes of this model, such as job involvement and retention intention.

Another interesting research area is the examination of the causal relationships between the two determinants and the second-order factors of career competencies. As the construct of career competencies is complex, containing a large number of variables, partial aggregation was used to simplify the model. As mentioned, using this technique makes difficult the determination of the distinctiveness of the components within a construct (Bagozzi & Edwards, 1998). Given this limitation, future research is encouraged to explore the respective effects of perceived OCM and career commitment on each category of career competencies ('knowing why', 'knowing whom', and 'know how'). For example, does perceived OCM influence equally all three forms of career competencies? Do individuals who participate in organizational career practices network more effectively ('knowing whom' competency)? To which category are organizational factors the most important? It is also necessary to test the influence of career commitment on the three forms of career competencies. Another idea for

future study is to compare the relative importance of organizational and individual factors on the various kinds of competencies.

It is also important to determine whether there are gender differences in career competencies in China. Women working in the hospitality industry constitute a significant proportion of the labor force. Despite the increasing number of successful career women, only a few have reached top managerial positions as they are discouraged from applying for executive positions (Cooke, 2005). A post hoc analysis was conducted to explore whether differences exist between male and female respondents in career competencies. The test results show that the correlation between career competencies and career satisfaction is greater and more significant for men than women. As women are more likely than men to learn more and invest in education (accumulation of 'knowing how' competencies) (Granrose, 2007), why do women have a lower level of perceived career satisfaction compared to men? To investigate this difference, future research could compare the 'knowing why', 'knowing whom', and 'knowing how' competencies across gender, to test which career competency type explains more of the difference.

Another issue is related to influencing factors. In addition to the two determinants identified in this study, will be there other important factors influencing career competencies? Deery (2008) find that four themes appear frequently relating to hospitality employee work performance and turnover, which are job satisfaction, organizational commitment, personal attributes, and work-life balance. Hence, future research might examine the influence

of work-life balance issues (Deery, 2009; Szivas, Riley & Airey, 2003; Wong & Ko, 2009), family supportive supervisor (Thomas & Ganster, 1995), government engagement (Baum & Szivas, 2008), and Chinese culture factors on career competencies.

It is also suggested that researchers explore the relationship between the demographic characteristic of hotel managers and career competencies, career commitment, and perceived OCM. Previous study has shown that age has a significant effect on network diversity (Lambert et al., 2008), which provides an important insight into the determinants of career competencies. In addition, career competencies may vary based on job tenure, and organizational career support activities may differ based on the size of the hotel (Kong et al., 2010). Clearly, there is a much room for future research to explore the influence of relevant demographic factors on career competencies, career commitment, and perceived OCM practices.

8.6 Chapter Summary

This chapter concludes the thesis. It provides an overview of the study and summarizes the main findings. Based on study results, it discusses the achievement of the research objectives. This chapter also outlines the study limitations, and provides directions for future research.

8.7 Concluding Remarks

In today's environment, learning-centered career competencies have become increasingly important. However, to date, research into career competencies is mostly conceptual (e.g., Arthur et al., 1995; Arthur et al., 1999; DeFillippi & Arthur, 1994). There is little systematic empirical research into this area (Eby et al., 2003), and there is a notable gap in the literature regarding the influencing factors of intelligent career competencies.

This study aims to identify the determinants and outcome of career competencies. Based on the concept of the balanced approach for career management (Baruch, 2006), OCM and career commitment are developed as the determinants, and career satisfaction are developed as the outcome of career competencies. This study investigates the role that the organizations play in supporting employees' career management, and that individuals play in developing career competencies. In summary, this study aims to explore the respective contributions that organizations and individuals can make in the development and enhancement of career competencies, and the influence of career competencies on career satisfaction.

Both qualitative and quantitative research methodologies were applied. First, in-depth interviews were conducted to collect primary data on OCM activities; second, a pilot test was undertaken in the province of Shandong to assess the reliability of the career competency constructs; and finally, the main survey was conducted, based on quota sampling, targeting managers

who work in luxury state-owned hotels in China. A total of 796 valid questionnaires were collected, and the proposed structural model was tested using AMOS software package.

The findings of the study indicate that both perceived OCM and career commitments are positively related to career competencies and career satisfaction. Ideally, career management is joint effort by organizations and individuals. In addition to directly affecting career satisfaction, career competencies mediate the relationships between OCM/career commitment and career satisfaction. All of the hypotheses specified in the proposed model are statistically validated, and all of the research objectives are achieved. The findings of this study provide strong evidence of the importance of joint organizational and individual career management. This study is grounded in both theoretical and empirical research, and therefore may serve as a foundation for future research.

References

Adamson, S. J., & Doherty, N. (1998). The meanings of career revisited: Implications for theory and practice. *British Journal of Management, 9*(4), 251-259.

Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for Proteges: A meta-analysis. *Journal of Applied Psychology, 89*(1), 127-135.

Allison, P. (2002). *Missing Data*: Thousand Oaks, CA: Sage.

Altinay, L., & Paraskevas, A. (2008). *Planning Research in Hospitality and Tourism*: Elsevier Ltd.

Anderson, D. (1999). Navigating the rapids: The role of educational and careers information and guidance in transitions between education and work. *Journal of Vocational Education and Training, 51*(3), 371-399.

Anderson, D. (2005). *Choice, transitions and learning careers: Issues and implications for vocational education and training policy.* Paper presented at the Transitions and Risk Conference

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin, 103*(3), 411-423.

Annaroud, K. (2006). A comparison of skills necessary for successful careers for American and Russian hospitality students upon graduation. *Journal of Hospitality & Tourism Education, 18*(4), 33-44.

Ap, J., & Crompton, J. L. (1998). Developing and testing a tourism impact scale. *Journal of Travel Research, 37*, 120-130.

Armstrong-Stassen, M., & Ursel, N. D. (2009). Perceived organizational support, career satisfaction, and the retention of older workers. *Journal of Occupational & Organizational Psychology, 82*(1), 201-220.

Arthur, M. B. (1994). The boundaryless career: A new perspective for organizational inquiry. *Journal of Organizational Behavior, 15*(4), 295-306.

Arthur, M. B., Claman, P. H., & DeFillippi, R. J. (1995). Intelligent enterprise, intelligent careers. *Academy of Management Executive, 9*(4), 7-20.

Arthur, M. B., Inkson, D., & Pringle, J. (1999). *The New Careers: Individual Action and Economic Change*. London: Sage.

Arthur, M. B., Khapova, S. N., & Wilderom, C. P. M. (2005). Career success in a boundaryless career world. *Journal of Organizational Behavior, 26*(2), 177-202.

Arthur, M. B., & Rousseau, D. M. (Eds.). (1996). *Introduction: The boundaryless career as a new employment principle.* New York: Oxford University Press.

Aryee, S., & Tan, K. (1992). Antecedents and outcomes of career commitment. *Journal of Vocational Behavior, 40*(3), 288-305.

Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative Data: An Introduction to Coding and Analysis*. New York: New York University Press.

Ayres, H. (2006). Career development in tourism and leisure: An exploratory study of the influence of mobility and mentoring. *Journal of Hospitality & Tourism Management, 13*(2), 113-123.

Azizi, N., Zolfaghari, S., & Liang, M. (2010). Modeling job rotation in manufacturing systems: The study of employee's boredom and skill variations. *International Journal of Production Economics, 123*(1), 69-85.

Bacon, D. R. (1995). A maximum likelihood approach to correlational outlier identification. *Multivariate Behavioral Research, 30*, 125-148.

Bagozzi, R. P., & Edwards, J. R. (1998). A general approach for representing constructs in organizational research. *Organizational Research Methods, 1*(1), 45-87.

Baker, B. R. (1991). MCI management competences and APL: The way forward for management education, training and development? *Journal of European Industrial Training, 15*(9), 17-26.

Ball, B. (1997). Career management competences - the individual perspective. *Career Development International, 2*(2), 74-79.

Banai, M., & Harry, W. (2004). Boundaryless global careers: The international itinerants. *International Studies of Management & Organization, 34*(3), 96-120.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117-148.

Barley, S. R. (1989). Careers, identities, and institutions: The legacy of the Chicago School of Sociology. In M. B. Arthur, D. T. Hall & B. S.

Lawrence (Eds.), *Handbook of Career Theory* (pp. 41-65): Cambridge University Press

Barnett, B. R., & Bradley, L. (2007). The impact of organizational support for career development on career satisfaction. *Career Development International, 12*(7), 617-636.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality & Social Psychology, 51*(6), 1173-1182.

Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis *Personnel Psychology, 44*(1), 1-26.

Baruch, Y. (1996). Organizational career planning and management techniques and activities in use in high-tech organizations. *Career Development International, 1*(1), 40-49.

Baruch, Y. (1999). Integrated career systems for the 2000s. *International Journal of Manpower, 20*(7), 432-457.

Baruch, Y. (2003). Career systems in transition-A normative model for organizational career practices. *Personnel Review, 32*(2), 231-251.

Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. *Human Resource Management Review, 16*(2), 125-138.

Baruch, Y., & Peiperl, M. (2000). Career management practices: An empirical survey and implications *Human Resource Management, 39*(4), 347-364.

Baruch, Y., & Rosenstein, E. (1992). Human resource management in Israeli firms: Planning and managing careers in high-technology organizations. *International Journal of Human Resource Management, 3*(3), 477-495.

Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behavior, 14*(2), 103-118.

Baum, T. (1990). Competencies for hotel management: Industry expectations of education. *International Journal of Contemporary Hospitality Management, 2*(4), 13-16.

Baum, T. (2007). Skills, training and development within an insular labor market, *Journal of Management Development* (Vol. 26, pp. 132-147).

Baum, T., & Szivas, E. (2008). HRD in tourism: A role for government? *Tourism Management*, 29(4), 783-794.

Beck, J., Lopa, J. L., & Hu, A. (2003). Career anchors of hospitality and tourism educators,. *Journal of Hospitality & Tourism Education, 15*(4), 6-13.

Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*, 238-246.

Bentler, P. M. (1992). On the fit of models to covariances and methodology to the Bulletin. *Psychological Bulletin, 112*, 400-404.

Blau, G. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology, 58*(4), 277-288.

Blau, G. (1988). Further exploring the meaning and measurement of career commitment. *Journal of Vocational Behavior, 32*(3), 284-297.

Blau, G. (1989). Testing the generalizability of a career commitment measure and its impact on employee turnover. *Journal of Vocational Behavior, 35*(1), 88-103.

Blau, G. (1999). Early-career job factors influencing the professional commitment of medical technologists. *Academy of Management Journal, 42*(6), 687-695.

Bollen, K. A., & Long, J. S. (1993). *Testing Structural Equation Models*. Newbury Park: CA: Sage.

Boudreau, J. W., Boswell, W. R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior, 58*(1), 53-81.

Bowen, D. D., & Hall, D. T. (1977). Career Planning for Employee Development: A Primer for Managers. *California Management Review, 20*(2), 23-35.

Brislin, R. W. (1976). Comparative research methodology: Cross-cultural studies. *International Journal of Psychology, 11*(3), 215.

Brownell, J. (1991). Hospitality managers' communication practices. *International Journal of Hospitality Management, 11*(2), 111-128.

Brownell, J. (1994). Women in hospitality management: General managers' perceptions of factors related to career development. *International Journal of Hospitality Management, 13*(2), 101-117.

Brownell, J. (2004). Ingredients for success in career development. *FIU Hospitality Review, 22*(2), 1-17.

Brownell, J. (2008). Leading on land and sea: Competencies and context. *International Journal of Hospitality Management, 27*(2), 137-150.

Burke, R. J. (2001). Managerial women's career experiences, satisfaction and well-being: A five country study. *Cross Cultural Management, 8*(3/4), 117.

Burke, R. J., & McKeen, C. A. (1995). Work experiences, career development, and career success of managerial and professional women. *Journal of Social Behavior and Personality, 10*(6), 81-96.

Byrne, B. M. (1998). *Structural Equation Modeling with Lisrel, Prelis, and Simplis: Basic Concepts, Applications, and Programming*: Mahwah, NJ: Lawrence Erlbaum.

Byrne, B. M. (2001). *Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming*. London: Lawrence Erlbaum Associates.

Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology, 87*(5), 875-884.

Cai, L. A., Zhang, L., Pearson, T. E., & Bai, X. (2000). Challenges for China's state-run hotels: A marketing perspective *Journal of Hospitality & Leisure Marketing, 7*(1), 29-46.

Campion, M. A., Cheraskin, L., & Stevens, M. J. (1994). Career-related antecedents and outcomes of job rotation. *Academy of Management Journal, 37*(6), 1518-1542.

Carson, K. D., & Bedeian, A. G. (1994). Career commitment: Construction of a measure and examination of its psychometric properties. *Journal of Vocational Behavior, 44*(3), 237-262.

Carson, K. D., Carson, P. P., Roe, C. W., Birkenmeier, B. J., & Phillips, J. S. (1999). Four commitment profiles and their relationships to empowerment, service recovery, and work attitudes. *Public Personnel Management, 28*(1), 1-13.

Carson, K. D., Philips, J. S., & Roe, C. W. (1996). A career entrenchment model: Theoretical development and empirical outcomes. *Journal of Career Development, 22*(4), 273-286.

Cattel, R. B. (1956). Validation and Intensification of the Sixteen Personality Factor Questionnaire. *Journal of Clinical Psychology, 12*, 205-214.

Chang, E. (1999). Career commitment as a complex moderator of organizational commitment and turnover intention. *Human Relations, 52*(10), 1257-1278.

Chao, G. T., Walz, P. M., & Gardner, P. D. (1992). Formal and informal mentorships: A comparison on mentoring functions and contrast with nonmentored counterparts. *Personnel Psychology, 45*(3), 619-636.

Chen, F., Bollen, K. A., Paxton, P., Curran, P. J., & Kirby, J. B. (2001). Improper solutions in structural equation models. *Sociological Methods & Research, 29*(4), 468-508.

Cheng, E. (2007). The person-centered practice in international brand hotels. *China Hotel Human Resource & Training, 1*, 34-38.

Cheng, E. W. L., & Ho, D. C. K. (2001). The influence of job and career attitudes on learning motivation and transfer. *Career Development International, 6*(1), 20-27.

Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling, 9*(2), 233-255.

Chiaburu, D. S., Baker, V. L., & Pitariu, A. H. (2006). Beyond being proactive: What (else) matters for career self-management behaviors? *Career Development International, 11*(7), 619-632.

Chiaburu, D. S., & Harrison, D. A. (2008). Do Peers Make the Place? Conceptual Synthesis and Meta-Analysis of Coworker Effects on Perceptions, Attitudes, OCBs, and Performance. *Journal of Applied Psychology, 93*(5), 1082-1103.

Cho, S., Robert, H. W., & Sciarini, M. (2006). How hospitality students develop perceptions of potential employers: a post-internet update. *Cornell Hotel and Restaurant Administration Quarterly, 47*(2), 135-145.

Christou, E. (2002). Revisiting competencies for hospitality management: Contemporary views of the stakeholders. *Journal of Hospitality and Tourism Education, 14*(1), 25-32.

Chung, Y. K. (2000). Hotel management curriculum reform based on required competencies of hotel employees and career success in the hotel industry. *Tourism Management, 21*(5), 473-487.

Churchill, G. A., Jr. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research, 16*(1), 64.

CNTA. (2000). 中国旅游统计年鉴 *[The Yearbook of China Tourism Statistics]*. Beijing: China Travel and Tourism Press.

CNTA. (2009). 中国旅游统计年鉴 *[The Yearbook of China Tourism Statistics]*. Beijing: China Travel and Tourism Press.

Cohen, A. (1999). Relationships among five forms of commitment: An empirical assessment. *Journal of Organizational Behavior, 20*(3), 285-308.

Colarelli, S. M. (1998). Psychological interventions in organizations: An evolutionary perspective. *American Psychologist, 53*(9), 1044-1056

Colarelli, S. M., & Bishop, R. C. (1990). Career commitment functions, correlates, and management *Group & Organization Studies 15*(2), 158-176.

Cooke, F. L. (2005). Women's Managerial Careers in China in a Period of Reform. *Asia Pacific Business Review, 11*(2), 149-162.

Crant, J. M. (2000). Proactive behavior in organizations. *Journal of Management, 26*(3), 435-462.

Dai, B. (2003a). On the hurdles of China's hotel group development. In H. Y. Nu (Ed.), *Bluebook of China's Hotel Group Development*. Beijing: China Tourism Press.

Dai, B. (2003b). *中国国有饭店的转型与变革研究 [Transformation and Reform of China's State-owned Hotels]* Beijing: Tourism Education Press.

Damitio, J. W., & Schmidgall, R. S. (2001). The value of professional certifications for hospitality financial experts. *Cornell Hotel and Restaurant Administration Quarterly, 42*(1), 66-70.

Damonte, T., Rompf, P., Bahl, R., & Domke, D. (1997). Brand affiliation and property size effects on measures of performance in lodging properties. *Journal of Hospitality Research, 20*(3), 1-16.

Darden, W. R., Hampton, R., & Howell, R. D. (1989). Career versus organizational commitment: Antecedents and consequences of retail salespeople's commitment. *Journal of Retailing, 65*, 80-106.

De Vos, A., Dewettinck, K., & Buyens, D. (2009). The professional career on the right track: A study on the interaction between career self-management and organizational career management in explaining employee outcomes. *European Journal of Work & Organizational Psychology, 18* (1), 55-80.

Deery, M. (2008). Talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management, 20*(7), 792-806.

Deery, M. (2009). A framework for work-life balance practices: Addressing the needs of the tourism industry. *Tourism and Hospitality Research*, 9(2), 97-108.

DeFillippi, R. J., & Arthur, M. B. (1994). The boundaryless career: A competency-based perspective. *Journal of Organizational Behavior, 15*(4), 307-324.

DeFillippi, R. J., & Arthur, M. B. (1996). Boundaryless contexts and careers : A competency-based perspective. In M. B. Arthur & D. M. Rousseau (Eds.), *The Boundaryless Career : A New Employment Principle for a New Organization Era* (pp. 116-131). New York: Oxford University Press.

Denicolai, S., Cioccarelli, G., & Zucchella, A. (2010). Resource-based local development and networked core-competencies for tourism excellence. *Tourism Management, 31*(2), 260-266.

Dewald, B., & Self, J. T. (2008). Cross cultural training for expatriate hotel managers: An exploratory study. *International Journal of Hospitality & Tourism Administration, 9*(4), 352-364.

Diamantopoulos, A., & Siguaw, J. (2000). *Introducing LISREL*: Thousand Oaks, CA: Sage.

Dickerson, J. P. (2008). The realistic preview may not yield career satisfaction. *International Journal of Hospitality Management, 28*(2), 297-299.

Dillon, W., Kummar, A., & Mulani, N. (1987). Offending estimates in covariance structure analysis--comments on the causes and solutions to Heywood Case. *Psychological Bulletin, 101*, 126-135.

Dolven, B. (2004). Under new management. *Far Eastern Economic Review, 167*(15), 30-33.

Dougherty, T. W., Cheung, Y. H., & Florea, L. (2007). The role of personality in employee developmental networks. *Journal of Managerial Psychology, 23*(6), 653-669.

Driver, M. J. (1982). Career concepts: A new approach to career research. In R. Katz (Ed.), *Career Issues in Human Resource Management*: Englewood Cliffs, NJ: Prentice-Hall.

Eby, L. T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior, 24*(6), 689-708.

Ellemers, N., University, F., Gilder, D. d., & Heuvel, H. v. d. (1998). Career-oriented versus team-oriented commitment and behavior at work. *Journal of Applied Psychology, 83*(5), 717-730.

Enders, C. K. (2006). A primer on the use of modern missing-data methods in psychosomatic medicine research. *Psychosomatic medicine*(68), 427-435.

Enz, C. A., Renaghan, L. M., & Geller, A. N. (1993). Graduate-level education: A survey of stakeholders. *The Cornell Hotel and Restaurant Administration Quarterly, 34*(4), 90-95.

Erdogan, B., Kraimer, M., & Liden, R. C. (2004). Work value congruence and intrinsic career success: The compensatory roles of leader-member exchange and perceived organizational support. *Personnel Psychology, 57*, 305-332.

Ericsson, K. A., & Lehmann, A. C. (1996). Expert and exceptional performance: Evidence and maximal adaptation to task constraints. *Annual Review of Psychology, 47*(1), 273-305.

Feng, F., & Pearson, T. E. (1999). Hotel expatriate managers in China: Selection criteria, important skills and knowledge, repatriation concerns, and causes of failure. *International Journal of Hospitality Management, 18*(3), 309-321.

Ferris, G. R., Perrewe, P. L., Anthony, W. P., & Gilmore, D. C. (2000). Political skill at work. *Organizational Dynamics, 28*(4), 25-37.

Field, A. (2005). *Discovering Statistics Using SPSS* (Second ed.). London: SAGE Publications Ltd.

Field, A., & Hole, G. J. (2003). *How to Design and Report Experiments*: London: Sage.

Finney, S. J., & Distefano, C. (2006). Non-normal and categorical data instructural equation modeling. In G. R. Hancock & R. O. Mueller (Eds.), *Structural Equation Modeling: A Second Course* (pp. 269-314): Greenwich, CT: IAP.

Fisher, C. D., & Yuan, X. Y. (1998). What motivates employees? A comparison of US and Chinese responses. *International Journal of Human Resource Management, 9*(3), 516-528.

Foreman, E. (1991). *Survey Sampling Principles*. New York: Dekker.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50.

Forret, M., & Dougherty, T. W. (2004). Networking behaviors and career outcomes: Differences for men and women? *Journal of Organizational Behavior, 25*(3), 419-437.

Gaertner, K. N. (1989). Winning and losing: Understanding managers' reactions to strategic change. *Human Relations, 42*(6), 527-546.

Geddie, M. W., DeFranco, A. L., & Geddie, M. G. (2002). From Guanxi to customer relationship marketing: How the constructs of Guanxi can strengthen CRM in the hospitality industry. *Journal of Travel & Tourism Marketing, 13*(3), 19-34.

Ghauri, P., & Gronhaug, K. (2005). *Research Methods in Business Studies: A Practical Guide (3rd ed).* Prentice Hall.

Gilley, O. W., & Leone, R. P. (1991). A two-stage imputation procedure for item nonresponse in surveys. *Journal of Business Research, 22*(4), 281-291.

Goldberg, L. R. (1992). The development of markers for the Big-Five factor structures. *Psychological Assessment, 4*, 26-42.

Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist, 48*(1), 26-34.

Goulet, L. R., & Singh, P. (2002). Career commitment: A reexamination and an extension. *Journal of Vocational Behavior, 61*(1), 73-91.

Granovetter, M. S. (1974). *Getting a Job: A Study of Contacts and Careers*:
Cambridge, MA: Harvard University Press.

Granrose, C. S. (2007). Gender differences in career perceptions in the
People's Republic of China. *Career Development International, 12*(1),
9-27.

Granrose, C. S., & Chau, B. L. (1996). Global boundaryless careers: Lessons
from Chinese family businesses. In M. B. Arthur & D. M. Rousseau
(Eds.), *The Boundaryless Career* (pp. 201-217). New York: Oxford
University Press.

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. (2000). *Career
Management*. New York: Dryden Press.

Greenhaus, J. H., & Parasuraman, S. (1993). Job performance attributions and
career advancement prospects: An examination of gender and race
effects. *Organizational Behavior and Human Decision Processes,
55*(2), 273-297.

Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race
on organizational experiences, job performance evaluations, and
career outcomes. *Academy of Management Journal, 33*(1), 64-86.

Gu, H., Kavanaugh, R. R., Yu, C., & Torres, E. N. (2006). Human resources
management in China's hotel industry. *China Tourism Research 2*(3),
226-245.

Gu, H., Zhao, X., & Yu, C. (2005). 2005 年中国饭店业人力资源研究报告
（二） [2005 Report on human resources in China's hotel industry].
China Tourist Hotels, 8(41).

Gu, Z. (2003). The Chinese lodging industry: Problems and solutions.
*International Journal of Contemporary Hospitality Management,
15*(7), 386-392.

Guerrier, Y. (1987). Hotel managers' careers and their impact on hotels in
Britain. *International Journal of Hospitality Management, 6*(3), 121-
130.

Gunz, H., Evans, M., & Jalland, M. (2000). Career boundaries in the
'boundaryless' world. In M. A. Peiperl, M. B. Arthur, R. Geoffee & T.
Morris (Eds.), *Career Frontiers: New Conceptions of Working Lives*
(pp. 24-53): Oxford: Oxford University Press.

Gutteridge, T. G. (1986). Organizational career development systems: The
state of the practice. In D. T. Hall (Ed.), *Career Development in
Organizations* (pp. 50-94). San Francisco: Jossey-Bass Pub.

Gutteridge, T. G., Leibowitz, Z. B., & Shore, J. E. (1993). *Organizational
Career Development*. San Francisco: Jossey-Bass, San Francisco, CA.

Hackett, C. T., N., B., & Doty, M. (1985). The development of a taxonomy of
career competences for professional women *Sex Roles, 12*(3/4).

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2002).
Multivariate Data Analysis (6th ed.): Upper Saddle River, NJ: Prentice
Hall.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2006).
Multivariate Data Analysis (Sixth Edition): Upper Saddle River, NJ:
Prentice Hall.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2009). *Multivariate
Data Analysis (7th Edition)*: Pearson.

Hall, D. T. (1996). *The Career Is Dead-Long Live the Career: A Relational
Approach to Careers*. San Francisco, CA: Jossey-Bass

Hall, D. T. (2002). *Career Development In Organizations*. San Francisco:
Jossey-Bass.

Hall, D. T. (2003). *Careers In and Out of Organizations*. Thousand Oaks,
London: Sage Publications.

Hall, D. T., & Mirvis, P. H. (1996). The new protean career: Psychological
success and the path with a heart. In D. T. Hall & Associates (Eds.),
*The Career Is Dead- Long Live the Career: A Relational Approach to
Careers*. San Francisco: Jossey-Bass.

Hall, D. T., & Moss, J. E. (1998). The new protean career contract: Helping
organizations and employees adapt. *Organizational Dynamics, 26*(3),
22-37.

Harper, S., Brown, C., & Wilson, I. (2005). Qualifications: A fast-track to
hotel general manager? *International Journal of Contemporary
Hospitality Management, 17*(1), 51-63.

Hartog, D. N. D., & Belschak, F. D. (2007). Personal initiative, commitment
and affect at work. *Journal of Occupational and Organizational
Psychology, 80*(4), 601-622.

Haynes, S. N., Richard, D. C. S., & Kubany, E. S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment, 7*(3), 238-247.

Heaton, N., & Ackah, C. (2007). Changing HR careers: Implications for management education. *The Journal of Management Development, 26*(10), 951-961.

Herriot, P., Gibbons, P., Pemberton, C., & Jackson, P. R. (1994). An empirical model of managerial careers in organizations. *British Journal of Management, 5*(2), 113-121.

Heung, V. C. S., Zhang, H., & Jiang, C. (2008). International franchising: Opportunities for China's state-owned hotels? *International Journal of Hospitality Management, 27*(3), 368-380.

Higgins, M. C. (2001). Changing careers: The effects of social context. *Journal of Organizational Behavior, 22*(6), 595-618.

Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review, 26*(2), 264-288.

Hu, B., Cai, L. A., & Kavanaugh, R. R. (2001). Chinese and British hotels: Cultural differences and management. *FIU Hospitality Review, 19*, 37-54.

Hu, L.-t., & Bentler, P. M. (Eds.). (1995). *Evaluating Model Fit*: Thousand Oaks, CA:Sage.

Huang, J., Hu, C., & Wu, T. (2010). Psychometric properties of the Chinese version of the workaholism battery. *The Journal of Psychology*, 144(2), 163-183.

Hutchings, K., French, E., & Hatcher, T. (2008). Lament of the ignored expatriate--An examination of organizational and social network support for female expatriates in China. *Equal Opportunities International, 27*(4), 372-391.

Huyton, J. R., & Ingold, A. (1999). A commentary by Chinese hotel workers on the value of vocational education. *Journal of European Industrial Training, 23*(1), 16-24.

Huyton, J. R., & Sutton, J. (1996). Employee perceptions of the hotel sector in the People's Republic of China. *International Journal of Contemporary Hospitality Management, 8*(1), 22-28.

Hwang, S.-.-N., Lee, C., & Chen, H.-J. (2005). The relationship among tourists' involvement, place attachment and interpretation satisfaction in Taiwan's national parks

Tourism Management, 26(2), 143-156.

Igbaria, M. (1991). Job performance of MIS professionals: An examination of the antecedents and consequences. *Journal of Engineering and Technology Management 8*(2), 141-171.

Igbaria, M., & Wormley, W. M. (1992). Organizational experiences and career success of MIS professionals and managers: An examination of race difference. *MIS Quarterly, 16*(4), 507-529.

Iles, P., & Mabey, C. (1993). Managerial career development programs: Effectiveness, availability and acceptability. *British Journal of Management, 4*(2), 103-118.

Iles, P., Mabey, C., & Robertson, I. (1990). HRM practices and employee commitment: Possibilities, pitfalls and paradoxes. *British Journal of Management, 1*, 147-157.

Inkson, K., & Arthur, M. B. (2001). How to be a successful career capitalist. *Organizational Dynamics, 30*(1), 48-61.

Iverson, K. (2000). Managing for effective workforce diversity. *Cornell Hotel and Restaurant Administration Quarterly, 41*(2), 31-38.

Jenkins, A. K. (2001). Making a career of it? Hospitality students' future perspectives: an Anglo-Dutch study. *International Journal of Contemporary Hospitality Management, 13*(1), 13-20.

Jones, C., & Lichtenstein, B. M. B. (2000). The 'architecture' of careers: How career competencies reveal firm dominant logic in professional services. In M. A. Peiperl, R. G. Arthur & T. Morris (Eds.), *Career frontiers: New conceptions of working lives* (pp. 153-176). Oxford: Oxford University Press.

Joreskog, K. G. (1971). Simultaneous factor analysis in several populations. *Psychometrika, 36*, 409-426.

Joreskog, K. G. (1993). Testing structural equation models. In K. A. Bollen & J. S. Long (Eds.), *Testing Structural Equation Models* (pp. 294-316): Newbury Park, CA: Sage.

Joreskog, K. G., & Lawley, D. N. (1968). New methods in maximum likelihood factor analysis. *British Journal of Mathematical and Statistical Psychology, 21*, 85-96.

Joreskog, K. G., & Sorbom, D. (1993). *LISREL 8: Structural Equation Modeling with the SIMPLIS Command Language*. Chicago: Scientific Software International.

Judge, T. A., & Bretz, J. R. D. (1994). Political influence behavior and career success. *Journal of Management, 20*(1), 43-65.

Judge, T. A., Cable, D. M., Boudreau, J. W., & Jr, R.D. (1995). An empirical system investigation of the predictors of executive career success. *Personnel Psychology,* 48, 485-519.

Judge, T. A., Higgins, C. A., Thoresen, C. J., & Barrick, M. R. (1999). The big five personality traits, general mental ability, and career success across the life span. *Personnel Psychology, 52*(3), 621-652.

Kaiser, H. F. (1960). The application of electronic computers to factor analysis. *Educational and Psychological Measurement, 20*, 141-151.

Kaiser, H. F. (1974). An Index of Factorial Simplicity. *Psychometric, 39*, 31-36.

Kaplan, D. (2000). *Structural Equation Modeling: Foundations and Extensions*. London: Sage.

Kaplan, R. E., & Mazlque, M. (1983). *Trade routes: The manager's network of relationships (Technical Report No.22)*: Greensboro, NC: Center for Creative Leadership.

Karatepe, O. M., & Uludag, O. (2008). Supervisor support, work-family conflict, and satisfaction outcomes: An empirical study in the hotel industry. *Journal of Human Resources in Hospitality & Tourism, 7*(2), 115-133.

Kay, C., & Moncarz, E. (2004). Knowledge, skills, and abilities for lodging management success. *Cornell Hotel and Restaurant Administration Quarterly, 45*(3), 285-298.

Kay, C., & Moncarz, E. (2007). Lodging management success: Personal antecedents, achievements, KSAs and situational influencers. *International Journal of Hospitality Management, 26*(1), 33-48.

Kaye, M., & Taylor, W. G. K. (1997). Expatriate culture shock in China: A study in the Beijing hotel industry. *Journal of Managerial Psychology, 12*(7/8), 496-510.

King, B., McKercher, B., & Waryszak, R. (2003). A comparative study of hospitality and tourism graduates in Australia and Hong Kong *International Journal of Tourism Research, 5*(6), 409-420.

Kirchmeyer, C. (1998). Determinants of managerial career success: evidence and explanation of male/female differences. *Journal of Management, 24*(6), 673-692.

Kline, P. (1999). *The Handbook of Psychological Testing (2nd Edition)*. London: Routledge.

Kline, R. B. (1998). *Principles and Practice of Structural Equation Modeling*. New York, London: The Guilford Press.

Kline, R. B. (2005). *Principles And Practice of Structural Equation Modeling*. New York: The Guilford Press.

Kline, S., Adler, H., Ghiselli, R., & Huang, S. (2008). General managers in mid-scale hotels: Are they plateaued? *FIU Review, 26*(1), 21-31.

Kong, H., & Baum, T. (2006). Skills and work in the hospitality sector. *International Journal of Contemporary Hospitality Management, 18*(6/7), 509-518.

Kong, H., & Cheung, C. (2009). Hotel development in China: A review of the English language literature. *International Journal of Contemporary Hospitality Management, 21*(3), 341-355.

Kong, H., Cheung, C., & Zhang, H. (2010). Career management systems: What are China's state-owned hotels practicing? *International Journal of Contemporary Hospitality Management, 22*(4), 467-482.

Korman, A. K., Wittig-Berman, U., & Lang, D. (1981). Career success and personal failure: Alienation in professional managers. *Academy of Management Journal, 24*(2), 342-360.

Kotz, S., & Johnson, N. I. (1992). *Breakthrough in Statistics*: New York: Springer-Verlag.

Kram, K. E. (1985). *Mentoring at Work*: Glenview, IL:Scott Foresman.

Kuijpers, M. A. C. T., & Scheerens, J. (2006). Career competencies for the modern career. *Journal of Career Development (Sage), 32*(4), 303-319.

Kuijpers, M. A. C. T., Schyns, B., & Scheerens, J. (2006). Career competencies for career success. *Career Development Quarterly, 55*(2), 168-178.

Ladkin, A. (2000). Vocational education and food and beverage experience: Issues for career development. *International Journal of Contemporary Hospitality Management, 12*(4), 226-232.

Ladkin, A. (2002). Career analysis: A case study of hotel general managers in Australia. *Tourism Management, 23*(4), 379-388.

Ladkin, A., & Juwaheer, R. (2000). The career paths of hotel general managers in Mauritius. *International Journal of Contemporary Hospitality Management, 12*(2), 119-125.

Ladkin, A., & Riley, M. (1996). Mobility and structure in the career paths of UK hotel managers: a labour market hybrid of the bureaucratic model? *Tourism Management, 17*(6), 443-452.

Lado, A. A., Boyd, N. G., & Wright, P. (1992). A competency-based model of sustainable competitive advantage: Toward a conceptual integration. *Journal of Management, 18*(1), 77-91.

Lam, T., Cho, V., & Qu, H. (2007). A study of hotel employee behavioral intentions towards adoption of information technology. *International Journal of Hospitality Management, 26*(1), 49-65.

Lambert, T. A., Eby, L. T., & Reeves, M. P. (2008). Predictors of networking intensity and network quality among white-collar job seekers. *Journal of Career Development, 34*(4), 351-365.

Lee, G. O., & Warner, M. (2006). The impact of SARS on China's human resources: Implications for the labour market and level of unemployment in the service sector in Beijing, Guangzhou and

Shanghai. *International Journal of Human Resource Management,*
17(5), 860-880.

Lee, K., Carswell, J. J., & Allen, N. J. (2000). A meta-analytic review of
occupational commitment: relations with person- and work related
variables. *Journal of Applied Psychology, 85*(5), 799-811.

Leslie, D., & Russell, H. (2006). The importance of foreign language skills in
the tourism sector: A comparative study of student perceptions in the
UK and continental Europe. *Tourism Management, 27*(6), 1397-1407.

Leung, K., Smith, P. B., Wang, Z., & Sun, H. (1996). Job satisfaction in joint
ventures hotels in China: An organizational justice analysis *Journal of*
International Business Studies, 27(5), 947-962.

Leung, K., Wang, Z., & Smith, P. B. (2001). Job attitudes and organizational
justice in joint venture hotels in China: The role of expatriate managers.
International Journal of Human Resource Management, 12(6), 926-
945.

Li, J., & Wright, P. C. (2000). Guanxi and the realities of career development:
A Chinese perspective. *Career Development International, 5*(7), 369-
378.

Li, L. (2004). 我国饭店业的竞争格局及对策分析 [Analysis on competition
of the hotel industry in China and its solutions]. *Journal of Jiujiang*
Vocational & Technical School, 3, 61-63.

Li, L., Tse, E. C.-Y., & Xie, L. (2007). Hotel general manager profile in China: a case of Guangdong Province. *International Journal of Contemporary Hospitality Management, 19*(4), 263-274.

Lichtenstein, B., & Mendenhall, M. (2002). Non-linearity and response-ability: emergent order in 21st century careers. *Human Relations, 55*(1), 5-32.

Little, T. D. (1997). Mean and covariance structures (MACS) analyses of cross-cultural data: Practical and theoretical issues. *Multivariate Behavioral Research, 32*(1), 53-76.

Littleton, S. M., & Arthur, M. B. (2000). The future of boundaryless careers. In A. Collin & R. A. Young (Eds.), *The Future of Career*: Cambridge University Press, Cambridge.

Littrell, R. F. (2002). Desirable leadership behaviors of multi-cultural managers in China. *Journal of Management Development, 21*(1), 5-74.

Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel *Psychological Science, 1*(4), 240-246.

London, M. (1993). Relationships between career motivation, empowerment and support for career development. *Journal of Occupational & Organizational Psychology, 66*(1), 55-69.

Lou, J., Shi, P., & Wang, H. (2003). 上海饭店中高层管理人员配置现状及其对策 [A study on the current situation of medium-and high-level managerial professionals in Shanghai's hotels]. *Tourism Tribune, 18*(5), 70-73.

Louchheim, F., & Lord, V. (1988). Who is taking care of your career? *Personnel Administrator, 33*(4), 46-51.

MacCallum, R. C., & Browne, M. W. (1993). The use of causal indicators in covariance structure models: Some practical issues. *Psychological Bulletin, 114*(3), 533-541.

MacCallum, R. C., Browne, M. W., & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological Methods, 1*, 130-149.

MacKinnon, D. P., & Dwyer, J. H. (1993). Estimating mediated effects in prevention studies. *Evaluation Review, 17*, 144-158.

MacKinnon, D. P., Warsi, G., & Dwyer, J. H. (1995). A simulation study of mediated effect measures. *Multivariate Behavioral Research, 30*(1), 41-62.

Macnab, D., & Fitzsimmons, G. W. (1987). A multitrait-multimenthod study of work-related needs, values, and preferences. *Journal of Vocational Behavior, 30*, 1-15.

Mardia, K. V. (1970). Measures of multivariate skewness and kurtosis with applications. *Biometrika, 57*, 519-530.

Martins, L. L., Eddleston, K. A., & Veiga, J. F. (2002). Moderators of the relationship between work-family conflict and career satisfaction. *Academy of Management Journal, 45*(2), 399-409.

McCloskey, J. C., & McCain, B. (1988). Variable related to nurse performance. *Journal of Nursing Scholarship, 20*, 203-207.

McCrae, R. R., & Costa, P. T. (1987). Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology, 52*(1), 81-90.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology, 78*(4), 538-551.

Mignonac, K. (2008). Individual and contextual antecedents of older managerial employees' willingness to accept intra-organizational job changes. *International Journal of Human Resource Management, 19*(4), 582-599.

Mirvis, P. H., & Hall, D. T. (1994). Psychological success and the boundaryless career. *Journal of Organizational Behavior, 15*(4), 365-380.

Montgomery, R. J., & Rutherford, D. G. (1994). A profile of convention-services professionals. *Cornell Hotel and Restaurant Administration Quarterly, 35*(6), 47-57.

Morrow, P. C. (1983). Concept redundancy in organizational research: The case of work commitment. *Academy of Management Review, 8*(3), 486-500.

Morrow, P. C. (1993). *The Theory and Measurement of Work Commitment*: Greenwich, CT: JAI.

Morrow, P. C., & Goetz, J. F. (1988). Professionalism as a form of work commitment. *Journal of Vocational Behavior, 32*(1), 92-111.

Morrow, P. C., & Wirth, R. E. (1989). Work commitment among salaried professionals. *Journal of Vocational Behavior, 34*(1), 40-56.

Moss, J. A., & Barbuto, J. E. (2010). Testing the relationship between interpersonal political skills, altruism, leadership success and effectiveness: A multilevel model. *Journal of Behavioral & Applied Management, 11*(2), 155-174.

Moss, S. A., McFarland, J., Ngu, S., & Kijowska, A. (2007). Maintaining an open mind to closed individuals: The effect of resource availability and leadership style on the association between openness to experience and organizational commitment. *Journal of Research in Personality, 41*(2), 259-275.

Murphy, S., & Ensher, E. (2001). The role of mentoring support and self-management strategies on reported career outcomes. *Journal of Career Development, 27*(4), 229-246.

Mwaura, G., Sutton, J., & Roberts, D. (1998). Corporate and national culture - - an irreconcilable dilemma for the hospitality manager? *International Journal of Contemporary Hospitality Management, 10*(6), 212-220.

Nabi, G. R. (1999). An investigation into the differential profile of predictors of objective and subjective career success. *Career Development International, 4*(4), 212-224.

Nauta, A., Vianen, A. v., Heijden, B. v. d., Dam, K. v., & Willemsen, M. (2009). Understanding the factors that promote employability orientation: The impact of employability culture, career satisfaction,

and role breadth self-efficacy. *Journal of Occupational and Organizational Psychology, 82*, 233-251.

Nebel, E. C., Braunlich, C. G., & Zhang, Y. (1994). Career paths in American luxury hotels: Hotel food and beverage directors. *International Journal of Contemporary Hospitality Management, 6*(6), 3-9.

Nebel, E. C., Lee, J.-S., & Vidakovic, B. (1995). Hotel general manager career paths in the United States. *International Journal of Hospitality Management, 14*(3-4), 245-260.

Ng, T. W. H., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta-analysis *Personnel Psychology, 58*(2), 367-408.

Noe, R. A., Noe, A. W., & Bachhuber, J. A. (1990). An investigation of the correlates of career motivation. *Journal of Vocational Behavior, 37*(3), 340-356.

Nunnally, J. C. (1978). *Psychometric Theory*. New York: McGraw-Hill.

O'Mahony, G. B., McWilliams, A. M., & Whitelaw, P. A. (2001). Why students choose a hospitality-degree program: An Australian case study. *The Cornell Hotel and Restaurant Administration Quarterly, 42*(1), 92-96.

Oberfield, A. (1993). *A proposed model of career satisfaction*. Paper presented at the 1993 Academy of Management Annual Meetings.

Olinsky, A., Chen, S., & Harlow, L. (2003). The comparative efficacy of imputation methods for missing data in structural equation modeling. *European Journal of Operational Research, 151*(1), 53-79.

Orpen, C. (1994). The effects of organizational and individual career management on career success. *International Journal of Manpower, 15*(1), 27-37.

Parker, H., & Arthur, M. B. (2000a). Careers, organizating, and community. In M. A. Peiperl, M. B. Arthur, R. Geoffee & T. Morris (Eds.), *Career Frontiers: New Conceptions of Working Lives*: Oxford: Oxford University Press.

Parker, H., & Arthur, M. B. (2000b). Careers, organizing, and community. In M. A. Peiperl, M. B. Arthur, R. Goffee & T. Morris (Eds.), *Career frontiers: New conceptions of working lives* (pp. 99-121). Oxford: Oxford University Press.

Patton, W., & McMahon, M. (2001). Implementing career development learning programs. In W. Patton & M. McMahon (Eds.), *Career Development Programs: Preparation for Lifelong Learning Career Decision Making*: ACER, Camberwell.

Peng, Q., Dai, G., & Yue, H. (2006). The competency model for middle and senior managers in high star-rating hotels in China. *China Tourism Research 2*(1/2), 116-129.

Pine, R. (2002). China's hotel industry: Serving a massive market. *Cornell Hotel & Restaurant Administration Quarterly, 43*(3), 61-71.

Pine, R., Zhang, Q. H., & Qi, P. (2000). The challenges and opportunities of franchising in China's hotel industry. *International Journal of Contemporary Hospitality Management, 12*(5), 300-308.

Poon, J. M. L. (2004). Career commitment and career success: Moderating role of emotion perception. *Career Development International, 9*(4/5), 374-390.

Portwood, J. D., & Granrose, C. S. (1986). Organizational career management programs: What's available? What's effective? *HR. Human Resource Planning, 9*(3), 107-119.

Powell, W. W. (1990). 'Neither market nor hierarchy: Network forms of organizations'. In B. Staw (Ed.), *Research in Organizational Behavior* (Vol. 12, pp. 295-336): JAI Press.

Preacher, K. J., & Leonardelli, G. J. (2001). Calculation for the Sobel test: An interactive calculation tool for mediation tests.

Pryor, R. G. L. (1987). Differences among differences: In search of general work preference dimensions. *Journal of Applied Psychology, 72*, 426-433.

Purcell, K., & Quinn, J. (1996). Exploring the education-employment equation in hospitality management: A comparison of graduates and HNDs. *International Journal of Hospitality Management, 15*(1), 51-68.

Qiu, H. Z., & Lam, T. (2004). Human resources issues in the development of tourism in China: evidence from Heilongjiang Province. *International Journal of Contemporary Hospitality Management, 16*(1), 45-51.

Quinn, J. B. (1992). The intelligent enterprise a new paradigm. *Academy of Management Executive, 6*(4), 48-63.

Raider, H. J., & Burt, R. S. (1996). Boundaryless careers and social capital. In M. B. Arthur & D. M. Rousseau (Eds.), *The Boundaryless Career: A*

New Employment Principle for a New Organizational Era. New York: Oxford University Press.

Reynolds, D. (2000). An exploratory investigation into behaviorally based success characteristics of food service managers. *Journal of Hospitality & Tourism Research, 24*(1), 92-100.

Schein, E. H. (1979). *Career dynamics: Matching individual and organizational needs*: Reading, MA: Addison-Wesley.

Schneer, J. A., & Reitman, F. (1993). Effects of the alternate family structures on managerial career paths *Academy of Management Journal, 36*(4), 830-843.

Schneider, B., & Bowen, D. E. (1985). Employee and customer perceptions of service in banks: Replication and extension. , . *Journal of Applied Psychology, 70*, 423-433.

Schriesheim, C. A., Powers, K. J., Scandura, T. A., Gardiner, C. C., & Lankau, M. J. (1993). Improving construct measurement in management research: Comments and a quantitative approach for assessing the theoretical content adequacy of paper-and-pencil survey-type instruments. *Journal of Management, 19*(2), 385-417.

Segars, A. H., & Grover, V. (1993). Re-examining perceived ease of use and usefulness: A confirmatory factor analysis. *MIS Quarterly, 17*(4), 517-525.

Seibert, K. (1996). Experience is the best teacher, if you learn form it. In D. T. Hall (Ed.), *The Career Is Dead--Long Live the Career* (pp. 246-264). San Francisco: Jossey-bass Publishers.

Seibert, S. E., & Kraimer, M. L. (2001). The five-factor model of personality and career success. *Journal of Vocational Behavior, 58*(1), 1-21.

Seibert, S. E., Kraimer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. *Personnel Psychology, 54*(4), 854-874.

Selmer, J., Ebrahimi, B. P., & Li, M. (2000). Corporate career support: Chinese mainland expatriates in Hong Kong. *Career Development International, 5*(1), 5-12.

Seo, S., Cha, M., & Shanklin, C. (2006). Hospitality management students' knowledge and attitudes about the elderly and their preferences in working with or for the elderly. *Journal of Hospitality & Tourism Education, 18*(1), 21-32.

Siu, V. (1998). Managing by competencies--a study on the managerial competencies of hotel middle managers in Hong Kong. *International Journal of Hospitality Management, 17*(3), 253-273.

Sobel, M. E. (1982). Asymptotic intervals for indirect effects in structural equations models. In S. Leinhart (Ed.), *Sociological Methodology*. San Francisco: Jossey-Bass.

Stebbins, R. A. (1970). Career: The subjective approach. *Sociological Quarterly, 11*, 32-49.

Steiger, J. H., & Lind, J. C. (1980). *Statistically-based tests for the number of common factors*. Paper presented at the Annual Meeting of the Psychometric Society.

Stevens, J. P. (1992). *Applied Multivariate Statistics For The Social Sciences* (2nd edition ed.): Hillsdale, NJ: Erlbaum.

Stevens, J. P. (1996). *Applied Multivariate Statistics for Social Science*: New Jersey: Lawrence Erlbaum Associates.

Storey, J. A. (2000). 'Fracture line' in the career environment. In A. Collin & R. A. Young (Eds.), *The Future of Career*. Cambridge: Cambridge University Press.

Sturges, J., Conway, N., & Liefooghe, A. (2010). Organizational support, individual attributes, and the practice of career self-management behavior. *Group & Organization Management, 35*(1), 108-141.

Sturges, J., Simpson, R., & Altman, Y. (2003). Capitalizing on learning: An exploration of the MBA as a vehicle for developing career competencies. *International Journal of Training & Development, 7*(1), 53-66.

Sullivan, S. E., & Arthur, M. B. (2006). The evolution of the boundaryless career concept: Examining physical and psychological mobility. *Journal of Vocational Behavior, 69*(1), 19-29.

Sullivan, S. E., Carden, W. A., & Martin, D. F. (1998). Careers in the next millennium: Directions for future research. *Human Resource Management Review, 8*(2), 165-185.

Sun, L.-Y., Aryee, S., & Law, K. S. (2007). High-performance human resource practices, citizenship behavior and organizational performance: A relational perspective *Academy of Management Journal, 50*(3), 558-577.

Super. (1957). *The Psychology of Career*. New York: Harper & Row.

Susskind, A., Kacmar, K., & Borchgrevink, C. (2007). How organizational standards and coworker support improve restaurant service. *Cornell Hotel and Restaurant Administration Quarterly, 48*(4), 370-379.

Suutari, V., & Makela, K. (2007). The career capital of managers with global careers. *Journal of Managerial Psychology, 22*(7), 628-648.

Szivas, E., Riley, M., & Airey, D. (2003). Labor mobility into tourism: Attraction and satisfaction. *Annals of Tourism Research*, 30(1), 64-76.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics (5th Eds.)*. Boston: Allyn & Bacon.

Tas, R. F., LaBrecque, S. V., & Clayton, H. R. (1996). Property-management competencies for management trainees. *Cornell Hotel and Restaurant Administration Quarterly, 37*(4), 90-96.

Tesone, D. V., & Ricci, P. (2006). Toward a definition of entry-level job competencies: Hospitality manager perspectives. *International Journal of Hospitality & Tourism Administration, 7*(4), 65-80.

Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology, 88*(3), 500-517.

Tharenou, P. (2001). Going up? Do traits and informal social processes predict advancing in management? *Academy of Management Journal, 44*(5), 1005-1017.

Thomas, L. T., & Ganster, D. C. (1995). Impact of family-supportive work variables on work-family conflict and strain: A control perspective. *Journal of Applied Psychology, 80*(1), 6-15.

Tracey, J. B., & Hinkin, T. R. (1994). Transformational leaders in the hospitality industry. *The Cornell Hotel and Restaurant Administration Quarterly, 35*(2), 18-24.

Tu, H. S., Forret, M. L., & Sullivan, S. E. (2006). Careers in a non-Western context: An exploratory empirical investigation of factors related to the career success of Chinese managers. *Career Development International, 11*(7), 580-593.

Tuo, Y. (2005). 旅游饭店人力资源管理对策研究 [A study of hotel human resources management]. *Development Research, 1*, 123-125.

Uhl-Bien, M., & Green, G. B. (1998). Individual self-management : Analysis of professionals' self managing activities in functional and cross-functional work teams. *Academy of Management Journal, 41*(3), 340-350.

Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurment invariance literature: Suggestions, practices, and recommendations for organizational research. *Organizational Research Methods, 3*(1), 4-70.

Walker, J. W., & Gutteridge, T. G. (1979). *Career planning practices: An AMA survey report*: N. Y. AMACOM.

Wallace, J. E. (2001). The benefits of mentoring for female lawyers. *Journal of Vocational Behavior, 58*(3), 366-391.

Walsh, K., & Taylor, M. S. (2007). Developing in-house careers and retaining management talent: What hospitality professionals want from their jobs. *Cornell Hotel and Restaurant Administration Quarterly, 48*(2), 163-182.

West, S. G., Finch, J. F., & Curran, P. J. (1995). Structural equation models with nonnormal variables: Problems and remedies. In R. H. Hoyle (Ed.), *Structural Equation Modeling: Concepts, Issues, and Applications* (pp. 56-75): Thousand Oaks, CA: Sage.

White, C. (2006). Towards an understanding of the relationship between work values and cultural orientations. *International Journal of Hospitality Management, 25*(4), 699-715.

Whitely, W., Dougherty, T. W., & Dreher, G. F. (1991). Relationship of career mentoring and socioeconomic origin to managers' and professionals' early career progress. *Academy of Management Journal, 34*(2), 331-351.

Williams, E. A., Scandura, T. A., & Gavin, M. (2009). Understanding team-level career mentoring by leaders and its effects on individual team-source learning: The effects of intra-group processes. *Human Relations, 62*(1), 1635-1666.

Wolff, H.-G., & Moser, K. (2009). Effects of Networking on Career Success: A Longitudinal Study. *Journal of Applied Psychology, 94*(1), 196-206.

Wong, A. L. Y., & Slater, J. R. (2002). Executive development in China: Is there any in a Western sense? *The International Journal of Human Resource Management, 13*(2), 338-360.

Wong, S. C., & Ko, A. (2009). Exploratory study of understanding hotel employees' perception on work-life balance issues. *International Journal of Hospitality Management, 28*(2), 195-203.

Wong, S. C., & Liu, G. J. (2010). Will parental influences affect career choice? *International Journal of Contemporary Hospitality Management, 22*(1), 82-102.

Wong, S. C., Siu, V., & Tsang, N. (1999). The impact of demographic factors on Hong Kong hotel employees' choice of job-related motivators. *International Journal of Contemporary Hospitality Management, 11*(5), 230-241.

Wu, X., & Wang, C. (2008). The impact of organizational justice on employees' pay satisfaction, work attitudes and performance in Chinese hotels. *Journal of Human Resources in Hospitality & Tourism, 7*(2), 181-195.

Xi, Y. (2005). 集团化冲动与人力资源制肘 [Development of collectivization and restriction of human resources management]. *China Tourist Hotels, 9*(42), 17-19.

Xiao, Y., & Peng, X. (2007). 酒店员工职业生涯管理的探讨 [An exploratory study of hotel staff's career management]. *China Hotel Human Resource & Training, 1*, 48-52.

Xie, Y. H., & Amine, L. S. (2009). Social networks and the internationalization of Chinese entrepreneurs. *Global Business and Organizational Excellence, 29*(1), 61-78.

Yam, S. (1987). Training tomorrow's hotel managers in China. *International Journal of Hospitality Management, 6*(2), 69-73.

Yan, Y., Child, J., & Chong, C. Y. (2007). Vertical integration of corporate management in international firms: Implementation of HRM and the asset specificities of firms in China. *International Journal of Human Resource Management, 18*(5), 788-807.

Yu, L., & Huat, G. S. (1995). Perceptions of management difficulty factors by expatriate hotel professionals in China. *International Journal of Hospitality Management, 14*(3-4), 375-388.

Zaichowsky, J. (1985). Measuring the involvement construct. *Journal of Consumer Behavior, 12*, 341-352.

Zhang, H. Q., & Lam, T. (2004). Human resources issues in the development of tourism in China: Evidence from Heilongjiang Province. *International Journal of Contemporary Hospitality Management, 16*(1), 45-51.

Zhang, H. Q., & Wu, E. (2004). Human resources issues facing the hotel and travel industry in China. *International Journal of Contemporary Hospitality Management, 16*(7), 424-428.

Zhang, L., Cai, L. A., & Liu, W.-h. (2002). On-job training- a critical human resources challenge in China's hotel industry. *Journal of Human Resources in Hospitality & Tourism, 1*(3), 91-100.

Zhang, W., Hu, X., & Pope, M. (2002). The evolution of career guidance and

counseling in the People's Republic of China. *The Career*

Development Quarterly, 50(3), 226-236.

Appendix 1 OCM Activities

1.360-degreeperformance appraisal

360 feedback can take the form of peer appraisal, upward appraisal, committee, or a combination of several sources in addition to that given by the direct manager PA.

2. Performance appraisal (PA) for career planning

Close connection can be established between the performance appraisal (PA) system and career development. PA system may be utilized for HR in a similar way to that which accountancy reports cater for the finance and accountancy systems. PA would indicate whom should be promote, who should be made redundant in case of downsizing, identify training and development needs and so on.

3. Assessment centers

Assessment centers are used for the evaluation of people in an extended work sample process. They are specifically designed for conducting the rigorous process of evaluating the potential of present or future managers. They are in use for two main purposes: as a selection tool for managerial recruitment, and as an indicator of managerial potential. Assessment centers have gained a lot of interest in academia and by organizational practitioners. They have been found as a reliable and valid tool for career management.

4. Development centers

Development centers evolved from assessment center, and share many features with them, but are directed not necessarily toward selection, but rather to general development and enhancement of the manager, preparing him/her for future roles.

5. Formal mentoring

The practice of mentoring brings together a person with managerial potential and an experienced manager, who is not necessarily the direct manager. Such a senior manager is expected to provide advice and tutoring, serving as a kind of uncle or godfather in the workplace.

6. Career counseling by direct manager or by the HRM department

Career counselling is a two-way communication between the employer and the employee regarding career issues. Two main sources are available for conducting such counselling: the direct manager (pr another higher manager) who has a good knowledge of the employee's attitudes, behaviours, skills etc; and an HRM manager. Depending on organizational complexity and financial resources, external counselling can additionally be provided.

7. Written individual career plans

Written personal career plans is a practice in which the organization prepare, for each manager, specific long-term career progress plan, with identified positions for the foreseeable future.

8. Career workshops

Career workshops are short-term workshops focusing on specific aspect(s) of career management and aim to provide managers with relevant knowledge, skills and experience. They usually focus on specific aspects such as identifying future opportunities, improving the employability of the participants, or enhancing their career resilience.

9. Career booklets/pamphlets

Booklets, pamphlets or leaflets on career issues are a formal presentation by the organization of all kinds of career-related information. They introduce what is being offered by the organization in terms of career opportunities and provide an introduction to all available career planning and management practices. The aim of such booklets is to provide everyone in the organization, especially new-comers, with relevant information, releasing the direct manager from the job of presenting that information to subordinates.

10. Orientation/induction programme

The process of introducing people to their new organization is the first career practice the employee experiences. It is called induction or socialization. This is a process whereby all newcomers learn the behaviours, attitudes,

norms and culture of their new organization. Part of it is formal, lead by organizational officials, whereas other aspects are learned in an informal manner, not necessarily in line with organizational formal norms and policies.

11. Formal education as part of career development

Under this practice, the organization selects people of managerial or technical/professional potential and sends them on a formal program of study as part of their development path. These can be a first degree in engineering, an MBA, or other graduate or post graduate studies for managerial personnel, or professional and vocational qualification courses for non-managerial employees. Most organizations also provide training programs for managers. That is, the organization sends managers to formal program of study or organizes some workshops, seminars to open their horizons and improve their skills.

12. Lateral moves (Job rotations)

Lateral moves are job transitions, which occur at the same hierarchy level within the organization. They aim to create cross-functional experience, and are particularly important when there are fewer hierarchy levels and horizontal communication is the key to success, thus people will no longer move up the ladder so fast. Applying this practice indicates to the employees that career advancement is not along the old lines of historic upward movements.

13. Job posting (internal job opening)

Whenever a vacancy occurs, the organization can look to fill it within the internal labor market. The vacancy can be published within the organization's boundaries, which means job posting. Extensive use of job posting indicates to the employees that the organization prefers internal promotion to recruiting managers from outside. Traditionally, job posting is offered either on notice-boards or in the company newsletter but during the 1990s we witnessed a shift to the internal e-mail or intranet.

14. Dual ladder

Dual ladder is a parallel hierarchy created for professional or technical staff which enables them upward mobility and recognition without conducting a managerial role. The practice emerged in response to the typical phenomena of excellent promising engineers or technicians being promoted to managerial levels, cases which ended too often with an accomplished professional transformed into a poor manager. This practice, albeit important, is suitable for only a specific section of the employees—professionals without managerial skills or with no intention of becoming managers.

15. Common career path

A career path is the most preferred and recommended route for the career advancement of a manager in the organization. Such career paths can lead people through various departments and units within the organization as in the

case of future top level managers in multinational companies who will take a managerial role in an overseas subsidiary.

16. Succession planning

A framework of organizational planning to determine the possible replacement of every manager within the organization, and evaluate the potential for promotion of each manager. Succession planning (also labelled management inventory) can be valuable when long-term planning occurs, building mainly on internal labor markets.

17. Retirement preparation programs

This is a practice directed at the target population of employees approaching retirement and about to leave the organization. Its aim is to ease the transition of the older employee from full working life to retirement, and usually consists of several elements, form financial considerations, leisure, health and contract with the employer, union and other bodies such as support group after the retirement.

18. Special programs

* For ethnic minorities, women, disabled, dual career couples etc. Specific programs aim at tackling all possible kinds of discrimination and support populations of unique circumstances. Many programs are meant to support the population discriminated against, sometimes even create "positive discrimination". Gender, ethnic background, disability, age, sex orientation

and religion discrimination car prevent appropriate people form utilizing their contribution.

Special programs are not necessarily concerned with discrimination. The case of dual career couples directs us into another matter, i.e., how to enable tow people to develop side by side when both have a career (in their working life).

* For expatriates and repatriates. For multinational/global enterprises, the management of expatriates is a crucial part of their career system agenda. In addition, there are growing concerns about special attention needed to be devoted to the management of repatriation process (e.g., relating to the "reverse culture shock" effect).

* For high flyers. The so-called high flyers or those with high potential are those perceived as a special asset, possible of making a unique contribution to the future of the organization, and thus considered to be worth having higher attention, and resources dedicated specifically to them. In particular fast track paths and close observation and control are directed to this group of promising managers.

19. Building psychological contracts

In layman terms, "psychological contract" would be "The unspoken promise, not present in the small print of the employment contract, of what the employer gives, and what the employees give in return". To develop and

maintain these psychological contracts organizations need to keep clear career options and intentions. This can start with a realistic job preview, through fair and open career communication, to open discussion of organizational departure.

20. Secondments

Secondment is the temporary assignment to another area within the organization, and sometimes even to another associated organization (such as a customer or supplier). It is a period in which the manager acquires a different perspective within the company. At an advanced level, secondments can be taken outside the organization.

Appendix 2 Questionnaire for First Round In-depth Interviews

1. How long have you been working in this hotel?

2. What kind of OCM activities are practiced in your hotel? (Please write them down)

3. Here is a list of OCM activities used in Western countries (refer to the appendix). Please check which are also the OCM activities practiced in your hotel. (Full details are given in appendix 1)

4. To what extent have these OCM activities in your hotel meet the needs of your own career development?

5. In terms of the activities in the appendix, what do you think important for your career development?

6. Which OCM activities should be improved in your hotel?

7. To what extent are you satisfied with your current career situation?

8. What do you expect the hotel to do in terms of career development?

9. Which department is in charge of these OCM activities? (HRM or a special department)?

Appendix 3 Questionnaire for Second Round In-depth Interviews

1. How long have you been working in this hotel?

2. What kind of OCM activities are practiced in your hotel? (Please write them down)

3. Here is a list of OCM activities used in the Western countries (refer to the appendix). Please explain to what extent have these items practiced in your hotel. (Full details are given in appendix 1)

4. To what extent have the OCM activities in your hotel meet employees' needs for their career development?

5. What do you think is the most important for employees' career development?

6. Which department is in charge of these OCM activities? (HRM or a special department)?

7. Please analyze why some OCM activities have not been practiced in your hotel?

Appendix 4 Summary of findings of the 13 OCM items

Items	Hotels' perspectives (2nd round in-depth interviews)	Employees' perspectives (1st round in-depth interviews)	Perception gap
1. 360^0 performance appraisal	The performance appraisal has been applied by most hotels, but few standard grading has been found and practiced.	There is a demand for fair measurement of employees' performance assessment.	The function of evaluating the potential of present or future managers still need to be improved.
2. Job posting	It has been applied well. Internal job opening has been well practiced to offer promotion information for staffs first.	It is easy to get the information of internal job opening.	Most of the hotel staff are satisfied with this.
3.Orientation/induction program	Orientation has been conducted well in most hotels. .	Most new staff learned the behaviors and culture of their organization.	Further counseling is needed by supervisors and mid-level managers.
4. Financial support for education	Some forms of financial support have been offered to hotel managers for formal education.	Some executives have been lucky to be offered the opportunities of formal education.	Except a few senior managers, most employees were eager for the rare chance for further study.
5. Job rotations	Job rotation has been practiced systematically in a few hotels.	Participants agreed that job rotation has widened their horizons and offered them the opportunities to know more about the different departments of the hotel.	Job rotation has been used as an effective tool to improve managers' management competency.
6. Dual ladder	Dual ladder is available in some leading hotels. However, it is still unavailable in some others.	This practice was supported by employees.	A comprehensive and systematic regulation of dual ladder should be established.
7.Succession planning	In some well-run hotels, succession planning has been practiced systematically.	Employees are satisfied with succession planning.	There is still a need for communication channels to understand employee's career needs.
8. Career advice from direct manager or human resources manager	Owing to the lack of relevant knowledge, it is difficult to offer formal mentoring for employees.	There is a strong desire for formal mentoring from the hotel employee's point of view.	Formal mentoring and counseling were strongly demanded among employees although these activities have been conducted informally.
9. Career discussion (Informal	Some hotels have practiced "conversation mentoring", that is, a conversation between supervisors and employees about their future development.	Some leading hotels have paid more attention to their employees' career development, whereas, others only provide informal counseling. Employees	The discrepancy results in the staff's confusion about their future development and career

		therefore have vague views about their career plans	satisfaction.
mentoring)			
10. Clear Work feedback	Feedback was given, and training and promotion opportunities were identified based on performance appraisal.	In addition to work performance feedback, career advice was needed.	Employees want hotels to provide them with more feedback on their career advancement.
11. Career workshop training	Some well-run hotels have practiced some kinds of career workshop and training.	It is also informative to organize workshops in which successful hotel managers share their working experience and career paths.	This kind of workshops may provide examples of successful practices and help employees in plotting their career development and identifying future opportunities.
12. External study and visit activities	In terms of training managers, hotels sponsored managers for external training and visits to hotels in other regions.	Training was sufficiently provided when required or, in other words, on an *ad-hoc* basis.	Employees were eager for more training opportunities to widen their horizons and to learn more about skill improvement and career development.
13. Training programs for managers	Most hotels provided managers various training opportunities, such as internal and external training opportunities.	Young managers were eager to improve skills that apply to their jobs and career development.	A training plan practiced well in most hotels although it still can not meet the needs of employees' requirement of improving professional know-how.

Appendix 5 Publications during PhD Study

Journal papers:

1. Kong, Haiyan., Cheung, Catherine., Zhang, Hanqin (2010). Career management systems: What are China's state-owned hotels practicing? *International Journal of Contemporary Hospitality Management,* 22(4), 467-482.

2. Kong, Haiyan., Cheung, Catherine., Song, Haiyan (2010). Hotel career management in China: Developing a measurement scale. *International Journal of Hospitality Management,* In press.

3. Kong, Haiyan., Cheung, Catherine (2009). Hotel development in China: A review of the English language literature. *International Journal of Contemporary Hospitality Management.* 21(3), 341-355.

4. Kong, Haiyan., Cheung, Catherine., Baum, Tom (2009). Are tour guides in China ready for the booming of tourism industry? Journal of China Tourism Research, 5(1),65-76.

4. Song, Zibin., Kong, Haiyan., & Chen, Yong. (2008). Tourists' satisfaction, perceived service value, and their repurchase intentions: The case of Hong Kong's airline, hotel, and restaurant services. *Journal*

of China Tourism Research, 4 (3-4), 336-364.

Conference papers:

1. Kong, Haiyan., Cheung, Catherine., & Song, Haiyan. (2008). "A systematic research of hospitality literature on career management: Concepts identified and implications for research". *Proceeding of 2008 International Forum of Tourism Management. 455-460.*

2. Kong, Haiyan., Cheung, Catherine., & Song, Haiyan. (2009). "Career management in China's hotel industry: Developing a measurement scale". *Proceeding of 2009 The Sixth China Tourism Forum.*

3. Kong, Haiyan., Cheung, Catherine. (2009). "Determinants and outcome of career competencies: perspectives of hotel management in China." Proceeding of 2009 I-CHRIE Conference.

4. Cheung, Catherine., Law, Rob., & Kong, Haiyan. (2009). "How does employees' Branding and employees' behavior influence hotel service quality?" Proceeding of 2009 I-CHRIE Conference.

5. Kong, Haiyan., Baum, Tom., & Cheung, Catherine (2009). A comparative study of the job perceptions of hospitality and tourism staff in China. *2009 TTRA Annual Conference Proceedings, 1-10.*

6. Kong, Haiyan., Cheung, Catherine., Song, Haiyan., Wu, Keying (2010). Will career commitment lead to career competencies? An empirical study in China's hotel sector. Proceeding of the 9th Biennial Conference on Tourism and Hospitality Industry in Asia.

Appendix 6 Pilot Questionnaire (Chinese)

中国饭店管理者职业能力调查研究

尊敬的先生/女士，
香港理工大学酒店与旅游管理学院正在进行一项关于**中国饭店管理者职业能力**的调查研究，希望您能帮助回答以下问题。

这份问卷共有 **5** 页，**10-15** 分钟可以完成。调查结果**只是**用于大学的学术研究，您的回答我们会严格**保密**。

请您认真阅读并仔细回答所有的问题，以免遗漏。每一个选项请只选**一个**答案。请打勾√ 来确定您对每一个陈述的同意程度。1 ➝ 7， 非常**不**同意 ➝ 非常同意。

第一部分:
这一部分包括 **25** 个小项，每项描述"知道为什么"职业能力。这个能力包括 3 个方面—职业洞察力、积极主动的性格、以及吸取经验的能力。
请认真考虑，在每个项目后面适当的数字上打勾√ 来表明你同意或不同意的程度。

| | **1** ➝ **7** | | | | | |
| | 非常**不**同意 | | | | 非常同意 | |
职业洞察力	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
1. 我有明确的职业目标和计划	1	2	3	4	5	6	7
2. 我了解自身的优缺点	1	2	3	4	5	6	7
3. 我找到了能帮我实现职业生涯目标的工作	1	2	3	4	5	6	7
4. 根据得到的关于我自身和我处境的新信息，我改变了或修正了我的职业目标	1	2	3	4	5	6	7
5. 我主动和我的领导讨论过我的职业目标	1	2	3	4	5	6	7
6. 我向我尊敬的同事咨询有关我工作表现的反馈意见	1	2	3	4	5	6	7
7. 我请我的领导和我讨论过我的优缺点	1	2	3	4	5	6	7
积极主动的性格							
8. 我一直寻找新的方法来改进我的生活	1	2	3	4	5	6	7
9. 我内心的推动力使我想对**社区**有所改变	1	2	3	4	5	6	7
10. 我内心的推动力使我想对我的**工作**有所改变	1	2	3	4	5	6	7
11. 在我的工作中，我是一股可以带来建设性改变的强大的力量	1	2	3	4	5	6	7
12. 最让我激动的事情是看到我的想法成为现实	1	2	3	4	5	6	7
13. 不管可能性有多大，只要我认准一件事，我就要实现它	1	2	3	4	5	6	7
14. 我擅长捕捉机会	1	2	3	4	5	6	7
15. 我擅长将问题变成机会	1	2	3	4	5	6	7
16. 我总是寻找更好的办法做事情	1	2	3	4	5	6	7
17. 我喜欢挑战现状	1	2	3	4	5	6	7
18. 当我遇到问题的时候，我会迎面而上解决它	1	2	3	4	5	6	7
19. 如果我看到某人有困难，我会尽我所能去帮忙	1	2	3	4	5	6	7

吸取经验的能力	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
20. 我是有创造力的	1	2	3	4	5	6	7
21. 我是有想象力的	1	2	3	4	5	6	7
22. 我是有哲学头脑的	1	2	3	4	5	6	7
23. 我是有才智的	1	2	3	4	5	6	7
24. 我是复杂的	1	2	3	4	5	6	7
25. 我是深沉的	1	2	3	4	5	6	7

第二部分：这一部分包括 **14** 个小项，每项描述"知道谁"职业能力。这个能力包括—职业顾问、酒店内部关系和酒店外部关系。

请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

$$1 \longrightarrow 7$$
非常**不**同意　　　　　　　　　　非常同意
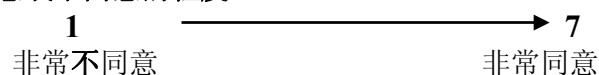
职业顾问	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
26. 我从酒店**内**资深的人那里得到职业发展的指导	1	2	3	4	5	6	7
27. 我从酒店**外**资深的人那里得到职业发展的指导	1	2	3	4	5	6	7
28. 我从专业的职业顾问那里得到职业发展的指导	1	2	3	4	5	6	7
酒店内部关系							
29. 同事们说我认识酒店里很多人	1	2	3	4	5	6	7
30. 酒店里的很多人都认识我	1	2	3	4	5	6	7
31. 我在酒店里有很**多**的人际关系	1	2	3	4	5	6	7
32.当我在工作中遇到问题的时候，我知道应该与谁联系							
33. 酒店里的同事愿意与我合作	1	2	3	4	5	6	7
34. 我的工作得到酒店同事的支持	1	2	3	4	5	6	7
35. 我在酒店里和同事关系融洽	1	2	3	4	5	6	7
酒店外部关系							
36.在我工作的这个行业，我有广泛的人脉关系	1	2	3	4	5	6	7
37.同事们说我认识酒店**外**的很多人	1	2	3	4	5	6	7
38. 我经常与我酒店外的人联系	1	2	3	4	5	6	7
39. 我没有太多的职业上的联系	1	2	3	4	5	6	7

第三部分：这一部分包括 **10** 个小项，每项描述"知道如何做"职业能力。这个能力包括—职业/工作相关技能和职业自我认同。

请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

1 ➔ **7**
非常<u>不</u>同意　　　　　　　　　　　非常同意

职业/工作相关技能	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
40. 在我的职业生涯中，我寻找继续深造的机会	1	2	3	4	5	6	7
41. 我寻求培训和发展机会	1	2	3	4	5	6	7
42. 我有多种与工作相关的技能	1	2	3	4	5	6	7
43. 我经常更新工作相关技能	1	2	3	4	5	6	7
44. 我一直知道我这行最新的动向和发展	1	2	3	4	5	6	7
职业自我认同							
45. 我加入到了与我职业目标相关的职业组织	1	2	3	4	5	6	7
46. 我把业余时间花在有助于我工作的活动上	1	2	3	4	5	6	7
47. 我选修了一些与我工作有关的学位课程	1	2	3	4	5	6	7
48. 我总知道酒店里最新发生的事情	1	2	3	4	5	6	7
49. 我密切关注我这行工作的最新情况	1	2	3	4	5	6	7

第四部分：这一部分包括 **13** 个小项，每项描述酒店实行的职业生涯管理实施情况。

请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

1 ➔ **7**
非常<u>不</u>同意　　　　　　　　　　　非常同意

酒店职业生涯管理实施情况	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
50. 我参加了酒店提供的外出参观学习活动	1	2	3	4	5	6	7
51. 我参加了酒店的有关培训以帮助发展我的职业	1	2	3	4	5	6	7
52. 酒店为我的学历教育提供经济帮助	1	2	3	4	5	6	7
53. 酒店对我进行 360^0 考评 (年终考评)	1	2	3	4	5	6	7
54. 我得到了关于我工作情况清楚的反馈	1	2	3	4	5	6	7
55. 在我需要的时候, 我得到了直接领导/人力资源部经理给我必要的职业发展建议	1	2	3	4	5	6	7
56. 我的领导与我讨论过我的职业发展情况	1	2	3	4	5	6	7
57. 酒店通过迎新/导向培训，向我介绍了酒店的有关文化、行为准则等	1	2	3	4	5	6	7
58. 我参加了酒店实施的岗位轮换以获得多方位的工作经验	1	2	3	4	5	6	7
59. 我知道继任计划，了解自己提拔的机会和接替他人的可能性	1	2	3	4	5	6	7
60. 如果我们酒店里有职务空缺，酒店会发布职务公告通，以便我们申请	1	2	3	4	5	6	7
61. 我们酒店为我设计了双重阶梯（二元路径）以保证我的职业升迁和得到较高的工资待遇	1	2	3	4	5	6	7
62. 我参加了酒店的内部培训活动	1	2	3	4	5	6	7

第五部分：这一部分包括 **7** 个小项，每项描述职业忠诚度的情况。
请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

<div align="right">

1   →   7

非常**不**同意   非常同意

</div>
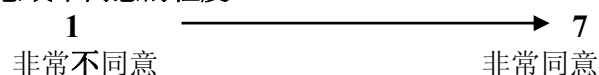
职业忠诚度	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
63. 如果我能找到另一个工作，拿到同样的薪水，我可能会接受这个**新**工作	1	2	3	4	5	6	7
64. 我非常愿意在目前的领域里发展我的职业生涯	1	2	3	4	5	6	7
65. 如果我能够重头再来，我 还会选择干这一行	1	2	3	4	5	6	7
66. 我会推荐别人干酒店这行	1	2	3	4	5	6	7
67. 我很失望我已经干这一行了	1	2	3	4	5	6	7
68. 如果我不工作也有足够的钱，我还可能继续干这行	1	2	3	4	5	6	7
69. 我用了大量的个人时间来阅读与职业有关的期刊和书籍	1	2	3	4	5	6	7

第六部分：这一部分包括 **5** 个小项，每项描述职业满意度的情况。
请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

<div align="right">

1   →   7

非常**不**同意   非常同意

</div>
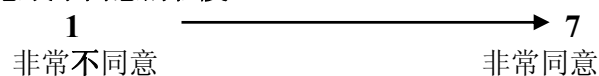
职业满意度	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
70. 就实现**增加收入**这个目标而言，我对自己所取得的进展感到满意	1	2	3	4	5	6	7
71. 就实现**提升（提拔/擢升）**这个目标而言，我自己对所取得的进展感到满意	1	2	3	4	5	6	7
72. 就实现**发展新技能**这个目标而言，我对自己所取得的进展感到满意	1	2	3	4	5	6	7
73. 就实现**职业总体目标**而言，我对自己所取得的进展感到满意	1	2	3	4	5	6	7
74. 我对自己在职业中所取得的**成就**感到满意	1	2	3	4	5	6	7

第七部分： 个人情况

1. 性别　　　　　　　　　1）男　　　2）女

2. 年龄

    1) 24 or 以下　　　2）25-35　　　　3)36-44

    4）45-55　　　　　5）56-64　　　　6）65 or 以上

3. 婚姻状况: 1）单身　　2）已婚　　　　3）其他

4. 教育状况

    1）中学/高中

    2）技校/职业学院

    3）大专

    4）本科

    5）硕士

    6）博士

    7）其他，请说明 _____

5. 在酒店业工作的时间: ---------------------- (年)

    1）< 1 year,　　2）1-3 years,　　3）>3-6 years,　　4）>6-10 years,　　5）> 10 years

6. 在这家酒店工作的时间:---------------------- (年)

    1）< 1 year,　　2）1-3 years,　　　3）>3-6 years,　　4）>6-10 years,　　5）> 10 years

7. 职务

    1）副总经理　　2)部门经理　　3)主管　　　　4)领班

8. 所在部门:

    1)市场营销部　　2)前厅部　　3)客房部　　4)餐饮部　　5)人力资源部

    6)工程部　　7)安全部　　8) 公关部　　9) 采购部　　10) 财务部

    11) 康乐部　　12) 其它 (请说明 _____)

9. 工作合同:

    1)全职员工　　2) 半职员工　　3) 其他(请说明 _____)

10. 月收入 (人民币)

    1) 1,500 or 以下　　　　2) 1,501-2,500　　　　3) 2,501-4,000

    4) 4,001-5,000　　　　5) 5,001-8,000　　　　6) 8,001-10，000

    7) 10,001-15，000　　　8) 15,001-20，000　　　9) 20,001 or 以上

11. 您所在的酒店是:　　1）四星级　　　2）五星级

调查结束。非常感谢!

Measuring Career Competencies of Hotel Managers
in China

Dear Sir/ Madam,
The School of Hotel and Tourism Management at the Hong Kong Polytechnic University is conducting a study on **career competencies of China's hotel management**.   I would like to seek for your help in answering the following questions.

This questionnaire comprises of **5 pages** and will take about **10-15 minutes** for you to complete. All data will be used by university research staff for research purposes **only** and your responses will be kept strictly **confidential.**

Please read and answer **all** these questions carefully to avoid omission. Please choose only **ONE answer** for each statement. Please identify the degree to which you agree with each statement by ticking √ the appropriate number.
  1 ➔7, Strongly disagree ➔ Strongly agree.

Part 1. In this part, there are 25 statements assessing "knowing why" career competency. This competency includes three predictors—career insight, proactive personality, and openness to experience.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ——————————➔ 7

Strongly disagree   **Strongly agree**

Career Insight	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. I have specific career goals and plans.	1	2	3	4	5	6	7
2. I am aware of my strengths and weaknesses	1	2	3	4	5	6	7
3. I have sought job assignments that will help me obtain my career goal	1	2	3	4	5	6	7
4. I have changed or revised my career goals based on new information I have received regarding myself or my situation	1	2	3	4	5	6	7
5. I have taken the initiative to discuss my career goals with my boss	1	2	3	4	5	6	7
6. I ask co-workers I respect for feedback on my performance	1	2	3	4	5	6	7
7. I have asked my boss to discuss my specific strengths and weaknesses	1	2	3	4	5	6	7
Proactive Personality							
8. I am on the lookout for new ways to improve my life	1	2	3	4	5	6	7
9. I feel driven to make a difference in my community	1	2	3	4	5	6	7
10. I feel driven to make a difference in my job	1	2	3	4	5	6	7
11. I have been a powerful force for constructive change in my jobs	1	2	3	4	5	6	7
12. Nothing is more exciting than seeing my ideas turn into reality	1	2	3	4	5	6	7
13. No matter what the odds, if I believe in something I will make i happen	1	2	3	4	5	6	7
14. I excel at identifying opportunities	1	2	3	4	5	6	7
15. I am great at turning problems into opportunities	1	2	3	4	5	6	7
16. I am always looking for better ways to do things	1	2	3	4	5	6	7
17. I love to challenge the status quo	1	2	3	4	5	6	7
18. When I have a problem, I tackle it head-on	1	2	3	4	5	6	7
19. If I see someone in trouble, I help out in anyway I can							

Openness to Experience	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
20. I am creative.	1	2	3	4	5	6	7
21. I am imaginative.	1	2	3	4	5	6	7
22. I am philosophical.	1	2	3	4	5	6	7
23. I am intellectual.	1	2	3	4	5	6	7
24. I am complex.	1	2	3	4	5	6	7
25. I am deep.	1	2	3	4	5	6	7

Part 2: In this part, there are 14 statements assessing "knowing whom" competency. This competency includes three predictors— mentoring relationship, networks within the hotel, and networks outside the hotel.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ⟶ 7
Strongly disagree   **Strongly agree**
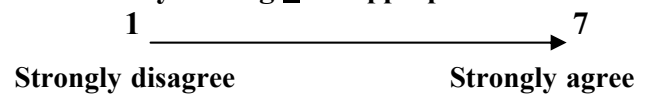
Mentor Relationship	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
26. I gain career guidance from experienced individuals in my hotel	1	2	3	4	5	6	7
27. I gain career guidance from experienced individuals outside my hotel	1	2	3	4	5	6	7
28. I gain career guidance from professional experts	1	2	3	4	5	6	7
Networks Within the Hotel							
29. Co-workers say that I know a lot of people within my hotel	1	2	3	4	5	6	7
30. Many people working in the hotel know me	1	2	3	4	5	6	7
31. I have a lot of contacts within the hotel	1	2	3	4	5	6	7
32. When I have problems at work, I know whom I should contact with	1	2	3	4	5	6	7
33. My colleagues like to cooperate with me	1	2	3	4	5	6	7
34. My work has been supported by colleagues working within the hotel	1	2	3	4	5	6	7
35. I am well connected within my hotel	1	2	3	4	5	6	7
Networks Outside the Hotel							
36. I have extensive contacts within the industry in which I work	1	2	3	4	5	6	7
37.Co-workers say that I know a lot of people outside the hotel	1	2	3	4	5	6	7
38. I regularly network with individuals outside of my hotel	1	2	3	4	5	6	7
39. I do **not** have many professional contacts	1	2	3	4	5	6	7

Part 3: In this part, there are 10 statements assessing "knowing how" competencies. This competency includes two predictors— career/job-related skills, and career identity.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ————————————➤ 7
Strongly disagree   **Strongly agree**

Career/job-related Skills	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
40. I seek out opportunities for continuous learning in my career.	1	2	3	4	5	6	7
41. I seek out training and development opportunities	1	2	3	4	5	6	7
42. I have a diversified set of job related skills	1	2	3	4	5	6	7
43. I constantly update my job-related skills							
44. I remain current on the trends and development in my profession	1	2	3	4	5	6	7
Career Identity							
45. I have joined professional organizations related to my career goals.	1	2	3	4	5	6	7
46. I spend my free time on activities that will help my job.	1	2	3	4	5	6	7
47. I have taken courses toward a job-related degree.	1	2	3	4	5	6	7
48. I have kept current on company affairs.	1	2	3	4	5	6	7
49. I stay abreast of developments in my line of work	1	2	3	4	5	6	7

Part 4: In this part, there are 13 statements measuring organizational career management (OCM) activities practiced in your hotels.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ————————————➤ 7
Strongly disagree   **Strongly agree**

Perceived OCM Activities	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
50. I have been given the opportunities for external study and visits	1	2	3	4	5	6	7
51. I have been giving training to help develop my career	1	2	3	4	5	6	7
52. I have been offered financial support for my further education by my hotel	1	2	3	4	5	6	7
53. I have experienced 360^0 performance appraisal in my hotel							
54. I have been given clear feedback on my performance	1	2	3	4	5	6	7
55. I have been given necessary career advice by my direct manager or the human resources (HR) manager when I need it	1	2	3	4	5	6	7
56. My direct supervisor/manager has discussed my career development plan with me	1	2	3	4	5	6	7
57. I learned about hotel culture and behaviors in an orientation/induction program	1	2	3	4	5	6	7
58. I have experienced job rotation conducted by the hotel to gain cross-functional experience	1	2	3	4	5	6	7
59. I have been told about the succession plan, the possible replacement of other managers and the potential for promotion	1	2	3	4	5	6	7
60. I have been informed of job vacancies by hotel's job postings	1	2	3	4	5	6	7
61. I have been offered dual ladder to enable my upward mobility and recognition	1	2	3	4	5	6	7
62. I have participated in in-house training provided by my hotel	1	2	3	4	5	6	7

Part 5: In this part, there are 7 statements measuring career commitment of hotel managers in China.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ——————————————→ 7

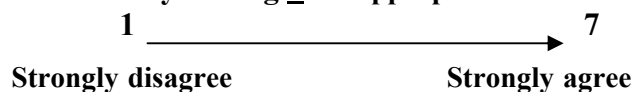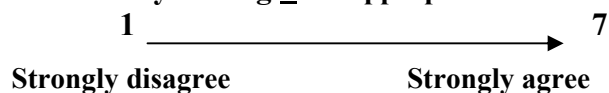Strongly disagree   Strongly agree

Career Commitment	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
63. If I could get another job different from this one and get paid the same amount of money, I would probably take it.	1	2	3	4	5	6	7
64. I definitely want a career for myself in my current area.	1	2	3	4	5	6	7
65. If I could do it all over again, I would choose to work in this profession	1	2	3	4	5	6	7
66. I would recommend a career in hospitality industry to others	1	2	3	4	5	6	7
67. I am disappointed that I ever entered this profession	1	2	3	4	5	6	7
68. If I had all the money I need without working, I would probably still continue in this profession	1	2	3	4	5	6	7
69. I spend a significant amount of personal time reading profession-related journals or books	1	2	3	4	5	6	7

Part 6: In this part, there are 5 statements measuring career satisfaction of hotel management in China.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ——————————————→ 7

Strongly disagree   Strongly agree

Career Satisfaction	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
70. I am satisfied with the progress I have made toward meeting my goals for income	1	2	3	4	5	6	7
71. I am satisfied with the progress I have made toward meeting my goals for advancement	1	2	3	4	5	6	7
72. I am satisfied with the progress I have made toward meeting my goals for the development of new skills	1	2	3	4	5	6	7
73. I am satisfied with the progress I have made toward meeting my overall career goals	1	2	3	4	5	6	7
74. I am satisfied with the success I have achieved in my career	1	2	3	4	5	6	7

Part 7: Personal Information

1. Gender   1) Male   2) Female

2. Age
  1) 24 or below   2) 25-35   3) 36-44
  4) 45-55   5) 56-64   6) 65 or above

3. Marital Status: 1) Single 2) Married   3) Others

4. Education
  1) Secondary/High School
  2) Vocational/Technical School
  3) Colleague Education
  4) Bachelors Degree
  5) Master Degree
  6) Ph.D
  7) Others, please specify _____

5. Years of working in the hotel industry:

  1) < 1 year, 2) 1-3 years, 3) >3-6 years, 4) >6-10 years, 5) > 10 years

6. Years of working in this hotel:

  1) < 1 year, 2) 1-3 years, 3) >3-6 years, 4) >6-10 years, 5) > 10 years

7. Position in this hotel
  1) Deputy General Manager 2) Department manager 3) Supervisor 4) Captain

8. The hotel department you work for:
  1) Sales and Marketing 2) Front Office 3) Housekeeping 4) Food and Beverage
  5) Human Resources 6) Engineering 7) Security 8) Public Relations
  9) Purchasing 10) Accounting 11) Recreation 12) Others (Please indicate __)

9. Employment contract:
  1) Full-time employee, 2) Part-time employee, 3) Others (Please indicate _____)

10. Monthly personal income (RMB/month)
  1) 1,500 or Below 2) 1,501-2,500   3) 2,501-4,000
  4) 4,001-5,000   5) 5,001-8,000   6) 8,001-10,000
  7) 10,001-15,000 8) 15,001-20,000 9) 20,001 or above

11. Your hotel star rating: 1) 4 star 2) 5 star

This is the end of the questionnaire. Thank you very much!

中国饭店管理者职业能力调查研究

尊敬的先生/女士,

香港理工大学酒店与旅游管理学院正在进行一项关于**中国饭店管理者职业能力**的调查研究,希望您能帮助回答以下问题。

这份问卷共有 **5** 页,**10-15** 分钟可以完成。调查结果**只是**用于大学的学术研究,您的回答我们会严格**保密**。

请您认真阅读并仔细回答所有的问题,以免遗漏。每一个选项请只选**一个**答案。请打勾√ 来确定您对每一个陈述的同意程度。1 ➝ 7, 非常**不**同意 ➝ 非常同意。

敬礼!

孔海燕
电话:(00852)3400-3149
Email: ky.kong@

第一部分:

这一部分包括 **19** 个小项,每项描述"知道为什么"职业能力。这个能力包括 3 个方面—职业洞察力、积极主动的性格、以及吸取经验的能力。

请认真考虑,在每个项目后面适当的数字上打勾√ 来表明你同意或不同意的程度。

	1 非常**不**同意 ➝ 7 非常同意						
职业洞察力	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
1.我有明确的职业目标和计划	1	2	3	4	5	6	7
2.我找到了能帮我实现职业生涯目标的工作	1	2	3	4	5	6	7
3. 根据得到的关于我自身和我处境的新信息,我改变了或修正了我的职业目标	1	2	3	4	5	6	7
4. 我主动和我的领导讨论过我的职业目标	1	2	3	4	5	6	7
5. 我向我尊敬的同事咨询有关我工作表现的反馈意见	1	2	3	4	5	6	7
6. 我请我的领导和我讨论过我的优缺点	1	2	3	4	5	6	7
积极主动的性格							
7. 我一直寻找新的方法来改进我的生活	1	2	3	4	5	6	7
8. 我内心的推动力使我想对我的**工作**有所改变	1	2	3	4	5	6	7
9. 我内心的推动力使我想对我的**社区**有所改变	1	2	3	4	5	6	7
10. 我总是寻找更好的办法做事情	1	2	3	4	5	6	7
11. 最让我激动的事情是看到我的想法成为现实	1	2	3	4	5	6	7
12. 如果我看到某人有困难,我会尽我所能去帮忙	1	2	3	4	5	6	7
13. 我擅长捕捉机会	1	2	3	4	5	6	7
14. 我擅长将问题变成机会	1	2	3	4	5	6	7
15. 当我遇到问题的时候,我会迎面而上解决它	1	2	3	4	5	6	7
吸取经验的能力							
16. 我是有创造力的	1	2	3	4	5	6	7
17. 我是有想象力的	1	2	3	4	5	6	7
18. 我是达观的	1	2	3	4	5	6	7
19. 我是聪明的	1	2	3	4	5	6	7

第二部分：这一部分包括 **12 个**小项，每项描述"知道谁"职业能力。这个能力包括—职业顾问、酒店内部关系和酒店外部关系。

请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

1 ——————————————→ 7
非常**不**同意　　　　　　　　　非常同意

职业顾问	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
20. 我从酒店**内**资深的人那里得到职业发展的指导	1	2	3	4	5	6	7
21. 我从酒店**外**资深的人那里得到职业发展的指导	1	2	3	4	5	6	7
22. 我从专业的职业顾问那里得到职业发展的指导	1	2	3	4	5	6	7
酒店内部关系							
23.同事们说我认识酒店里很多人	1	2	3	4	5	6	7
24. 酒店里的很多人都认识我	1	2	3	4	5	6	7
25. 我在酒店里有很**多**的人际关系							
26.当我在工作中遇到问题的时候，我知道应该与谁联系	1	2	3	4	5	6	7
27. 酒店里的同事愿意与我合作	1	2	3	4	5	6	7
28. 我在酒店里和同事关系融洽	1	2	3	4	5	6	7
酒店外部关系							
29.在我工作的这个行业，我有广泛的人脉关系	1	2	3	4	5	6	7
30.同事们说我认识酒店**外**的很多人	1	2	3	4	5	6	7
31. 我经常与我酒店外的人联系	1	2	3	4	5	6	7

第三部分：这一部分包括 **10 个**小项，每项描述"知道如何做"职业能力。这个能力包括—职业/工作相关技能和职业自我认同。

请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

1 ——————————————→ 7
非常**不**同意　　　　　　　　　非常同意

职业/工作相关技能	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
32. 在我的职业生涯中，我寻找继续深造的机会	1	2	3	4	5	6	7
33. 我寻求培训和发展机会	1	2	3	4	5	6	7
34. 我有多种与工作相关的技能	1	2	3	4	5	6	7
35. 我经常更新工作相关技能							
36. 我一直知道我这行最新的动向和发展	1	2	3	4	5	6	7
职业自我认同	1	2	3	4	5	6	7
37. 我加入到了与我职业目标相关的职业组织							
38 我把业余时间花在有助于我工作的活动上	1	2	3	4	5	6	7
39. 我选修了一些与我工作有关的学位课程	1	2	3	4	5	6	7
40. 我了解我这行工作最新的发展情况	1	2	3	4	5	6	7

第四部分：这一部分包括 **13 个小项**，每项描述酒店实行的职业生涯管理实施情况。
请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

1 ➝ **7**
非常**不**同意　　　　　　　　　　　　　　非常同意

酒店职业生涯管理实施情况	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
41. 我参加了酒店提供的外出参观学习活动	1	2	3	4	5	6	7
42. 我参加了酒店的有关培训以帮助发展我的职业	1	2	3	4	5	6	7
43. 酒店为我提供学历教育经费帮助	1	2	3	4	5	6	7
44. 我参加了酒店的 360^0 考评（年终考评）							
45. 我得到了关于我工作情况清楚的反馈	1	2	3	4	5	6	7
46. 在我需要的时候，我得到了直接领导/人力资源部经理给我必要的职业发展建议	1	2	3	4	5	6	7
47. 我的领导与我讨论过我的职业发展情况							
48. 酒店通过迎新/导向培训，向我介绍了酒店的有关文化、行为准则等	1	2	3	4	5	6	7
49. 我参加了酒店实施的岗位轮换以获得多方位的工作经验	1	2	3	4	5	6	7
50. 我知道继任计划，了解自己提拔和接替他人的可能性	1	2	3	4	5	6	7
51. 如果我们酒店里有职务空缺，酒店会发布职务公告通知我们以便我们申请							
52. 我们酒店为我设计了双重阶梯（二元路径）以保证我的职业升迁和得到较高的工资待遇	1	2	3	4	5	6	7
53. 我参加了酒店的内部培训活动	1	2	3	4	5	6	7

第五部分：这一部分包括 **5 个小项**，每项描述职业忠诚度的情况。
请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

1 ➝ **7**
非常**不**同意　　　　　　　　　　　　　　非常同意

职业忠诚度	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
54. 我非常愿意在目前的领域里发展我的职业生涯	1	2	3	4	5	6	7
55. 如果我能够重头再来，我还会选择干这一行	1	2	3	4	5	6	7
56. 我会推荐别人干酒店这行	1	2	3	4	5	6	7
57. 如果我不工作也有足够的钱，我还可能继续干这行							
58. 我用了大量的个人时间来阅读与职业有关的期刊和书籍	1	2	3	4	5	6	7

第六部分：这一部分包括 **5** 个小项，每项描述职业满意度的情况。
请认真考虑，在每个项目后面适当的数字上打勾√来表明你同意或不同意的程度。

		1						7

职业满意度	非常不同意	不同意	不太同意	中立态度	比较同意	同意	非常同意
59. 就实现<u>增加收入</u>这个目标而言，我对自己所取得的进展感到满意	1	2	3	4	5	6	7
60. 就实现<u>提升（提拔/擢升）</u>这个目标而言，我自己对所取得的进展感到满意	1	2	3	4	5	6	7
61. 就实现<u>发展新技能</u>这个目标而言，我对自己所取得的进展感到满意	1	2	3	4	5	6	7
62. 就实现<u>职业总体目标</u>而言，我对自己所取得的进展感到满意							
63. 我对自己在职业中所取得的<u>成就</u>感到满意	1	2	3	4	5	6	7

说明：1 非常<u>不</u>同意，7 非常同意

第七部分： 个人情况

1. 性别　　　　　　　　1）男　　　　2）女

2. 年龄
　　1) 24 or 以下　　　2）25-35　　　　　3)36-44
　　4）45-55　　　　　5）56-64　　　　　6）65 or 以上

3. 婚姻状况: 1）单身　　2）已婚　　　　3）其他

4. 教育状况
　　1） 中学/高中
　　2） 技校/职业学院
　　3） 大专
　　4） 本科
　　5） 硕士
　　6） 博士
　　7） 其他，请说明 ＿＿＿＿＿

5. 在酒店业工作的时间: ---------------------- (年)

　　2）< 1 year,　　2）1-3 years,　　3）>3-6 years,　　4）>6-10 years,　　5）> 10 years

6. 在这家酒店工作的时间:---------------------- (年)

　　1）< 1 year,　　2）1-3 years,　　　3）>3-6 years,　　4）>6-10 years,　　5）> 10 years

7. 职务

    2）副总经理   2)部门经理   3)主管   4)领班

8. 所在部门:

    1)市场营销部   2)前厅部   3)客房部   4)餐饮部   5)人力资源部

    6)工程部   7)安全部   8）公关部   9）采购部   10）财务部

    11）康乐部   12）其它 (请说明 _____)

9. 工作合同:

    1)全职员工   2）半职员工   3）其他(请说明 _____)

10. 月收入 (人民币)

    1) 1,500 or 以下   2) 1,501-2,500   3) 2,501-4,000

    4) 4,001-5,000   5) 5,001-8,000   6) 8,001-10，000

    7) 10,001-15，000   8) 15,001-20，000   9) 20,001 or 以上

11. 您所在的酒店是：   1）四星级   2）五星级

12. 酒店所在地： 1)北京   2)上海   3)天津   4)山东   5)浙江

    6)江苏   7)广东   8)四川   9) 海南   10)湖北

调查结束。非常感谢!

Measuring Career Competencies of Hotel Managers
in China

Dear Sir/ Madam,

The School of Hotel and Tourism Management at the Hong Kong Polytechnic University is conducting a study on **career competencies of hotel managers**.   I would like to seek for your help in answering the following questions.

This questionnaire comprises of **5 pages** and will take about **10-15 minutes** for you to complete. All data will be used by university for research purposes **only** and your responses will be kept strictly **confidential.**

Please read and answer **all** these questions carefully to avoid omission. Please choose only **ONE answer** for each statement. Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ─→7, Strongly disagree ─→ Strongly agree.

Yours Sincerely
Kong, Haiyan
Tel: (00852) 3400-3149
Email: hy.kong@

Part 1. In this part, there are 19 statements assessing "knowing why" career competency. This competency includes three predictors—career insight, proactive personality, and openness to experience.
**Please identify the degree to which you agree with each statement by ticking √ the appropriate number.**

1 ─────────────────→ 7

Strongly disagree   **Strongly agree**

Career Insight	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. I have specific career goals and plans.	1	2	3	4	5	6	7
2. I have sought job assignments that will help me obtain my career goal	1	2	3	4	5	6	7
3. I have changed or revised my career goals based on new information I have received regarding myself or my situation	1	2	3	4	5	6	7
4. I have taken the initiative to discuss my career goals with my boss							
5. I ask co-workers I respect for feedback on my performance	1	2	3	4	5	6	7
6. I have asked my boss to discuss my specific strengths and weaknesses	1	2	3	4	5	6	7
Proactive Personality							
7. I am constantly on the lookout for new ways to improve my life	1	2	3	4	5	6	7
8. I feel driven to make a difference in my job	1	2	3	4	5	6	7
9. I feel driven to make a difference in my community	1	2	3	4	5	6	7
10. I am always looking for better ways to do things	1	2	3	4	5	6	7
11. Nothing is more exciting than seeing my ideas turn into reality							
12. If I see someone in trouble, I help out in anyway I can	1	2	3	4	5	6	7
13. I excel at identifying opportunities	1	2	3	4	5	6	7
14. I am great at turning problems into opportunities	1	2	3	4	5	6	7
15. When I have a problem, I tackle it head-on	1	2	3	4	5	6	7

Openness to Experience	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
16. I am creative	1	2	3	4	5	6	7
17. I am imaginative	1	2	3	4	5	6	7
18. I am philosophical	1	2	3	4	5	6	7
19. I am intellectual							

Part 2: In this part, there are 12 statements assessing "knowing whom" competency. This competency includes three predictors— mentoring relationship, networks within the hotel, and networks outside the hotel.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

2 ————————————————→ 7

Strongly disagree   Strongly agree
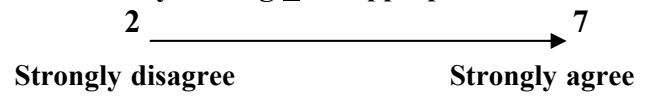
Mentor Relationship	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
20. I gain career guidance from experienced individuals in my hotel	1	2	3	4	5	6	7
21. I gain career guidance from experienced individuals outside my hotel	1	2	3	4	5	6	7
22. I gain career guidance from professional experts	1	2	3	4	5	6	7
Networks Within the Hotel							
23. Co-workers say that I know a lot of people within my hotel	1	2	3	4	5	6	7
24. Many people working in the hotel know me	1	2	3	4	5	6	7
25. I have a lot of contacts within the hotel							
26. When I have problems at work, I know whom I should contact with	1	2	3	4	5	6	7
27. My colleagues like to cooperate with me	1	2	3	4	5	6	7
28. I am well connected within my hotel	1	2	3	4	5	6	7
Networks Outside the Hotel							
29. I have extensive contacts within the industry in which I work	1	2	3	4	5	6	7
30.Co-workers say that I know a lot of people outside the hotel	1	2	3	4	5	6	7
31. I regularly network with individuals outside of my hotel	1	2	3	4	5	6	7

Part 3: In this part, there are 9 statements assessing "knowing how" competencies. This competency includes two predictors— career/job-related skills, and career identity.

Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

2 ──────────────────► 7

Strongly disagree   **Strongly agree**

Career/job-related Skills	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
32. I seek out opportunities for continuous learning in my career.	1	2	3	4	5	6	7
33. I seek out training and development opportunities	1	2	3	4	5	6	7
34. I have a diversified set of job related skills	1	2	3	4	5	6	7
35. I constantly update my job-related skills							
36. I remain current on the trends and development in my profession	1	2	3	4	5	6	7
Career Identity							
37. I have joined professional organizations related to my career goals	1	2	3	4	5	6	7
38. I spend my free time on activities that will help my job	1	2	3	4	5	6	7
39. I have taken courses toward a job-related degree	1	2	3	4	5	6	7
40. I have kept current on company affairs	1	2	3	4	5	6	7

Part 4: In this part, there are 13 statements measuring organizational career management (OCM) activities practiced in your hotels.

Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

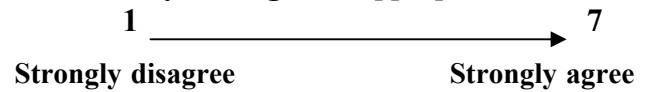1 ──────────────────► 7

Strongly disagree   **Strongly agree**

Perceived OCM Activities	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
41. I have been given opportunities for external study and visits	1	2	3	4	5	6	7
42. I have been given training to help develop my career	1	2	3	4	5	6	7
43. I have been offered financial support for further/formal education by my hotel	1	2	3	4	5	6	7
44. I have experienced 360^0 performance appraisal in my hotel							
45. I have been given clear feedback on my performance	1	2	3	4	5	6	7
46. I have been given necessary career advice by my direct manager or the human resources (HR) manager when I needed it	1	2	3	4	5	6	7
47. My direct supervisor/manager has discussed my career development plan with me							
48. I learned about hotel culture and behaviors in an orientation/induction program	1	2	3	4	5	6	7
49. I have experienced job rotation conducted by the hotel to gain cross-functional experience.	1	2	3	4	5	6	7
50. I have been told about succession plan, the possible replacement of other managers and the potential for promotion	1	2	3	4	5	6	7
51. I have been informed of job vacancies by hotel's job postings							
52. I have been offered dual ladders to enable my upward mobility and recognition	1	2	3	4	5	6	7
53. I have participated in in-house training provided by my hotel	1	2	3	4	5	6	7

**Part 5: In this part, there are 5 statements measuring career commitment of hotel managers in China.**
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ────────────────► 7
Strongly disagree   **Strongly agree**

Career Commitment	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
54. I definitely want a career for myself in my current area	1	2	3	4	5	6	7
55. If I could do it all over again, I would choose to work in this profession	1	2	3	4	5	6	7
56. I would recommend a career in hospitality industry to others	1	2	3	4	5	6	7
57. If I had all the money I need without working, I would probably still continue in this profession							
58. I spend a significant amount of personal time reading profession-related journals or books	1	2	3	4	5	6	7

Part 6: In this part, there are 5 statements measuring career satisfaction of hotel management in China.
Please identify the degree to which you agree with each statement by ticking √ the appropriate number.

1 ────────────────► 7
Strongly disagree   **Strongly agree**
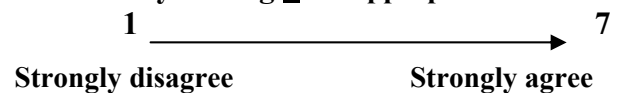
Career Satisfaction	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
59. I am satisfied with the progress I have made toward meeting my goals for income	1	2	3	4	5	6	7
60. I am satisfied with the progress I have made toward meeting my goals for advancement	1	2	3	4	5	6	7
61. I am satisfied with the progress I have made toward meeting my goals for the development of new skills	1	2	3	4	5	6	7
62. I am satisfied with the progress I have made toward meeting my overall career goals							
63. I am satisfied with the success I have achieved in my career	1	2	3	4	5	6	7

Part 7: Personal Information

1. Gender   1) Male   2) Female

2. Age
    1) 24 or below   2) 25-35   3) 36-44
    4) 45-55   5) 56-64   6) 65 or above

3. Marital Status: 1) Single   2) Married   3) Others

4. Education
   1) Secondary/High School
   2) Vocational/Technical School
   3) Colleague Education
   4) Bachelors Degree
   5) Master Degree
   6) Ph.D
   7) Others, please specify _____

5. Years of working in the hotel industry:

   2) < 1 year,   2) 1-3 years,   3) >3-6 years,   4) >6-10 years,   5) > 10 years

6. Years of working in this hotel:

   1) < 1 year,   2) 1-3 years,   3) >3-6 years,   4) >6-10 years,   5) > 10 years

7. Position in this hotel
   1)Deputy General Manager   2) Department manager   3) Supervisor   4) Captain

8. The hotel department you work for:

   1) Sales and Marketing   2) Front Office   3)Housekeeping   4)Food and Beverage
   5) Human Resources   6) Engineering   7)Security   8) Public Relations
   9) Purchasing   10) Accounting   11) Recreation   12) Others (Please indicate __)

9. Employment contract:
   1) Full-time employee,   2) Part-time employee,   3)Others (Please indicate _____)

10. Monthly personal income (RMB/month)
   1) 1,500 or Below   2) 1,501-2,500   3) 2,501-4,000
   4) 4,001-5,000   5) 5,001-8,000   6) 8,001-10，000
   7) 10,001-15，000   8) 15,001-20，000   9) 20,001 or above

11. Your hotel star rating：   1) 4 star   2) 5 star

12. Hotel location： 1)Beijing   2)Shanghai   3)Tianjin   4)Shandong   5)Zhejiang

          6) Jiangsu   7)Guangdong   8)Sichuan   9)Hainan   10)Hubei

This is the end of the questionnaire. Thank you very much!

Appendix 10 Measurement Model—Confirmatory Factor Analysis

Covariance Matrix of Measurement Model
Sample size = 796

Implied (for all variables) Covariances (Group number 1 - Default model)
   CS CC ICC OCM CS1 CS2 CS3 CS4 CS5 WHY WHOM HOW ICC1 ICC2 ICC3 ICC4 ICC5 AP TR DV
CS. 798
CC. 408 .420
ICC.486 .354 .589
OCM.543 .429 .427 .681
CS1 .773 .395 .470 .525 1.438
CS2 .858 .438 .522 .583 1.038 1.316
CS3 .764 .390 .465 .519 .739 .821 1.113
CS4 .863 .440 .525 .586 .835 .927 .825 1.219
CS5 .798 .408 .486 .543 .773 .858 .764 .863 1.306
WHY .350 .361 .304 .369 .339 .376 .335 .378 .350 .431
WHOM .406 .419 .352 .428 .393 .437 .389 .439 .406 .360 .615
HOW .408 .420 .354 .429 .395 .438 .390 .440 .408 .361 .419 .633
ICC1 .451 .328 .548 .397 .437 .485 .432 .488 .451 .282 .327 .328 1.106
ICC2 .737 .537 .895 .649 .714 .793 .705 .797 .737 .461 .535 .537 .831 2.117
ICC3 .624 .454 .757 .549 .604 .671 .597 .674 .624 .390 .453 .454 .703 1.149 1.662
ICC4 .634 .461 .769 .558 .614 .682 .607 .685 .634 .396 .460 .461 .715 1.168 .988 2.062
ICC5 .486 .354 .589 .427 .470 .522 .465 .525 .486 .304 .352 .354 .548 .895 .757 .769 1.442
AP .525 .415 .413 .659 .508 .564 .502 .567 .525 .357 .414 .415 .384 .627 .531 .540 .413 .882
TR .390 .308 .307 .489 .377 .419 .373 .421 .390 .265 .308 .308 .285 .466 .394 .401 .307 .473 .867
DV .543 .429 .427 .681 .525 .583 .519 .586 .543 .369 .428 .429 .397 .649 .549 .558 .427 .659 .489 1.178

Note: CS = Career satisfaction, CC = Career competencies, ICC = Career commitment,

OCM = Organizational career management, AP = Appraisal, TR = Training, DV= Development

Measurement Model
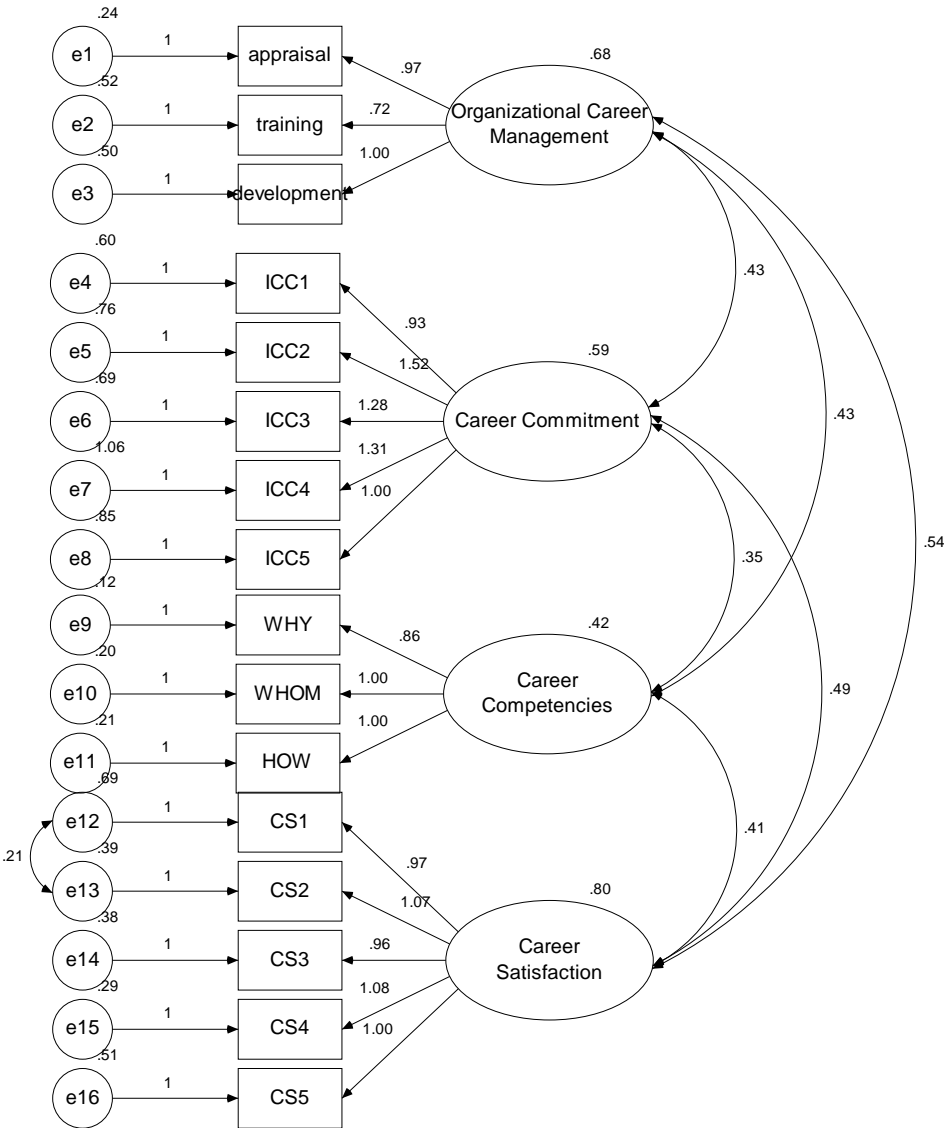
Appendix 11 Structural Model

Covariance Matrix of Structural Model

	ICC5	ICC4	CS5	CS4	CS3	CS2	CS1	WHY	WHOM	HOW	ICC1	ICC2	ICC3	DV	TR	AP
ICC5	1.442															
ICC4	.754	2.062														
CS5	.581	.610	1.306													
CS4	.585	.597	.897	1.219												
CS3	.579	.560	.713	.833	1.113											
CS2	.561	.588	.836	.919	.842	1.316										
CS1	.509	.610	.794	.826	.726	1.038	1.438									
WHY	.394	.371	.374	.355	.340	.366	.346	.431								
WHOM	.471	.364	.436	.410	.380	.427	.369	.371	.615							
HOW	.605	.467	.443	.443	.430	.438	.407	.354	.412	.633						
ICC1	.557	.612	.506	.496	.537	.602	.523	.346	.384	.416	1.106					
ICC2	.815	1.246	.724	.767	.673	.735	.708	.396	.400	.502	.839	2.117				
ICC3	.658	1.080	.618	.638	.564	.647	.630	.343	.407	.433	.646	1.240	1.662			
DV	.568	.541	.556	.605	.523	.648	.582	.347	.440	.433	.361	.608	.591	1.178		
TR	.415	.345	.388	.354	.344	.415	.324	.295	.353	.358	.426	.347	.312	.445	.867	
AP	.482	.491	.504	.536	.525	.597	.513	.346	.392	.412	.456	.568	.521	.668	.483	.882

Structural Model