Match or mismatch?
An exploratory study into the match between talent practices-in-use by the Hospitality Industry and the expectations and characteristics of Generation Z.

A Master Thesis for the
MSc in Business Administration – Human Resource Management
University of Twente

by
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Presented to
The Faculty of Behavioural, Management and Social Sciences (BMS)

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Date
30 October 2019
Abstract of the thesis

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Title of the thesis: An exploratory study into the match between talent practices-in-use by the Hospitality Industry and the expectations and characteristics of Generation Z.

Summary of the thesis

The hospitality industry is one of the largest and fastest growing industries today and will remain to do so in the near future. With one out of five jobs being created in this industry the request for new employees is high and will only increase. However, the hospitality industry is facing an increasing challenge to identify, attract and retain employees, let alone individuals who are considered to be of high-potential or talented. The decrease in employees in the hospitality industry is in the literature often related to low pay, anti-social working hours, poor social status, a lack of work-life balance and a lack of professional human resource management.

One way to approach this problem is to first identify what talent management practices are in use by the hospitality industry, and secondly to assess whether these practices are suitable to cope with the shortage of talent. This study will focus on the latest generation who are currently entering the labour market, Generation Z. The goal of this thesis is to assess whether the practices-in-use by the hospitality industry match with the characteristics and expectations of Generation Z hospitality students. The research question this thesis will address is: What are the talent attraction and retention practices-in-use by the Hospitality Industry to match with the expectations and characteristics of Generation Z employees? In this context, hotel organisations have been chosen to represent the hospitality industry. Generation Z is defined as students and/or employees born after 1995 and younger than 25 years old at the time of this research.

Based on existing literature on talent management practices and Generation Z, two interview protocols have been established. Semi-structured interviews were held with hotel management to get a deeper understanding of the talent practices-in-use by hotel organisation and the motivation behind the use of these practices. Semi-structured group interviews were held with Generation Z hospitality students to determine the motivations these students have for choosing hospitality education, what they expect from their future employer and what is characteristic to Generation Z.

The findings indicate that there does not seem to be one particular talent management approach that all hotel organisations adhere to let alone the attraction and retention practices focussed on talented Generation Z hospitality students/employees. Practices-in-use that match with the expectation and characteristics of Generation Z are for instance the digital platforms that hotel organisation use as a medium to promote their organisation and the creation of talent pools wherein talented employees are challenged and developed to fill key organisational positions. However, the organisations that use these practices are scarce and the majority of hotel organisations still perceive human resource management as an administrative and advisory organisational function.

Future research could focus on differences between hospitality organisations from different countries and the talent management practices they use to attract and retain Generation Z employees. Second, by conducting a similar research in different countries will provide a broader understanding of Generation Z hospitality students with difference cultural backgrounds and how this is reflected in their characteristics and expectations of the hospitality industry. Especially for hospitality organisations that are located in different parts of the world would these results provide new insight in how they can attract and retain the next generation of hospitality students.
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**Introduction**

The hospitality industry is one of the largest and fastest-growing sectors in the world with global gross bookings reaching over 1.6 trillion U.S. dollars in 2017 (Deloitte, 2018). By including indirect economic contributions, travel and tourism now account for more than 10 percent of global Gross Domestic Product (GDP). According to the World Travel & Tourism Council (2017) this is also represented in the job supported by travel and tourism, which lead up to 10 percent of global employment with an increase of 1 out of every 5 global net jobs created being within the travel and tourism sector. Nevertheless, the hospitality industry is facing an increasing challenge to identify, attract and retain employees, let alone individuals who are considered to be of high-potential or talented. Baum (2018) points out that this problem in recruiting, high-turnover and lack of talent is related to irregular demand and low margins in certain areas, precarious and exploitative working conditions, low pay, anti-social working hours, poor social status and a lack of work-life balance (p. 22). Armstrong (2017) even goes as far by stating that this kind of labour is nothing short of modern slavery. So, on the one hand the hospitality industry is booming and will remain to do so in the near future, while on the other hand the industry is struggling to identify, attract and retain talented employees.

One way to approach this problem is to first identify what talent management practices are in use by the hospitality industry, and secondly to assess whether these practices are suitable to cope with the shortage of talent. This study will focus on the latest generation who are currently entering the labour market, Generation Z. The goal of this research is to assess whether the practices-in-use by the hospitality industry match with the characteristics and expectations of Generation Z individuals.

This study has adopted a qualitative research method to elicit information about the practices-in-use by the hospitality industry. More specifically, semi-structured interviews has provided in-depth information about the underlying assumptions made by the industry about the usefulness of these practices to identify, attract and retain young talent. Secondly, semi-structured group interviews have been conducted to confirm or refute the concept of Generation Z characteristics in Dutch hospitality students. Thereafter, these results have been used to assess whether these practices are suitable to identify, attract and retain Generation Z talents.

The first section of this paper will delve into previous literature about talent management in general to provide a theoretical framework. Thereafter, a focus will be made on talent identification practices in the hospitality industry. The section thereafter, will elaborate on generational differences between Baby Boomers, Generation X, Generation Y and in the end Generation Z individuals as employees. This section will focus on generation characteristics, attitudes and behaviour in the work-life context. To provide methodological rigor, the last section will address the research design and sampling method used in this study. The results from the qualitative research method will then be coded and used for further data analysis to write up the report.

Lastly, inferences will be made based on the data in the context of previous literature and theoretical and practical implication will be given. This paper will conclude with suggestions for future research.
Theoretical framework

Talent management
Talent management practices have received an increasing degree of interest from practitioners and academic alike. A quick search on the phrase “talent management HR” in a popular internet search engine yields over 187 million hits, whereas back in 2005 the same term yielded just about 8 million hits. However, a key limitation to talent management is that there is much ambiguity about a clear definition of the term and its boundaries.

HR management
Lewis and Heckman (2006) identified three key streams around the concept of talent management. The first stream defines talent management as a collection of typical human resource department practices, functions, activities or specialist areas such as recruiting, selection, development, and career and succession planning. In other words, the first stream merely substitutes the label talent management for human resource management (p. 140) and next to some extra skills HR practitioners need, this perspective add little to our understanding of the strategic and effective management of talent.

Talent pools
The second perspective, on the other hand, focuses primarily on the concept of talent pools. These talent pools consists out of employees that have been deemed to be talented and of high potential value to the organization as they can fill key positions that offer competitive advantage to the organization (Lewis and Heckman, 2006). Built upon this perspective Mäkelä et al. (2010) propose a two-stage-process on talent pool inclusion (see figure 1). The first stage, experience based (i.e. online) performance appraisal evaluations, in which the managers past and current experience of performance of the employee, provides input into the appraisal rating (Mäkelä et al., 2010). This backward-looking choice process provides input for the second stage. Herein, cognition-based (i.e. offline) rational managerial decisions are made based on an evaluation of both the available performance appraisal data on the candidates, and the anticipated future potential of the employee (Mäkelä et al., 2010). This is forward looking in the sense that managerial decisions are made based on a more elaborate cognitive assessment of the different alternatives that are thought to maximize pay-off (Mäkelä et al., 2010).

Figure 1: Determinants of the identification and evaluation of employee talent (Mäkelä et al., 2010)
This talent pool inclusion, however, is also affected by three factors that influence the decision making in the second stage of the talent identification process (Mäkelä et al., 2010). With cultural and institutional distance between the locations of the talent pool candidate and the decision makers can affect the decisions made (i.e. the larger the distance the less likely that candidate is included in a talent pool). Beside this, homophily between the person in question and the decision makers is expected to be a determinant of talent pool inclusion. Thus, potential candidates are included or excluded based on their similarity or difference with the decision makers respectively. Lastly, the network position of the employee can determine talent pool inclusion, where a more central position in the organizational network of the candidate is expected to lead to an higher likelihood of talent pool inclusion. The second perspective by Lewis and Heckman (2006), therefore, does not add much to the theory or practice of HR as it simply repeats much of the work that has been done in succession and workforce planning.

**A-performers**
The third and last perspective on talent management according to Lewis and Heckman (2006), focuses on talent generically. They argue that talent is regardless of organizational boundaries or specific positions and organizations should classify every employee by performance level ranging from A-performers to C-performers. Thereafter organizations should exclusively hire A-performers and encourage them to stay and rigorously terminate C-performers. However, Collings and Mellahi (2009) strongly advocate against this approach as they argue that it is neither desirable nor appropriate to fill all positions within the organization with top performers. Furthermore, if the talent management system is applied to all employees, it becomes difficult to differentiate talent management from traditional human resource management.

Collings and Mellahi (2009) define talent management as ‘activities and processes that involve the systematic identification of key positions which differentially contribute to the organization’s sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization’ (p.304).

Pandita and Ray (2018) argue that talent management is a cyclical process of finding new talents and binding them to the organization. Thus, talent management is not one practice, but an ongoing process with positive return on attracting, retaining and in the end enduring talents. With regard to attracting practices they state that a potential employee has a perceived image of an organization which translate into an employee value proposition (EVP). The EVP is a set of benefits which an employee receives in return for their skills, knowledge and experience. By establishing a strong EVP organizations can enhance their attractiveness which can influence the employees intention to apply. Organizations can employ activities such as employer branding to communicate organizational values toward potential employees.

**Talent identification in hospitality industry**
The shortage of talent also encourages organizations to adopt a more strategic approach to the management of talent. Wiblen (2012) argues that for organization to effectively manage talent, HR practitioners and other managerial professionals first need to be able to identify the skills and personal characteristics that fit the organizational values. An important aspect of this statement is that organizations first need to have an unequivocal definition of what constitutes a talent. However, what become clear when analysing literature on talent and talent management, is that the definition of ‘talent’ receives much ambiguity. Before organizations can implement talent management practices it first needs to look at what philosophy the organization adheres. While these philosophies are only part of how organizations perceive talent, it is the foundation upon which talent management practices are build. In addition, talent management philosophies appear to have salient and far-reaching consequences for talent management practices (Meyers & Van Woerkom, 2014).
Therefore, I believe it just to first address these philosophies and how they affect how organizations perceive talent. To present an overview of these philosophies Meyers and Van Woerkom (2014) developed a 2x2 matrix as presented by Figure 2.

![Figure 2: Talent management philosophies (Meyers & van Woerkom, 2014)](image)

**Exclusive/stable**

The first stream is the exclusive/stable philosophy. This stream of talent philosophy implies that the working population can be divided into two groups: a small group of people ‘with talent’ (the A-player, top performers, or star employees) and a much larger group of people ‘without talent’ (the B and C performers). This stream of philosophy, therefore, shows much similarity to Lewis and Heckman’s (2006) third perspective about A-performers. When organizations adhere this philosophy, it assumes that talent is an innate ability that leads to above-average performance. Talent is of short supply and strong emphasis is put on talent identification and selection (Meyers & Van Woerkom, 2014). Many adherents of this philosophy argues that organizations that win the ‘war for talent’ will gain a sustainable competitive advantage over organizations that fail to attract and select talented employees (Michaels, Handfield-Jones, & Axelrod, 2001; Snell, Youngt, & Wright, 1996). In addition, many researchers in the field of sustainable human resource management advocate that organizations should use different talent management practices for different groups of employees (Becker & Huselid, 2006; Boudreau & Ramstad, 2005; Lepak & Snell, 1999). In short, and in line with the aforementioned definition of talent management by Collings and Mellahi (2009, p.304), organizations should identify employees that are A-performers that are unique and valuable to the organization that occupy key positions and thereby create substantial contributions to the strategic success. Once these employees are identified, HR practitioners should emphasize the attraction and retention practices of these talented employees as central tasks for talent management (Seleim et al., 2007).

However, organizational context seems to affect how organizations perceive talent. Meyers and Van Woerkom (2014) point out that the perspective of innate talent and talent shortage is often carried by western organizations. Organizations from Asian countries, such as from Japan, on the other hand, appear to denote talent as outstanding accomplishments that result from many years of training (Tansley, 2011). Thus, opposed to the stable approach lies the developable approach of talent management that states that every talent can be further improved. Moreover, as what seems true with many Asian organizations, who argue that everybody has talent but that talent comes with many years of training and experience, is that there is also an inclusive stream of philosophy in talent management.
Exclusive/developable
The exclusive/developable stream of talent philosophy shows much similarity to the exclusive/stable philosophy in that both approaches argue that talent is rare and at least partly innate. The distinction between the two is that the former assumes that talents are often latent and can only be unveiled through development (Meyers & Van Woerkom, 2014). Thus, employees who are perceived to be talented need the right stimulants to fully realize their potential and thereby achieve superior performance. In order to generate greater returns on training investments, Church and Waclawski (2009) advocate that the accurate identification of employees with potential by human resource practitioners is highly important. In accordance, Silzer and Church (2009) developed a three-dimensional model that specifies how the potential of employees can be assessed.

The first component of the three-dimensional model is the foundational dimensions which is consistent, stable, and unlikely to develop or change. It consist of a persons’ cognitive skills (i.e. conceptual or strategic thinking, dealing with complexity, cognitive abilities) and personality (i.e. interpersonal skills, sociability, dominance, emotional stability, resilience).

The second component is the growth dimensions. This dimension facilitates or hinders growth and development in other areas and consists of a persons’ learning abilities (i.e. adaptability, learning orientation, open to feedback) and motivation (i.e. drive, energy, achievement orientation, career ambition, risk taking).

The third and last component of Silzer’s and Church’s (2009) integrated model of potential are the career dimensions. This component consists out of three aspects that can be used as early indicators of one’s later career skills. The first of which is the leadership skill and involves an employee’s ability to manage people and help developing others. Furthermore, as to how well versed an employee is in leadership, is his ability to influence other, challenging status quo and change management. The second component of the career dimensions is passed performance records and career experiences. The final indicator for career dimension is the knowledge and values an employee adheres. This component consists of the technical/functional skills and the knowledge the employee has as well as the cultural fit between the employee and the organization. This dimension is therefore highly influenced by the amount of experience an employee has.

An important inference made by Silzer and Church (2009) is that both the foundational dimensions and the growth dimensions may be useful predictors as to whom to include in the aforementioned talent pools. The career dimensions, on the other hand, can be useful indicators for future career paths. For instance, when the organization plans to further expand its product offerings, the organization should identify high-potential individuals who have career experiences related to the knowledge require to fulfil such a position. Another example could be when an organization is focused on finding future executive leaders, then success in previous leadership experiences are relevant to identifying potential. Thus, identifying high-potential individuals to fulfil key positions and to direct developmental investments towards these individuals, can be separated into two parts, a general part that applies in almost every situation and a career specific part that is relevant only to certain career paths.

The exclusive/developable talent philosophy, thus, underpins the notion that potential talent can be developed towards different ends and that employees in one occupational position can be trained for another occupational position in a limited amount of time and resources if these employees meet the basic prerequisites for that position (Meyers & Van Woerkom, 2014). Recalling the ‘war for talent’ this exclusive talent philosophy propagates, is an insightful strategy proposed by Rappaport et al. (2003) in which they address the opportunity for organizations to tap into a very wide pool of job applicants as they do not have to limit their search to applicants who occupied similar positions in the past. In other words, older workers, woman, and ethnic minorities who did not occupy similar positions in the past, but possess the basic prerequisites to fulfil a position is a valuable strategy to deal with the shortage of talented employees and the aging working population (Rappaport et al., 2003).
**Inclusive/stable**

Contrarily to the two exclusive philosophies, the inclusive/stable talent philosophy focusses on the positive talents residing in every individual (Peterson & Park, 2006). Interesting to note is that this stream of philosophy considers various forms of talent as pivotal even if at first they seem atypical for organizational success. For instance, the ability to make people laugh or the ability to be grateful for good things (Peterson & Seligman, 2004). Similar to the exclusive/stable philosophy, these talents are regarded as an innate ability and attitudes and behaviors related to these talents are considered to be inseparable to the individual.

Proponents of the inclusive/stable talent philosophy advocate that HR practitioners should deliberately design talent management systems to acknowledge the unique qualities of all employees and should aim to capitalize on them (Buckingham, 2005; Buckingham & Vosburgh, 2001). Furthermore, Meyers and Van Woerkom (2015) found empirical evidence that employees who perceive that their employer facilitates talent identification and make use of these talents, show higher performance (cf. literature on the Pygmalion effect). Additionally, research evidence shows that interventions that help employees to identify their talent (e.g. Strengthfinder, StandOut) and stimulate to use these talents, enhances the individual well-being and happiness. In short, employers should aid employees in unveiling their talent and then aim to increase the fit between the talent of employees and their assigned jobs (Buckingham, 2005; Buckingham & Vosburgh, 2001).

Meyers and Van Woerkom (2014) argue that employees who experience a talent management system that is based on the inclusive/stable philosophy are more likely to feel supported and valued by their organization, because they work in an environment that is appreciative of their talent. In addition they will be more motivated to do their work well, will be less prone to exhaustion, and will show enhanced performance (Cropanzano & Wright, 2001). Furthermore, because employees feel appreciated and valued, this will increase the willingness of the employee to stay with the organization and thus results in improved retention rates for the organization. O’Reilly and Pfeffer (2000) argue that organization also benefit from an inclusive/stable talent management system as it improves the attractiveness of the organization as a place where employees can utilize their talents, leading to fewer difficulties to attract new employees.

However, there are some major challenges organization have to face when adhering the inclusive/stable talent philosophy. When all employees are considered to be talented and of equal value to the organization, it neglects the fact that some employees are indispensable due to, for instance, tacit organizational knowledge (Meyers & Van Woerkom, 2014). Furthermore, one might argue that some talents, such as an employee with leadership skills, is of more values to the organization that is seeking to fill a pivotal managerial position than, for instance, an employee that can make people laugh. Also, organization have to deal with a scarcity of workers with particularly rare skills and technical knowledge.

**Inclusive/developable**

Where the inclusive/stable philosophy assumes that everybody has their own talents and that this talent cannot be further developed other than through acquiring new skills and knowledge, the inclusive/developable stream introduces the ‘growth mindset’ (Dweck, 2006, 2012). The growth mindset assumes that every individual has a “great capacity to adapt, change, and grow” (Dweck, 2012, p. 614). Furthermore, it follow the fundamental assumption that individuals also have the inner need to grow and achieve self-actualization (Mazlow, 1954). In the inclusive/developable philosophy great emphasis, therefore, is put towards the idea that everybody has the potential to become excellent in a specific domain depending on his specific talent (Biswas-Diener et al., 2011, p. 106). Thus, although individuals might have different talents, every individual can become an expert in his own talent. Gladwell (2008) argues, however, that the maximum performance an individual can achieve is heavily dependent on the accumulative learning opportunities he has had.

Although the entire workforce cannot be ‘an all-star cast’, meaning that organizations cannot only exist out of top performers, Swailes and Downs (2014) argue that all (or at least most)
employees are or could be talented given sufficient training and opportunity. An example given by
Stephen and Swailes (2014) is that a gifted rose-grower may be a very ordinary employee in their day
job, but by shifting the HR focus away from performance towards learning, the talent of the rose-
grower can be put to use elsewhere in the organization. Once an employee occupies a suitable
position, HR practitioners can stimulate employees to develop themselves by providing assignments,
mentoring, individual development plans, feedback, and reflection (Yost & Chang, 2009). This way a
person’s talent, whatever they may be, is being used to the maximum. Nevertheless, this puts more
emphasis on the organizational challenge of fitting all employees into jobs which enables their
talents. Swailes et al. (2014) add to this that where an “employee’s talents are mutually deemed to
fall below reasonable thresholds that the organization has democratically, not arbitrarily, set and
adopted, the organization should assist the employee to deploy their talents elsewhere” (p.5).

There are three main advantages to the inclusive/developable talent philosophy that are
beneficial to the organization. First, due to the fundamental focus on individual potential and
development opportunities among the entire workforce, this philosophy generates a collective
growth mindset throughout the organization (Dweck, 2012). Secondly, as briefly mentioned before,
by investing in every employee so to unveiling their individual talent(s), the Pygmalion effect can
come a self-fulfilling prophecy since positive expectations regarding their employees’ learning
progress increases the employee beliefs in themselves, which can substantially increase their
progress resulting in exponentially performance improvement (Meyers & Van Woerkom, 2014).
Lastly, organizations are often confronted with changing contextual factors which causes the
organizations to adapt their business in order to remain sustainable. This change in business is often
concurrent to a change in required talent. However, it is almost impossible to adequately forecast
future talent needs (Cappelli, 2008). Meyers and Van Woerkom (2014), therefore, advocate that
stimulating personal growth and developing various forms of talent within the organization, can help
to compensate for these imprecise forecasts. Thus, by promoting personal development among the
workforce can help overcome (future) scarcity of talent.

There are, however, also downsides to the inclusive/developable talent philosophy. The first
and foremost criticism this stream of talent philosophy receives is that providing learning and
development to the entire workforce takes up substantial investments of time and money (Meyers &
Van Woerkom, 2014). In order to overcome this downside, McCall (2010) proclaims that
organizations should opt for on-the-job experience based development to lower developmental
costs. Contrarily to development programs, which mostly consists of linear accumulation of
knowledge and abilities, learning on-the-job is filled with serendipity, accidents, dead ends, and do-
overs (McCall, 2010). The on-the-job experience based development does, however, require higher-
level managers who understand the necessity of learning, know which experiences or assignments
are beneficial to whom, and are committed to provide guidance (McCall, 2010). A good example of
on-the-job experience based learning are internships. During internships students can first-hand
experience what is required of them on potential jobs while receiving constant feedback from senior
management.

Talent management in the hospitality industry
What seems appeared based on the talent management challenges the hospitality industry is facing
and the different talent management philosophies, is that the industry adheres an exclusive
philosophy. This is also underlined by the term ‘war for talent’ the industry uses to express their
challenge of talent shortage which indicates that talent is of short supply and organizations are
fighting over talent. However, what does not seem clear is whether the industry adheres a stable or
developable talent management philosophy.

HR identification practices versus Generational characteristics
In order to better understand the phenomenon of shortage of talented employees in the hospitality
industry this paper will conduct qualitative research methods to assess what talent management
practices these organizations have implemented to identify young talent. Based on the talent
philosophies these organizations adhere, their talent identification practices will first be assessed whether or not they match with said philosophy. Thereafter, it will be assessed whether these practices are suitable to identify young talent. The following section will elaborate on different generations and their characteristics and desires and especially younger generation, sometimes referred to as ‘Generation Z’ depending on the year they were born. It is expected that hospitality industry organizations have identifying practices in use that are designed in identifying previous generations (i.e Baby Boomers, Generation X, and Generation Y) and are therefore not suitable for identifying younger and future generations of talented hospitality employees.

Generations
As mentioned before the hospitality industry is a strong growing industry which accounts today for more than 10 percent of the GDP. Due to the strong predicted growth for the years to come it is expected that this opens up numerous hospitality career opportunities highlighting the crucial need for qualified and well-trained hospitality graduates. In truth, the hospitality industry is struggling with two major challenges: on the one hand, it appears difficult to manage talent (i.e. identify, attract and retain) (Strack et. Al., 2014); while the other, it has relatively high levels of employee turnover representing a significant loss of investments in human capital. Research shows that the psychological contract of highly educated employees plays an important role in explaining turnover intentions. Blomme et al. (2010) argue that psychological contracts often begin during recruitment and can be influenced by human resource practices. Human resource practices such as the aforementioned employer branding, can influence the expectations an employee has about a future relationship with the organization. Thus, the expectations that are implicitly or explicitly promised by the employer will become part of the psychological contract. Elements of the psychological contract among highly educated staff, such as job content, promotion opportunities, salary, job description, and work-life balance, are highly related to the intention for employees to remain in the industry. (Blomme et al., 2010).

Especially since the hospitality industry is customer service based, where interaction between employees and customers determines the success of the organization, having an effective utilization of human capital can give an organization its competitive advantage. Richardson (2009) argues that hotel managers are still not doing enough to keep hospitality graduates motivated to stay in the industry due to lack of career planning and progression opportunities. Furthermore, hospitality graduates are often thought of to be cheap labour in an industry with one of the lowest pays (Casado-Díaz and Simón, 2016). Some researchers proclaim that much of the high turnover is related to the seasonal nature of the hospitality industry which causes organization to have a small permanent workforce surrounded by a large shell of flexibly contracted employees (Zopiatis et al., 2014). Thus, many of the elements of the psychological contract are unmet which could explain the higher turnover rates in the hospitality industry.

Another important factor that will have a large effect on the composition of the workforce will be the retirement of many Baby Boomers born between 1945-1964 (Paxon, 2009; Randstad, 2017). Many of those vacant jobs will be filled by Generation Y (1980-1994) and Generation Z employees (1995-2020) that have started entering the workforce. Randstad (2017) argues that employers are likely to recall the impact that Millennials (Generation Y) brought to the workforce due to their dramatically different perspectives about work and state that this change is to be magnified as Generation Z will further integrate into the workforce, who in many ways appear to be an exaggerated version of the Generation Y cohort. Thus, as appears common in generational theory and research (Mannheim, 1952; Strauss & Howe, 1991), generation characteristics and workplace values is highly affecting human capital and human resource practitioners should adapt their practices accordingly. So, how different are the generational cohorts and what makes younger hospitality graduates distinct from their predecessors?

According to several researchers (Mannheim, 1952; Strauss & Howe, 1991), the most distinctive identity in generational theory and research is through the years of birth. Thus, people are
grouped together in cohorts based on the year they were born. Parry (2011) points out that the precise definition of these groups, in terms of the year in which they were born, exhibits some variation between studies. The classification of the generations cohorts used in this study will be particularly based on the opinions of experts according to which are mostly affected by specific periods of history such as wartime, crisis and other historical events (Berkup, 2014). Table 1 represents the chronological generation cohorts used in this study.

<table>
<thead>
<tr>
<th>Generation name</th>
<th>Cohort classification by year span</th>
</tr>
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<tbody>
<tr>
<td>Baby Boomers</td>
<td>1946 – 1964</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965 – 1979</td>
</tr>
<tr>
<td>Generation Y</td>
<td>1980 – 1994</td>
</tr>
<tr>
<td>Generation Z</td>
<td>1995 – 2020</td>
</tr>
</tbody>
</table>

**Baby Boomers ‘live to work’**

The term Baby Boomers refers to one of the largest generation born between 1946 and 1964 and consist of about 1 billion babies who were born soon after World War II (Berkup, 2014). People belong to this cohort as classified as such due to sociological and economic events they experienced. Berkup (2014) names a few of these events such as; Cold War, Movements for Civil Rights, Sexual Revolution, Assassination of JFK, First Spacewalk, Vietnam War, Assassination of Robert F. Kennedy, Assassination of Martin Luther King Jr., First Moonwalk, Watergate Scandal, 1973 Oil Crisis and the Space Race. According to this generation commitment to job and achievement may be measured by working hours. So, the harder and more hours someone works represents their career success. Furthermore, they believe that in working for a single organization may bring success and this would be a proper action. Thus, characteristic to this generation is working hard and long hours and staying loyal to one organization for as long as possible.

The idealist member of the Baby Boomer generation is always aiming to be more successful than expected and ensuring a perfect career (Berkup, 2014). Employees classified in this cohort need to have personal satisfaction through positive feedback such as “you are esteemed” and “you are needed” so they have a sense of belonging and to keep their personal achievement in line with the organisation (Olson, 2011). According to Olson (2011), external factors motivating Baby Boomer employees are to be appreciated, awarded with money and bonuses, to gain prestige and status symbols such as title and parking sport. Due to the strong focus of the generation on career success, which requires long working hours and personal sacrifice, this generation have difficulty in balancing between business and family.

**Generation X ‘work to live’**

Where Baby Boomers respect authority and are patient with career advancement, Naim and Lenkla (2016) argue that Generation X challenges the authority and is less patient with recognition and promotion. The people classified as Generation X are born between 1965 and 1979. They are the children of the Baby Boomers generation who left their mark in history thanks to their large population, big egos and workaholic trait (Berkup, 2014). Due to the fact that this generation experienced many of the sociological and economic events as their parents, this generation shows some similarity to the Baby Boomer generation. However, there are some major differences. Perhaps as a result of the emancipation of women, another term for this generation is the “Latchkey Child” (Berk, 2013: p. 14) which originated from children having the key of the house because both parents started participating in business live. Because of the requirement to be independent, many belonging to this generational cohort developed the ability to cope independently and are therefore more self-reliant and skilled as the grew up with less parental attention (Berkup, 2014). As a result of these experiences, members of this cohort are purported to be less committed to their employing organization and likely to job hop to increase their marketability. In addition they find a balance between work and life much more important than their parents did (Beutell & Wittig-Bergman, 2008;
Glass, 2007; Berkup, 2014). Unlike their parents from the Baby Boomers generation, whom associate career achievements with long working hours, Generation X employees prefer to work wisely and thereby create spare time for themselves. Furthermore, due to the considerable influence of globalization and the termination of geographical borders, Generation X employees have developed a global viewpoint as every place was considered to be accessible. According to Berkup (2014) this shift has led to more employees working abroad or working for organizations that operate globally. The self-reliance and skills this generation developed in concordance to the globalization and loss of monetary reward as a motivational factor due to stagnant markets (Karp, Fuller and Sirias, 2002), caused for organizations to find new ways of motivation to stimulate employees in the cohort. According to Berkup (2014) one of the best motivational tools for Generation X employees, who like the freedom, is to explain a job with its details and expectations and provide the freedom of choosing how to accomplish these expectations. Furthermore, in order to motivate these employees is to provide feedback, job security and career improvement and offer the option to ‘forget the rules and do it yourself’ freedom at work. 

Generation Y ‘Work-life balance’

One of the biggest challenges for organizations in the coming years will be the retirement of many employees belonging to older generations and finding a replacement among younger generations who are entering the workforce. A famous, somewhat dramatic, quote by former CEO of General Electric, Jack Welch, captures the essence: “If the rate of change on the outside exceeds the rate of change on the inside, the end is near”. Hereby he meant that organizations need to improve their flexibility in order to keep up with the fast changing outside world or lose their competitiveness. Henderson (2017) argues that many environments and business cultures where designed in the industrial age and weren’t designed for the way the world is today. He argues that businesses need to fundamentally change the ways of working to reflect the way the world is and not the way the world was. In his TEDx Talks conference he address the issue that businesses might become irrelevant to newer generations of employees, such as Generation Y, that perceive work differently. Leading companies have adapted their HR practices to be more suited to younger generations, for instance Scandinavian Airlines has an in-house gym; Google offers onsite laundry and massages; eBay has installed two rooms for meditation; and KPMG now offers employees a 5 weeks of paid time off during their first year of employment (100 Best, 2008).

Generation Y has perhaps been the most studied generation till this day resulting in many nicknames for people born between 1980 and 1994, all nicknames relating to some characteristics that describes this generation; Generation Me, Echo Boomers, Baby Boom Echo, Nexters, Nexus Generation, Look at Me Generation, Dot-Coms, the iGeneration, children of globalization, Digital Immigrants. But perhaps the most used term is the Millennial Generation or just Millennials which relates to the years in which most started entering the workforce. Most of the other synonyms derive from the technologically advanced era with which this generations has become accustomed to (Naim, 2014). According to Martin (2005) they are entrepreneurs by nature and exhibit risk taking, independent decision making, and out-of-the-box thinking. Furthermore, they seek autonomy, rewards and variety in work, and scope for learning and development to meet their growth needs of self-esteem and self-actualization (Martin, 2005). Therefore, organizations that want to attract, select and retain the employees categorized in this cohort should recognize the developmental needs of this generation and implement complementary practices. In other words, as Naim and Lenkla (2016) put it, ‘when Generation Y employees foresee their career growth and employability skill enhancement, they develop a sense of affective commitment to the organization, which in turn, translates as intention to stay’ (p. 143). However, an empirical study in generational differences in work values contradictory this theory by showing that Generation Y actually values intrinsic work

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1. "If you can't trust your employees to work flexibly, why hire them in the first place?", Adam Henderson, consulted on 20-12-2018, retrieved from: https://www.linkedin.com/pulse/you-cant-trust-your-employees-work-flexibly-why-hire-them-henderson/
2. "Rethinking work for the modern world", Adam Henderson, TEDxFolkestone, consulted on 21-12-2018, retrieved from: https://www.youtube.com/watch?v=pmwHh0oN000
reward less (i.e. meaningful and interesting job, career growth, and responsibility) than for instance, Generation X and Baby Boomers did at the same age (Twenge & Campbell, 2010). Accordingly, organizational policies emphasizing on intrinsic rewards of work may not be any more effective at recruiting and retaining Generation Y employees that it was with their Generation X (d = - .16) and Baby Boomer (d = -.20) counterparts.

Results on extrinsic rewards (i.e. pay, material possessions, and prestige), on the other hand, do show significant difference between Generation Y, Generation X and Baby Boomer. Where Generation Y employees are less likely to desire these qualities than Generation X (d = -13), they are still significantly more likely than Baby Boomers to value extrinsic reward (d = .26). Furthermore, the results show an increase in the value placed on leisure time (Twenge & Campbell, 2010). These results are similar between Generation X and Y and corresponds with the aforementioned desire for more work-life balance. However, given that Generation Y employees value extrinsic rewards more than Baby Boomers, the combination of wanting to work less but still wanting to earn more money and status verifies the sense of entitlement many have identified among Generation Y (e.g. Aslop, 2008; Tulgan, 2009; Twenge et al. 2008). Reynolds et al. (2006) found that Generation Y’s expectations for educational attainment and prestigious jobs for outstripped the number of employees who would actually achieve these jobs. In other words, valuing leisure time while still expecting more extrinsic rewards demonstrates a similar disconnect between expectations and reality, which indicates and advocated by many researchers, overconfidence and unrealistic risk taking (Twenge & Campbell, 2009). These results confirm the extent literature about the entrepreneurial attitude identified in this generation. Generation Y employees seek autonomy, independence and want to be involved in the decision making process.

In conclusion, organizations should implement practices that do not reduce the number of hours employees work but reconfigure leisure time around work. As an example, the in-house gym provided by Scandinavian Airlines enables the option for employees to work-out while at work, leading to more work-life balance and a healthier lifestyle. Another example would be to offer employees the opportunity to work a compressed workweek. This flexibility enables employees, for instance, to work 40 hours over 4 days, leading to more connected leisure time. By implementing such practices and communicating these values to potential employees, it is expected that this would result in better attraction and retention of Generation Y employees.

**Generation Z ‘Work-life conflict’**

Directly following Generation Y, are people born starting from 1995 till today and are most commonly called the ‘Generation Z’ cohort of individuals. Alternative terms used to specify this generation are Children of Internet, Digital Generation, Digital Natives, Media Generation, .com Generation, iGen, or Instant Online (Levickaite, 2010). Where much research has been conducted on Generation Y, literature on Generation Z is still only emerging. This is probably most likely explained by the fact that many individuals placed in this cohort are still being born and the oldest, being born between 1995 and 2001, are just starting to enter the workforce. As Generation Z prepares to enter the labour market, managers will have to face a set of generational differences between their employees. Since this generation is becoming the largest generation to date indicates the importance of further research into the characteristics that make up this generation. However, due to the emerging factor of this generation, their personalities are not maturated yet and it is not known what events may have an impact on them in the years to come (Berkup, 2014).

Erwin and Shatto (2016) argue that this generation is more uniquely diverse than any previous generations. Biracial and multiracial children are the fastest growing population, and although this observation is made in the United States it is expected to be similar in other Western countries. Furthermore, “traditional” families are not anymore always made up of parents of different sexes as it is more and more commonly accepted that same sex partners adopt children

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According to Pew (2014) this exposure to different cultural perspectives makes this generation more accepting and open-minded of differences than previous generations.

Perhaps an even greater influencer on the generation is the fast availability of technology. Mostly the sons and daughter is Generation X parents, there is a great difference in terms of utilizing technology between the two generations (Berkup, 2014). The main difference between previous generations and Generation Z is that they were born into technology rather than being accustomed to it. They have been equipped with technological devices since they were born. Therefore, the most distinctive trait of Generation Z is the advancement of technology. As an example, during a research in the consumer characteristics of Generation Z, the vast majority of interviewees stated that they make use of their smartphone for shopping purposes (Priporas et al., 2017). As the respondents further explained, the main reason for currently using smart technology while shopping are the ease and speed of transactions, flexibility in terms of not needing to carry cash or cards, and convenience in terms of finding information to locate goods and avoid queues (Kang, Mun & Johnson, 2015; Pantano & Priporas, 2016). Although this study was in the context of consumer characteristics of Generation Z, it is a good indicator that this generation perceives technology as convenient, portable, and efficient.

Berkup (2014) argues that the advancement of technology is the major cause for many of the distinctive characteristic traits of Generation Z. Their attention span is short and they want anything to happen as quickly as possible. Being able to get quick access to all the information they need through the internet, this generation is able to be interested in more than one subject at a time (Berkup, 2014). One trait as a result from this highly advanced ability to be interested in more than one issue, Berkup (2014) continues, is that they are thought of to have the highest motor skill synchronization for hand, eye and ear in the history of humanity. Other distinct traits are socializing through the internet, consuming rapidly, practicality and speed, interactivity, efficiency, dissatisfaction and being result-oriented (Berkup, 2014, p.224). Based on previous literature and the specified traits of Generation Z, they are expected to have characteristics such as multitasking, efficient technology utilization, individualism (not to like the teamwork), creativity, global point of view and preference of non-standard and personalized works. Schawbel (2016) states that this generation is fond of corporate offices, while they also embrace flexibility at work, they intend to work in more than one country throughout their career, they prefer regular feedback over annual performance reviews, and they value face-to-face communication over communication through technology.

Further research indicates that communication and collaboration with co-workers is highly valued by employees of the Generation Z cohort (Randstad, 2017). Randstad (2017) identified that in-person communication (39%) is considered to be the most effective communication method, followed by e-mail (16%), phone (11%), and instant message (10%). This indicates that, although this generation socializes much via the internet, personal contact is still the most sought after communication among these employees. Related to the type of co-workers Generation Z employees perceive as being the most helpful to do their work best, are co-workers that are willing to work as hard as they do (31%), followed by co-workers who like the collaborate (21%) and co-workers who challenge them (13%) (Randstad, 2017). Thus, organizations that seek to improve the collaboration between strategic and operational departments, should zero in on the relationship and interactions among Generation Z and previous generations. According to Randstad (2017), communication is also crucial between Generation Z employees and their managers. Results show that Generation Z employees want their managers to engage with them by listening to and valuing their ideas and opinions (51%). Furthermore, respondents indicated that they value leaders that provide mentoring and give regular quality feedback (46%). Thus, Generation Z employees seek freedom in the choices they make and want their innovative ideas and opinions to be heard, while on the other hand, value regular feedback on their performance by higher-level managers.

Previous research on Generation Z's expectations and perception regarding the professional life has been conducted in Romania (Iorgulescu, 2016). Results from this survey based study indicate that Generation Z does not want to work in isolation, but tends to prefer working in groups, in open-
space offices. Furthermore, the results confirm that conclusion of previous research that Generation Z has a constant need for development, expects to be mentored by its supervisors and desires to develop good working relationships (Iorgulescu, 2016). Finally, the results show that Generation Z has a strong need for security, reflected in their desire for secure jobs and generous pay. Although this research was conducted using convenience sampling and only focused on students of economic sciences, the results provide an interesting avenue for further research.

Talent management and Generation Z
Rappaport et al. (2003) state that the issues stemming from the aging population presents a challenge to employers, but that this challenge is not an insurmountable one. They argue that these sources of conflict will only escalate to a crisis if employers ignore the warning signs and fail to develop a plan for managing the work-force transition within their organization. A solution to the unceasing talent shortage is to align organizational strategies with its mission, address the employees’ needs, and to integrate human resource practices and policies to retain talented employees. These practices and policies must be designed to retain talented employees by implementing attractive economic incentives (Rappaport et al, 2003). In the hospitality industry, where economic resources are scarce, this can prove to be quite a challenge. Nevertheless, these talents are pivotal for the sustainability of the organization as they highly contribute to the competitive advantage of the organization.

However, according to several researchers (Bencsik et al., 2016; Berk, 2013) generational differences in attitude, behaviour, flexibility and their technical knowledge are potential sources of conflicts. Especially in the field of knowledge-transfer and knowledge sharing, which is also pivotal to the organizations’ competitive advantage, can generational differences easily become an obstacle (Bencsik et al., 2016). This statement builds on the aforementioned importance of work-floor communication which seems irrefutably important to Generation Z employees (Randstad, 2017). Berk (2013) states that HR practitioners must take the lead to address sources of generational conflict with custom-tailored workshops and retreats in order to cultivate an academic workplace where four generations of employees and students can thrive to be productive together rather than apart. On a side note, Wiblen (2012) advocates the increasing usage of technology in the talent identification process and that whether categories of employees are constructed in terms of individuals, skills and capabilities or roles, the ability to identify talent should be based on accurate data and metrics that enables managers to make more informed and effective decisions.

Perhaps the greatest challenge for organization with regard to the different generations is to create a sustainable culture. Especially since the entry of Generation Z into the workforce is accompanied by the retirement of many Baby Boomers, which possibly results in a huge shift in work culture and environment (Solnet et al., 2016). Rappaport et al. (2003) argue that employers need to create and nurture a culture that accepts the values of all employees and provide an environment where all employees are encouraged to contribute to the maximum of their abilities. Thus, on the one hand organizations should implement HR practices and policies designed retain key talent, while on the other should create a culture where every employee feels appreciated regardless of organizational value. According to Pandita and Ray (2018) an organizational culture defines its processes, tactics and management mantras and that talent management, therefore, ceases to be a process set in stone and begins to transform into a fluid strategy, curated to suit an organization’s culture, mission statement and values. Furthermore, they state that the path to effective retention of key talent is to ensure that job roles provide challenges, responsibilities and autonomy to the employees.

However, before a talent is part of an organization’s culture and HR practices and policies are focused towards the retention of the talented employee, the talent should be identified by the organization. One way organizations can attract talent is to implement talent attraction strategies of which the primarily intent is to create a brand image of the employer as an employer of choice and a great place to work at (Pandita & Ray, 2018). Thus, organizations that want to attract Generation Z talent should implement talent attraction strategies that focusses on the values and expectation that
these talents are looking for in an organization. By communicating these employee value propositions to Generation Z talents through employer branding strategies, organizations can become more successful in attracting these talents. In other words, when talent attraction and retention practices in use by the hospitality industry match/fit with the characteristics and expectation of Generation Z employees, it is expected that these organizations are more successful in the war for talent. Based on the previous research a theoretical model has been established and is presented in Figure 3. In addition, the following research question has been established.

Research question:
What are the talent attraction and retention practices-in-use by the Hospitality Industry to match with the expectations and characteristics of Generation Z employees?

Figure 3: Theoretical model
Methodology

Research design
Given the novelty of the topic this study has opted for an exploratory approach. More specifically, a research design applying a qualitative methodology has been chosen since this is most suitable to get an in-depth understanding of the core phenomenon of this study namely, the match/fit between Generation Z’s characteristics and attitudes toward and expectations of working in the hospitality industry and the attraction and retention methods used by hospitality businesses. Here, hotel organisations have been chosen as the subject of study since it is expected that these organisations represent a great deal of what hospitality stand for in terms of the services they offer and the kind of employees they attract. Phenomenon-driven research is problem-oriented research that focuses on capturing, documenting, and conceptualizing an observed phenomenon of interest to facilitate knowledge creation and advancement (Schwarz & Stensaker, 2016).

The way I aimed to study the phenomenon and to collect data was twofold. Firstly, by eliciting Generation Z’s attitudes, key social characteristics, perception towards working in the hospitality industry, and self-assessed best methods to attract these students. Secondly, I collected data about and assessed which human resource practices are currently in use by hotel organisation to identify, attract and retain these talented hospitality graduates. By obtaining data about what practices are in use by the hotel organisations and uncovering the underlying motivations these organizations make by using these practices, this study will assess whether these practices and underlying motivations match the characteristics of the targeted individuals these organizations seek to identify, attract and retain. By assessing how well these practices match with the characteristics of Generation Z, can help to foresee the future behaviour or actions that students take when employed by the industry. In addition, the results can help the hospitality industry to improve and develop a more suitable set of human resource practices that identify, attract and retain future employees.

Research method and research subjects
As the basic research method to collect data, semi-structured group interviews have been conducted with Generation Z representatives. According to Rabiee (2004) group interviews, or focus groups, can provide information about a range of ideas and feelings that individuals have about certain issues, as well as illuminating the differences in perspective between groups of individuals. Richardson and Rabiee (2001) argues that participants should be selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other. Thus, by conducting group interviews with Generation Z hospitality students can elicit key group characteristics as well as variation between these individuals. Furthermore, it is assumed that these students will feel more comfortable speaking to the interviewer when there are peers present during the interview. Frey and Fontana (1991) state that in a group setting, participants are able to obtain feedback on their views of reality and are able to respond to other or differing views. It is expected that the students that participate in the interview are capable of reflecting on their own behaviour and that of others and have thought about what they are looking for in future employment.

Next the purpose of the interview, Frey and Fontana (1991) refer to several dimensions that can affect the nature of the interview of which the most significant are the role of the interviewer, the extent to which questions are (un-)structured, and the nature of the setting of the interview (i.e. naturally occurring group meeting or a setting formally arranged by the researcher). The role the researcher will take while conducting the interviews will initially be a directive role to help get the interviews going and will eventually be evolving into a passive, enabling role where the researcher tries to keep the conversation going while still being able to somewhat steer the interview with questions. This way the respondents can discuss topics that are relevant to them, as well as for the researcher, thereby providing in-depth data, and the respondents will feel more comfortable to speak their minds. The interviews will be held at a location familiar to the students such as the school
that these students attend to, or a local bar these students usually meet. These location are chosen because it is expected that it is here that the respondents most often express their feeling and ideas about their future.

For the data collection regarding the recruitment and retention methods and practices in use by hotel organisation semi-structured interviews have been conducted with human resource managers or other managerial positions from hotel organisations. Again, interviews are the most effective technique to understand the methods in use and the motivations for using these methods. Question were asked on the basis of theory as presented in the theoretical framework. The data retrieved from these interviews will be used to assess if and how active the hospitality industry is adapting to generational differences.

Selection of subjects
Since it is essential to the research that interviewees represent Generation Z and are also the future target group for hospitality businesses, this research has adopted the purposive sampling method of homogeneous sampling. Homogeneous sampling allowed the researcher to choose a case based on a set of criteria (Patton, 2015; Etikan, 2016) and was used to ensure that the subjects were from Generation Z, as well as hospitality students. To ensure that all subjects were students following a hospitality education, contacts were made with several hospitality school (intermediate vocational education and college alike) in the Netherlands. This variance in education provided students that are not only opting for managerial jobs but also employee that are subordinates to these managers. Furthermore, students were selected from different study years as this provided additional information whether or not perceptions of students would be different or change once they have had internship experience. All students were born in or after 1995 since these students belong in the Generation Z cohort that are about to entering the workforce. The researcher made initial contact with hospitality schools to help identify which students were willing to participate in the interviews. The researcher was aware that the sample is not representative for the entire Dutch Generation Z, but the results are interesting as they offer insight into this cohort’s expectations and perception regarding the professional life.

There is not much consensus with regard to the amount of focus group interviews that should be held. Whereas Millward (1995) suggest that data generated after ten focus groups sessions are likely to be largely redundant, Krueger (1994) states that the minimum may be three and the maximum twelve. Nyamathi and Shuler (1990) on the other hand argue that four focus groups are sufficient, but that consideration of response saturation should be made after the third. Finally, Steward and Shamdasani (1990) suggest that are no general rules as to the optimal number of focus groups. Considering the research topic, it was expected that four separate group interviews with 5 Generation Z representatives each, should provide enough data for answering the research question. Thus, the sample size in these semi-structured group interviews will be 20. However, after several contacts were established with hospitality schools a total of 17 students were interviewed (10 intermediate vocational education coded M1-M10 students and 7 college students coded H1-H7) spread out over 4 separate interviews with both educational levels. The M1-10 respondents were all students of the educational track Manager Tourism & Hospitality. Respondent H1-3 were all students of Hospitality Management and H4-H7 were students of the Master of Business Administration with a specialization into Hospitality Management.

The individual interview held with representatives of hospitality businesses were selected based on several conditions. First, all organizations that were contacted are active in the hotel industry. These organizations were selected based on their typical hospitality character for offering a place to sleep, catering and/or restaurant services. Therefore, these organizations cover many of the typical characteristics that belong to the hospitality industry. Second, all respondents were selected based on their expertise with human resources (i.e. human resource management, recruitment, selection, general managers etc.) to ensure in-depth knowledge about the HR practices and policies in use by the organization and the talent philosophies the organization adheres. Last, all respondent that were contacted were working for a hotel organization located in the Netherlands. The
Netherlands was chosen as the geographical setting for issues of access and convenience, as the master student and counselor were based in the Netherlands. Conducting the study in one country meant all cases would be operating in a similar cultural and institutional context, limiting the number of variables impacting talent management practices and generational characteristics. In total four interviews were held with human resource managers (coded HR1-HR4), three interviews with general managers (coded GM1-GM3) and one interview with a manager sales & marketing (coded SM1), leading to a grand total of 8 individual interviews with hotel managers.

**Interview scheme setup**
The interview were held in Dutch, because it was expected that respondents would feel more comfortable and easier to express themselves in their native language. Contrarily, when respondents preferred to be interviewed in English or have need for further English clarification, the researcher has simply translate the question into English. This was the case with international hospitality students. Masadeh (2012) argues that venues for group sessions must be accessible and convenient to all participants and far from possible disturbances and noise. The researcher should create an inviting, comfortable, relaxing, and productive atmosphere. Furthermore, Masadeh (2012) suggests that the interview should take place around a round table with exactly the right amount of chairs to allow everyone to see everyone else, thus encouraging them to listen to and engage with one another. The interviews began with an introduction of the interviewer, purpose of the research, instructions on the interview layout, and reassured confidentiality of the research data collected. Respondents were informed that all data would be made fully anonymous. Respondents were asked to give their consent to the digital recordings of the interview that would later be used as input for further data analysis and to reflect the consent of the respondent’s voluntarily participation in the research study. An example of the consent form used in this study can be found in the appendix. Respondents were informed that they were not obliged to answer questions and that they could leave the interview at any time if they felt uncomfortable and did not wish to continue the interview. Overall, each interview has lasted between 60 and 90 minutes during which question were asked with the exception of one individual interview with a general manager which lasted 30 minutes. Eliot and Associates (2005) suggest that interviews should cover no more than twelve questions, ten is better, and eight is ideal. Furthermore, questions in the focus group are to be in sequence from broad or general to narrow or specific, as recommended by Eliot & Associates (2005).

1. **Engagement questions**: introduce participants to and make them comfortable with the topic of discussion
2. **Exploration questions**: get to the meat of the discussion
3. **Exit question**: check to see if anything was missed in the discussion
The interview protocol used in this research can be found in the appendix.

**Data analysis**
The data analysis method to be used in this research will follow the ‘framework analysis’ approach described by Krueger (1994). The advantage of this approach is that it provides a clear series of steps, which could help first-time researcher to manage the large amount and complex nature of qualitative data much more easily (Rabiee, 2004). As a first step, several researcher (Burnard, 1991; Rabiee, 2004) states that the process of data analysis begins during the data collection (i.e. focus group interviews) by facilitating the discussion and complementing the data gathered with observational notes made during the interview. Thereafter, the researcher will have to familiarize himself with the data by listening to the recordings, read the transcripts in the entirety several times, and read the observational notes immediately after the interview. This process will help the researcher to get immersed in the details and get a sense of the interview as a whole before further analysis.

The next step, as purposed by Rabiee (2004), is to identify a ‘thematic frameworks’ by writing memos in the margin of the text in the form of short phrases, ideas or concepts arising from the text and begin to develop categories’ (p.657). This stage is similar to the process of ‘open coding’ as presented by Burnard (1991) wherein the transcripts are read through again and as many categories
as necessary are written down to describe all aspects of the content, reducing the amount of data by excluding unusable data that is unrelated to the topic.

After the gross of the transcripts have been categorized and unusable data has been sifted out, the researcher can begin highlighting and sorting out quotes and making comparison both within and between cases (Rabiee, 2004) and re-arrange categories together under newly-developed, higher-order headings to reduce the number of categories into broader categories (Burnard, 1991; Rabiee, 2004).

When the entire data collection has been collected and categorized under a validated category system, the data is ready for the final stage of analysis (i.e. mapping and interpreting). Rabiee (2004) argues that the task in this stage is not only to make sense of the individual quotes, but to also be imaginative and analytical enough to see relationships between the quotes. In this stage there are seven established criteria provided by Krueger (1994) which suggest the following headings as a framework for interpreting the coded data: words; context; frequency and extensiveness of comments; internal consistency; intensity of comments; specificity of comments; and big ideas.

Words and context refer to the things that have actually been said in a certain context. Burnard (1991) argues that simply cutting out words of the transcript can cause the risk of altering the meaning of what was said. For example when a respondent said the following: “[I’m not sure. I don’t think that] everyone needs counselling in nursing, [to say that would be exaggerated a lot…]”. Here, the bracketed words have been cut out to leave a phrase which, on its own, clearly means something else than it does when reading the entire sentence. In other words, it is imperative to keep words and their respective context grouped together to prevent misinterpretations.

Frequencies relates to consideration of how often a comment or opinion is made and the term extensiveness refers to the number of respondents who express a similar opinion (Rabiee, 2004). Simply put, if an opinion is given by only one respondent this view is considerably less powerful than if every respondent shares the same opinion. It can even be so that the opinion of one respondent changes during the interview. This change in opinion is what Rabiee’s (2004) refers to as internal consistency. The strength of an opinion can also be weighted based on the depth of feelings in which comments or feelings are expressed (i.e. intensity of the comments). For example, when someone refers to personal experience rather than hypothetical situation, their opinion is considered to be more powerful due to the specificity of their response.

Finally, when all the data has been coded and processed the actual interpretation stage can begin. In this stage larger trends or concepts that emerge from an accumulation of evidence are considered and cut across the various discussions (Rabiee, 2004). These big ideas are used for direct reference when writing up the findings (Burnard, 1991).

In this research paper the researcher will start writing up the findings category by category in which various examples of data are linked together under commentary of the researcher. Furthermore, the researcher will write the findings from the data alongside references to previous literature to make the paper more practical and readable, as suggested by Burnard (1991).

**Operationalization of variables**

Based on the transcribed interviews inferences will be made. In order to ensure reliability and safeguard against researchers bias, two categorical systems have been established. The first categorical system is related to the interviews held with hotel management. The second categorical system is related to the interviews held with hospitality students. According to Burnard (1991) a second independent researcher has to assess the coding system to ensure validity. However, due to the scarce resources of time and money the researcher was unable to let the entire coding system to be checked. Instead, via the process of analysing the researcher was able to write and rewrite the coding system. Therefore, the coding system has been assess multiple times. In addition, during the
process of establishing the coding system the researcher has often conversed with the graduation
guidance to ensure validity of the coding system. Nevertheless, it should be taken into account that
this research was conducted by one researcher which could impair the validity of the results.

Based on previous literature, the research question has been divided into several
subcategories. The categorization of the interviews with hotel managers will provide a dataset on
which inferences can be made as to what talent attraction and retention practices are in use by the
hospitality industry. Thereafter the group interviews with Generation Z hospitality students will be
categorized in the second categorical system. This will result into a second dataset that will allow for
inferences to be made about how students characterize themselves and what they expect from their
(future) employer. Finally, both set of inferences will enable the research to assess how and to what
extent the practices in use by the hospitality industry match with the characteristics and
expectations of Generation Z employees. These finding will thereafter serve as a basis on which
theoretical contributions will be established. In addition, practical implications will be given to
hospitality organizations and educational institutions as to how they can improve the match between
human resource practices and the characteristics and expectations of Generation Z employees and
therewith create sustainable employment of Generation Z employees in the hospitality industry.

**Coding system hotel management**

The first category ‘talent philosophy’, is related to the talent philosophy that hotel managers adhere.
In this category responses will be gathers that provide information about how hotel managers
perceive talent in general and more importantly how this applies to their organization. Although
there is an overlap with the first category about how talent philosophy translates into human
resource practices, this category will focus mainly on practices that are aimed toward talent. More
specifically, how do managers define the concept of ‘talent’ and how does this translate into specific
talent management practices within their organization. Next to practical applications, this category
will also focus on whether managers perceive talent as exclusive or inclusive and whether talent is
stable or developable.

The second category is related to how hotel managers perceive their human resource
practices within their organization. Related to the presumably ongoing shortage of finding suitable
employees, this category focusses on the human resource practices managers use in correspondence
to this shortage. More specifically, what do hotel managers think is the best way to ensure a healthy
in- and outflow of personnel and what practices are in use by the organization to attract and retain
employees within their organization. Thus, what practices do hotel managers apply to stimulate
Generation Z employees to come and work for their organization and why do these managers believe
their practices to be effective as related to the characteristics and expectation of said target group.

The third and last category that will be used to categorize the interview transcriptions of the
interviews held with hotel managers focusses on how hotel managers perceive Generation Z
employees. Responses that will be categorized in this category will be related to whether hotel
managers believe there are generational differences between employees and how this manifests
within their organization. More specifically, responses that will be included in this category relate to
how hotel managers characterize Generation Z employees and what they think are the expectations
and desires this generation has of their employer in order for them to stay with the organization. In
addition, responses that indicate how these perceptions translate into daily activities will also be
included, such as as how managers apply social media to attract younger employees.
Coding system Generation Z students

Similar to the aforementioned coding system, the transcriptions of the interviews held with hospitality students will also be coded based on existing literature. However, since these interviews were conducted to find out more about why students have chosen to follow a study in the hospitality industry and to unravel their perceptions and expectations about the hospitality industry, the categories used in this system were based on the interviews as well. More specifically, although previous literature gave some ideas about Generation Z in general and economic students in particular, it did not provide enough information about Generation Z hospitality students to be able to establish a thorough coding system. Therefore, categories in this system also come from the researchers own knowledge and experiences from the interviews.

The first category is related to what ‘motivation’ these students have chosen to follow a study in the hospitality industry and what their expectations are once they finish their study. This category focuses on the personal argumentation of the hospitality students and their experiences with the industry. Thus, this category will include responses related previous experiences students have about working in the hospitality sector as a part-time job or during an internship that has led them to study for an education in the same industry.

The second category ‘job related’ refers to the perceptions and expectation hospitality students have of their future employer. More specifically, students were asked what they perceive to be a good employer and what their future employer should do in order to attract and retain them. For instance, students were asked to give their top three most important practices an employer would have to apply that would encourage these students to apply for a job and what would make them stay once they would be working for the organization.

The third category ‘applying for a job’ is defined as to where students would be looking for a job during or after they graduate. For instance, the respondents were asked questions related to the tools they would use in order to find job vacancy, what they think vacancies should contain in order for them to be triggered to apply for the job, and where they would look for information about the organization and what they feel is important to them about the organization.

The fourth and last category is related to ‘generation specific’ items. This category focuses mainly on how Generation Z students would characterize themselves. The respondents were asked, for instance, what they think makes their generation unique in comparison to previous generations and how this would later on transpire into their future jobs.
Findings

Hotel organisations

Talent philosophy
The shortage of talent encourages organizations to adopt a more strategic approach to the management of talent. Wiblen (2012) argues that for organizations to effectively manage talent, HR practitioners and other managerial professionals first need to be able to identify the skills and personal characteristics that fit the organizational values. An important aspect of this statement is that organizations first need to have an unequivocal definition of what constitutes a talent. During the interviews hotel managers were asked to define what talent means to them. Although answering this question appears to be rather easy, only several hotel managers could give a clear definition. Where some managers argue that talent is an innate ability that cannot be learned such as a competency or characteristic, other managers would argue the opposite. Another manager provides a more pragmatic definition to talent by expressing that “People with ambition, people with the will to learn something, the heart for not only our cause but also for the profession and the willingness to invest in yourself” (GM2). A similar response was also given by another manager who likes to add that someone “… has a talent or does not have a talent... I think it’s the willingness to serve, to be hospitable... you should enjoy that” (SM1). Several other managers also argue that everybody has one or more talents, but it is questionable whether these talents are also useful in the hospitality industry. Nevertheless, the gross of the managers believes that the most important talent or skill someone can have is to have intrinsic motivation to learn.

Somewhat related to intrinsic motivation, some managers also argue that the attitude of an employee and the impression that someone gives is also very important. Nevertheless, some managers also present limitation as to what someone can learn even if they are very motivated. For instance, one manager asserts that “You can learn everything. I can teach you all professional techniques, that’s really no problem. But I can’t teach you to be nice to people. That it should not be a trick, it must really come from yourself” (GM3). This citation is also very comprehensive for the responses managers have given when asked to elaborate further on what talents hospitality employees should have. In conclusion, the data clearly shows that, according to the hotel managers, the most important characteristics a hospitality employee can have is the intrinsic motivation to learn and to have a hospitable attitude and find joy in offering customers the best experience.

In addition, related to 2x2 matrix of talent philosophies as proposed by Meyers and Van Woerkom (2014) it can be concluded that the gross of hotel managers adhere an inclusive and developable talent philosophy. In other words, most managers believe that everybody has their own set of talents and that everyone has the potential to become excellent in a specific domain depending of their specific talent (Biswas-Diener et al., 2011, p. 106). Clearly, this also means that not every talent is regarded as providing the hospitality employee with the potential to excel in the hospitality industry which is also argued by some managers.

Talent shortage
Before being able to make inferences about what talent management practices hospitality managers use and whether these match the characteristics and expectation of Generation Z students it is important to establish if hospitality managers recognize the shortage of talent. When analysing the interviews that were held with managers from hotel organizations it became evident that all
respondent acknowledge having the problem of finding suitable employees for their organization. Finding suitable employees for vacancies in the kitchen seems so be especially hard. For instances, several managers indicate that finding a good cook can be extremely hard. Respondents also indicate that finding good personnel in general is much more difficult than it used the be in the past. A probable cause to the shortage of employees and skilled employees in particular is given by some managers. As one of the general managers states “the number of candidates starting their training is by far lower than it was years ago”(GM2) referring to the amount of students that apply for an internship. This experience is also shared by a human resource manager who’s argues that “We also see that the amount of students who opt for an education (in hospitality) is getting smaller”(HR3).

However, there appears to be a difference between managers on what preceded the shortage of suitable employees. For instance, some managers indicate that the problem started long ago arguing “20 years ago we as a profession made sure that we didn’t end up as a profession or a professional industry, but that we are just an industry where everyone can just find a job.”(GM2). Thus, according to the general manager, the decline in the amount of students that choose an education in hospitality is a possible consequence of the decision made by the hospitality industry to be an industry where everybody can find a job regardless of educational background. Whether this is indeed the cause for the shortage of skilled employees or not, most of the managers state that many of the jobs, especially those in operations, are filled by young employees often as a temporary position.

Another possible cause for the shortage of talent and employees in general may be due to the bad image the hospitality sector has. Several managers indicate that the hospitality industry has done a poor job when it comes to creating a positive image. One respondent gives a probable explanation by arguing “If you would ask a random person on the streets about what it means for him or her to be working in the hospitality business, they would probably say: “bad pay, miserable working hours, always working when others are off from work, working hard and working long hours””(HR3). This response is similar to the remark made by the general manager whom stated that the undesirable image of the hospitality industry started long ago where “everybody can just find a job”(GM2) regardless of education. A sales manager (SM1) acknowledges that salaries in the hospitality industry are indeed not very high but adds to the discussion that this is probably not the same for someone who is a member of the management team or for someone who aspires a higher office. However, not every respondent agrees with this so-called bad image arguing that it is “... a bit exaggerated because we don’t hear that many complains internally about what people earn, we just follow the hospitality CAO (Collective Labour Agreement) and that is getting better and better”(HR4). Nevertheless, several managers who also follow the same CAO indicate that employees have left their organization because these employees could earn a higher salary in a different industry.

Elaborating on the phenomenon that many employees eventually choose to leave the hospitality industry one sales manager argues “I think that maybe 75% of the people that followed a higher education in hospitality... eventually won’t stay in the hospitality... because other industries are looking desperately for people with a hospitality background”(SM1). The sales manager does not stand alone in this experience. One human resource managers also experienced “that many HBO hospitality students first want to build experiences abroad, but mostly do not return to the Netherlands or even choose to not work in the hospitality all together”(HR3). She continues “So we are, because of that, more and more focused on MBO (intermediate vocational education) educated employees, because that is where we can find new employees”(HR2). However, it should also be mentioned that one respondent indicated that, although she does recognized the struggle some
hotels have with finding new employees, she herself does not have much trouble of finding suitable employees and places the cause for this at the relative small market of the region in which her organization operates in.

In conclusion, it seems that the shortage of talent is recognized by all respondents and that almost all respondents acknowledge having the problem of finding new and suitable employees for their organisation themselves. Although the data shows some variation between responses there is a main consensus about what are believed to be the causes for the shortage of talent in the hospitality industry. Almost all respondents indicate that the image of working in the hospitality industry is not a welcoming one but that this bad image is just one side of the coin when it comes to the talent shortage the industry in experiencing. In addition, other industries, who are increasingly looking for people with a hospitality background, are taking advantage of the situation by offering hospitality employees better primary and secondary benefits thereby encouraging these precious employees to leave the hospitality industry. Unfortunately, due to the high competitiveness of the hospitality industry the margins are low, thus, offering employees better primary and secondary benefits seems to be out of the question. However, previous research has indicated that strategic human resource management can improve working conditions by executing human resource practices and giving employees reasons to stay working in the hospitality industry.

Operational Human resource management
According to Lewis and Heckman (2006) there are three key streams to human resource management from mere recruitment, selection and development towards more strategic human resource decision making. When analysing the data it became prevalent that most hotel organisations still view human resource management as an organizational function whose sole responsibility is the recruitment and selection of employees. Some respondents even argued that human resource management is mostly an administrative, advisory department as mentioned by a human resource manager “We from HR have a more advisory and supportive role and not so much an operational role”(HR4), revering to the job interviews that are all being held by the heads of the different departments and not the human resource department. Only when the job interview concerns a more “… heavier position…”(HR4) a human resource managers is attendant during the second interview. Another human resource manager emphasizes that it is important for managers to choose their own team because they have the best knowledge when it comes to selecting team members. She argues “We have consciously chosen to centralize HR. We have regional advisors who support their own region and are therefore not stuck in one location, but who travel back and forth between the locations. A few times a day they are present at a certain location. That HR offers support, such as rounds of talks…”(HR3). A similar response is given by a sales manager who states that in his department he is the one who should make the selection of new employees and argues that “I am the expert on Sales & Marketing, so I think I should make the first choice because I have the most knowledge about that”(SM1). Several other managers also indicate that decisions regarding the selection of job applicants is mostly done by heads of departments or the general managers and that human resources mostly takes care of the legal part of hiring new employees and making sure that all the paperwork is filed correctly.

Talent pool selection
However, a few hospitality managers indicate that the human resource department at their organisation is already, or at least trying to be, more strategic. Related to the second stream of talent
management as proposed by Lewis and Heckman (2006) some organisation have established talent pools. For example one general managers states that in their hotel chain they have a program which is called ‘High potentials’. In this program “young employees who have the potential to become a managers but are currently not managers, are being invited and are elected to apply for a spot in that course”(GM1). This talent pool is being used as “...a breeding pond and when a vacancy in the hotel chain comes up, then it will first be checked whether there is a suitable employee internally before looking externally”(GM1). A similar response is given by a different general manager who, in the context of internship students, states that “When I see that someone has potential I will try to retain this person via the means of a temporary contract so that at least we can retain him within the hotel group”(GM3). However, both general managers also indicate that whether an employee is regarded as having high potential or being talented is mostly dependent on the perception of the particular manager under which that employee is working and no particular tools where used for this.

Only two respondent indicated that in their organization they use a specialized talent identification tool. One human resource manager argues that “It start with the employee communicating his ambitions and then... the responsibility to evaluate the employee lies with the manager”(HR1). During these evaluation the employees receives a job appraisal which is also being held against the ‘9Grid’ tool which helps the manager to determine whether someone has the potential. As mentioned in the theoretical framework these job appraisals and tools to help identify which employee is a viable candidate to be included in the talent pool is highly advocated by Mäkelä et al. (2010). Nevertheless, the respondent also states that whether someone can actually grow inside the organization is also highly dependent on payroll budgets and the eventual decision is still being made by the head of department be it in consultation with human resources or not (HR1), thereby mitigating the positive effect of these tools. Similarly, the other respondent who indicated using a talent identification tool called ‘HR 3P Matrix’, argues that this tool is being used to register the performance and potential of employees to “… get an overview of who can over a certain period progress and who cannot”(HR4). However, the use of this tool is in its introductory phase and still needs to be fully implemented. Although this seems promising, most managers indicate that they still rely on the decision making of managers based on their perception of the performance of employees and thereby exposing themselves to selection bias.

Several other managers also indicate that the actual selection of employees, be it to be included in talent pools or in departmental teams, is mostly the responsibility of the managers themselves and the human resource department is mostly providing advice. When asked about the selection bias managers might have when they can independently make decisions about who to select in their team or into the talent pool, all respondents argue that they do not have any issues with this. Most of the respondents refer to the diversity of the workforce in their organization as an indication that selection bias is not present within their organisation. Other managers argue that to reduce selection bias and to be able to select the most viable candidate for the job more than one job interview is being held where different managers are attending. One managers, for example, argues that “In general two interviews are being held, one by the department manager or supervisor and thereafter a second interview with HR and the operations manager or general manager”(HR2). Other managers also state that more job interview meetings are being held with the same candidate in case of a heavier position.
Creating a trustworthy image

One approach managers take to address the issue of having a shortage of talent is to attract new employees by using attraction practices that will stimulate hospitality students and employees to come and work for their organization. As an example some managers indicate that they are actively involved with educational institutions where they can get into contact with students that are looking for an internship. Perhaps the most illustrative example of this is given by one managers who argues that their hotel works with a concept that offers housing to students that come to study in their city (HR1). During the schoolyear students from all study directions can rent a room for a reduced price and are offered the opportunity to come and work in the hotel as well. These students are stimulated to work in the hotel by becoming first choice once a room opens up. This is also one of the managers that indicated that the hardship of finding good employees is not as prevalent in their hotel.

Several other managers also indicate that maintaining a close relationship with educational institutions is one of their main practices to attract new employees. As one human resource managers argues “… we are fully present at all kinds of MBO courses such as internship markets or other connections with schools, also with HBO courses, but the emphasis is on MBO”(HR3). As mentioned earlier the focus here lies particularly on MBO or intermediate vocational education since most vacancies are in the operational departments and these students less often choose to study abroad. The managers further argues that “…I often see is that trainees stay with us after their internship. So the more fun that internship is, the higher the chance that they will continue to work afterwards”(HR3). In short, by maintaining a close relationship with educational institutions hotel managers try to attract hospitality students to come and follow an internship in their hotel. Furthermore, several respondents argue that by putting emphasis on a pleasant experience for students during these internships will stimulate the students to stay working for the organisation after the internship and thereby filling vacancies. However, as mentioned earlier a few hotel managers experience a decline in the amount of students that opt for a hospitality education. This will inevitably result in a decrease in the amount of students looking for an internship thus making it harder to fill vacancies via these internships.

In response to the decrease in the amount of hospitality students a couple of managers indicate that they are also looking at students of a younger age. For instance one general managers argues that once a year they organize a program which they call ‘Kok in de klas’ or cook in the classroom. During this event cooks from their restaurants go to the primary school to cook with the children from group 7 and 8 (i.e. 11-12 years old). He argues that “… that way we will try to make those children enthusiastic about our profession as a hospitality company”(GM2). In addition, schools and their young pupils are also coming to the hotel for an orientation in the hospitality industry. During these tours “… those classes go to different departments to let the students experience… whether the field of study suits them…”(GM2). The most important thing during these events, the general manager argues, is that “You have to tell the honest story” referring to all the aspects of the hospitality industry from the nice interactions with guests to the high stacks of dishes in the kitchen.

In extension to the aforementioned bad image of the hospitality industry, one human resource managers argues that “… besides improving the image of the sector, it is important at an early age to make children aware of an education in the hotel and catering industry and to have them make a conscious choice about following an education in the hospitality industry”(HR3), hereby indicating that being actively involved in students’ lives even before they have to make their career choice is an important practices to ensuring a positive flow of employees in the future. With ‘a conscious choice’ the manager also refers to the honest story you need to tell these children since
window-dressing the industry will not help retaining these students once they choose a study in the hospitality industry. In short, by offering young students an opportunity to experience what it is like to work in the hospitality industry and at the same time develop a more truthful image of the industry is believed to not only help against the decrease in students that choose a study in the hospitality but also to improve the image of the hospitality industry all together.

Trying to connect
Undoubtedly linked to the creation of an image of the hospitality industry are the employer branding practices. What comes forth from the data is that perhaps the most important thing about employer branding is following through on what is communicated. As one human resource manager argues “Those expectation that you create, are those eventually being met once someone is hired? Because I think if you don’t that employees from this generation will be less loyal”(HR1). When asked how employer branding strategies are likely to be communicated to the outside the tools that were most frequently mentioned during the interviews are the use of digital platforms such as placing vacancies on Facebook, posting events in Instagram and networking with hospitality students via LinkedIn. According to several managers younger employees are much more easier to find on these platforms than for instance older employees.

Next to the use of these platforms managers indicate that the content on these platforms is also increasingly more geared towards younger employees. For instance one managers indicated that on their website there is a link to a short Youtube movie about their organizational culture and what it is like to work there. The people that are being shown in this movie are mostly younger employees and a few older employees. The reason for this according to the manager is “…because those are our target groups who we want to reach“(HR4). However, not all respondents indicate that they are using these digital platforms as much as they would like to. Predominantly managers from hotels that belong to a larger franchise argue that employer branding and social media practices are carried out solely by the headquarters. When asked why they would not post messages on social media themselves responses were gives like “That is not allowed from the head office because they cannot check what we put on Facebook…. but their Facebook is in German. Which Dutchman is a fan of a German Facebook page?”(GM1). In short, while all managers advocate the importance of using social media as a medium to communicate their organisation values toward potential employees not all are allowed to do so. Furthermore, attracting new employees via employer branding strategies in only one side of the coin. Once these employees are attracted the process to retain these employees in the organisation begins.

Letting go to retain
When analysing the data there appears to be a main consensus about the importance of personal growth. Most respondents argue that in order to retain employees it is important to provide the employees with a sense of growth. One managers refers to their employee satisfaction survey and argues “…many people who have grown internally here... that people regard our hotel as a good employer because they feel there are opportunities for growth“(HR1). Another managers admits that he was first somewhat sceptical about organisations that claim to offer many growth opportunities to employees, he must now acknowledge that this is indeed the same for his organisation stating “I am amazed how many people are growing internally here”(HR4). Nevertheless, some respondents also indicate that they cannot offer many growth opportunities simply because there are not as many hotels in their region and because they themselves are too small (GM1, GM3). However, also
these managers acknowledge the importance of growth and are offering their employees alternatives. For instance one managers indicates that when she believes an employee has reached his learning potential within her organisation she will “... always try to stimulate them to leave. That is for their own development because I think it is important that your team grows”(GM3). Thus, while incapable of offering her employees growing opportunities within her own organisations the manager does try to stimulate her employees to seek learning opportunities themselves even if this means leaving the organisation.

Another manager takes a similar approach but takes this idea of external growth to the next level. Working together with several other hotels in the region the manager has created a network where employees that have reached their growing potential in one organisation, can move to another organisation and thereby developing many new experiences. Thus, in collaboration with other hotel managers in the region the manager has developed a mutual trust and generosity that exceeds competitiveness and has thereby hoped to create a stronger position for the hotels in the region. He argues “In our opinion, it has to do with the fact that we ourselves are not afraid of losing people, but consider the importance of the region to be greater than the individual that is there. I think we should be much more open to encouraging people in their own development”(GM1). Thus, the managers hereby indicates that hotel managers in the region should work together to retain employees team wise. According to the manager the alternative would be much worse: “The field of study will be destroyed if we only retain people. By doing it this way throughout the region, you actually become a breeding ground for new professionals”(GM1).

How would you describe Generation Z?

Next to the talent philosophies hotel managers adhere and the talent management practices that are being used to attract, select and retain employees the main focus of this research lies with whether these practices match with the characteristics and expectation of Generation Z students.

With regard to how hotel managers characterize Generation Z students there are several things that are being mentioned that are not necessarily contradictory but more based on personal experiences. First of all, a couple of managers state that in general Generation Z students are seeking a sense of meaning. Although this probably applies to more generations, one manager argues that “… themes such as sustainability and social awareness are increasingly more important”(HR1). In addition another manager states “… those three things are the most important things for the next generation: flexibility, belonging and sustainability”(HR3). Several other managers also argue that flexibility is more important to Generation Z than it was for previous generations. Referring to the flexibility you need to offer employees as an employer, one manager argues that “I think that many of the younger generation attach great deal of importance to this”(GM1). Somewhat related to flexibility are responses that indicate that Generation Z students are perceived to be much more unbound. However, a few managers refer to this ‘freeness’ with a note of scepticism. For instance, one manager argues that Generation Z has attained a “loud mouth” and more frequently “do not follow through on what they promise... Something that I wouldn’t dare back in the days”(SM1). Another manager states “… the young people we work with are often mellow like "hoho, that is still possible"... it is expected that we plan the work around their free time”(GM3). Thus, some managers would describe Generation Z as laidback and that they expect from their employer to plan their working hours around their free time.

In relation to the perceived attitude of Generation Z a couple by managers indicate that they have experienced that Generation Z students and employees think pretty high of themselves. As one
managers argues “They sometimes place themselves on too high a pedestal, I sometimes notice” (GM3). A similar response is given by another general managers who explains that “It is especially the expectation that they themselves think they have” (GM2) hereby the managers means that young employees sometimes think that they know a lot, but when push comes to shove they don’t know anything. Related to this mismatch between what Generation Z employees think they know and what they actually know one manager argues that “apart from the fact that he has no work experience, then I think the salary indication that someone would give is higher” (HR1). However, the same manager also indicates that she thinks that meaning and adding value to society are more important than a higher salary. In addition, one managers also believes that there is a difference between HBO students that have only finished HBO and those whom have obtained previous working experience be it via MBO or a part-time job. Especially with those that have no working experience at all can sometime be problematic (SM1).

Lastly, there are several perceived difference between Generation Z and previous generations. According to some manager Generation Z wants much more when it comes to developing themselves. In comparison to older generation one manager argues that “young people want more, they want to develop themselves and you can see a difference in that” (HR2). On a similar note another manager argues that in the past employees were much more specialists in their own trade contrarily to employees who are now finishing school whom are trained much more generic and “… a lot of people just want to know a lot about everything” (GM2). However, it should be mentioned that this response was only given by one manager.

In summation, the first thing that can be concluded from the interviews held with hotel managers is that in general Generation Z students and employees are perceived to be much more free than previous generations. This is represented by the fact that this generation has a higher need for flexibility and freedom to work at times that suits them the most. In extension to this, some organisations are actively looking for solutions where employees are offered exactly that. Nevertheless, some managers also indicate that this need for flexibility that is expected from the employer is causing problems especially for smaller organisations with a smaller workforce.

The second thing that can be concluded is that hotel managers believe that Generation Z places much value in contributing to society. Although perhaps unrelated to generations specifically and might be contributed to a current tendency, several managers indicate that being actively involved in creating a sustainable environment is increasingly important for Generation Z. In a similar fashion, Generation Z wants a feeling of belonging to something, to be a part of something larger than themselves. Additionally, some managers also argue that Generation Z want to be heard more than previous generation and that they want to be judged more by feeling instead of pragmatism.

Although the data shows that there are some key perceived differences between Generation Z and previous generation it should be borne in mind that these differences could be related to different variables. In other words, the hotel managers that were interviewed were all from different generations and their perception of Generation Z may be distorted due to their own image of when they were younger. More specifically, needs such as flexibility, the desire to be heard by higher management and the aspiration to develop might be related to phases in live and not necessarily to time based generations.
Hospitality students

The interviews with the hospitality students resulted in the following findings. Four main themes emerged from the coding: Motivations for choosing hospitality education; Job related; Application; and Generation specific. This section is structured accordingly and will thus first focus on what expectations hospitality students have of working in the hospitality industry. Topics related to these expectation are for instance previous working experiences whether or not in the hospitality, future plans these students have and of course the reasons for them to choose a career in the hospitality industry in the first place. The second section will focus on job related aspects such as the expectations hospitality students have of their future employer, the requirements that they find important in their future job and the incentives that would incentivize these students to stay in the hospitality industry. The third section thereafter will focus on the reasons hospitality students have to apply for a job (i.e. triggers to apply), what vacancies should contain to draw their attention and where these students would look for vacancies. Finally, the fourth section will focus on the way hospitality students would describe themselves in terms of attitude, how their describe flexibility and what it means to them, what according to them is characteristic about Generation Z and their needs and lastly how they perceive difference between Generation Z and other generations.

Motivations for choosing hospitality education

Although varying in amount of experience, every respondent has indicated that they have previous working experiences. These experiences were obtained via a part-time job or otherwise during an internship in an organisation. These internships caused these students to have certain expectations of working in the hospitality industry once they finish their education. For instance two students state that during their internship in a hotel that operated based on an American/British concept they experienced that the kind of customers that come there expect a certain standard that is quite high. These students further argue that this hotel was a five star hotel which caused rules and procedures to be even more strict (HS1, HS2). Although data does not show the preferences these students have, the context of the interviews and the expressions these students and other students gave during the interview while discussing this topic indicated that they did not prefer too strict organisations but more importantly that other aspect were perceived to be more important. These preferences will be discussed later.

Looking at the responses given on the question why the students have chosen to study for a career in the hospitality industry three types of motivations emerge. The first motivation are the plentiful interactions with culturally and linguistically divers guests. More specifically, the interaction with the large variety of cultures and types of guest that come to the hotel has been indicated by several students to attract them the most. For instance, one student argues that “…with this course you learn a lot of other cultures and learn different languages and that really appealed to me”(M4) and “I chose this course because ... you can do an internship abroad and that persuaded me”(M3) and lastly “I'm actually looking for more interaction, more both with colleagues and with guests”(HS1).

The second motivation is related to the internship abroad several students indicate that they would really like to travel for their work or as one student states “I really wanted to travel and I thought I could that that with this course and learn new languages”(M5). This opinion is shared by other students as well. A couple of students even argue that they would probable not want to work for a Dutch hotel because they like the international aspect more and the people they could meet (HS2, HS3, H5).
The third reason students give as to why they chose to study in the hospitality industry is because they did not quite know what they wanted to do in their future job. More specifically, they have chosen their study because it is perceived to be a very broad education and they have the opportunity to work many different organisations during their internship before making a definitive choice what they want to do. This is also reflected in the uncertain responses the students give to the questions that relate to their future plans. Most of the students indicate that they first want to build experiences during their internship in the hospitality industry before deciding whether they want to keep working in said industry.

*Personal life, professional life, and family life are equal*

Based on previous literature it was expected that respondents would place a great deal of preference in technologically advanced organisations. However, the contrary seems to be true. During different interviews students were asked if they feel that technology within an organisation could be a key determinant for choosing that organisation to work for. Although some students agree that working in a technologically advanced organisation can be nice, none of the respondents would say that is a key determinant that would stimulate them to apply for a job there and even less a factor that would retain them.

Communication and collaboration between and with colleagues on the other hand are perceived to be very, if not, the most important determinant for Generation Z students to stick with an organisation. When asked what would be incentives to stay working for an organisation several students argue that the social interaction is indeed the most important thing to them. Especially during internships abroad some respondents experienced that nurturing and maintaining a close relationship with their colleagues is beneficial not only to the work performance but more importantly for their own mental health. As one respondent argues “You don't have your sport there, you don't have your friends there, you don't have your family there, so your new family actually becomes the employees that are there” (HS1) and another student “It also becomes part of your social life” (HS2). Other things that are frequently mentioned by respondents that would incentivise them to stay are a sense of purpose or goal to work towards. Here the students refer to the opportunities that are offered to them in terms of personal development and career development. Several students argue that they want to have the feeling that they can grow within an organisation and that personal development plays a key part in this. Finally, some students acknowledge that for many hospitality organisation offering high salaries can be a problem. When asked how this would affect their probably to stay working in the hospitality industry they argue that secondary benefits are hence more important. For instance one student states that “… if you can’t compensate us with salary, you need to compensate us with some other things at least, like good management, discounts, food” (H6). In extension to this the students were asked to mention the three most important things for them that would incentivize them to stay with an organisation. Below is presented a table of the responses that were given the most to this question.

<table>
<thead>
<tr>
<th>Incentive to stay</th>
<th>Response given</th>
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<tr>
<td>Growth</td>
<td>“I think that career development is really important” (M1)</td>
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<tr>
<td></td>
<td>“The second thing would be growth in the company” (H6)</td>
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<td></td>
<td>“… what I also think is important is that there are career opportunities” (M8)</td>
</tr>
<tr>
<td></td>
<td>“…my personal development…” (M4)</td>
</tr>
<tr>
<td></td>
<td>“… that you can work yourself up in the company” (M2)</td>
</tr>
</tbody>
</table>
“That there are career opportunities, that you indeed have a goal to work towards”(M9)
“...room to develop yourself, that you can do your own thing within the company”(M4)
“That you learn new things...”(M5)

<table>
<thead>
<tr>
<th>Organisational culture</th>
<th>“For me it would be the culture of a company”(H6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Empathy. The culture maybe”(M6)</td>
</tr>
<tr>
<td></td>
<td>“…work environment, my managers, my colleagues, if these people are cool then I don’t mind”(H4)</td>
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<tr>
<td></td>
<td>“…that there is a good group feeling”(HS1)</td>
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<tr>
<td></td>
<td>“Trust must be there. If your employer has no respect for you, things will not going well”(M8)</td>
</tr>
<tr>
<td></td>
<td>“If the work atmosphere is nice and you can deal well with your colleagues”(M1)</td>
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<tr>
<td></td>
<td>“Work atmosphere is always important anyway”(M2)</td>
</tr>
<tr>
<td></td>
<td>“Sociable, that there is a nice working atmosphere”(M5)</td>
</tr>
<tr>
<td></td>
<td>“That there is a good working atmosphere and that you can trust each other”(M10)</td>
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</table>

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<tr>
<th>Salary</th>
<th>“The third thing would be salary”(H6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“And three salary, for sure”(H5)</td>
</tr>
<tr>
<td></td>
<td>“The second is the benefits. And the third is salary”(H4)</td>
</tr>
</tbody>
</table>

Thus, the students that were interviewed place a great deal of importance in personal growth and organisational culture even more so than in salary. Next to these three incentives students also argued that, although beneficial in their current phase of life, flexibility might become a problem later in life. While currently being able to work after school and during the weekends, the students argue that once they will start thinking about raising a family, having flexible working hours might become a problem and a reason to start looking for a different job (HS1, HS2). Finally, the students indicate that they want to be heard on their job when, for instance, they feel like they have a good idea or if they have a probable solution to a problem. In the same regard, a couple of students indicate that they want the responsibility and have the freedom to try and experience new things that would sometimes be in defiance of standard procedures while feeling trusted by their managers while doing so.

Smiley-smiley-dollar sign
Related to the incentives to stay is the expectation Generation Z students have from their future employer that would reinforce their intention to stay working in the organisation. During the interviews there was one aspect that spoke out the most in this regard and that was the statement that an employer should treat his employees with the same hospitality and respect as he would with his guests. Taught during one of the lectures one students states that the teacher spoke about the concept of ‘smiley-smiley-dollar sign’ hereby referring to the fact that if an employer provides his employees with an environment that increases the employees happiness and wellbeing (smiley) would result in the employee being more friendly and welcoming towards guest thereby increasing the customers satisfaction (smiley), which would eventually increase the likeliness that the guest will return (dollar sign).
When asked what their future employer should do to increase the happiness and wellbeing of Generation Z employees there is a main consensus between respondents. That is, an employer should offer good guidance and support to his employees and that managers should host their employees like they would with their guest or as one student clearly puts it “... if you are not hospitable to your employees how can they be hospitable to your guests?”(H7). The most important thing here is that the manager or supervisor has to be sincere in his actions, meaning that his intentions are clear and are communication toward the employee. Especially knowing what is expected of them by managers seems to be the focus here. The students indicate that they want to be taken serious and that managers should definitely not act like they are superior to their employees but instead should work together to get the best results. Furthermore, the students argue that managers should create an environment where employees feel secure and trusted. More specifically, managers should take the time to get to know their employees and recognize when an employee has a specific need such as more guidance or more explanation how certain tasks should be carried out. Finally, students indicate that they want recognition for their achievements and feedback on how they can improve their performance. Thus, key words of what Generation Z students expect from their future employer are supportive, empathy and guidance.

**Triggers to apply**

In line with the expectations that Generation Z students have of their future employer is the process of applying for a job which starts with looking for a job and being informed about a vacancy within their search scope. Based on previous literature on Generation Z it was expected that the respondents are utilizing many forms of technology and that this would be no different with respect to the process of finding a job. When asked where respondents would look for a job almost all students indicated to at least use digital search engines such as Google where they would search for website of organisations that have drawn their interest. With respect to what kind of organisations would most likely draw their attention, there was a lot of variation and personal interest between the respondents. Nevertheless, most respondents indicated that they would use organisational websites to get an impression of the organisation and for information regarding job vacancies. Next to the organisational website, most respondents indicated to use platforms such as Indeed and to a lesser extent LinkedIn. The students that indicated not to use Linkedin argued that they did not see the benefits of maintaining a LinkedIn account during this moment in their lives but could see the benefits when they would start looking for a job. What bothers some students the most about LinkedIn seems to be the push notifications that recruiters send to them because “Coincidentally, you meet the check marks, but I don’t know you...”(HS1) as one students states. Another students agrees but elaborates further by stating that she want to be contacted based on her specific skills and her accomplishments instead of solely the education that she has followed (HS3). The key aspect here thus, is personalized approach because according to these students standard messages will not attract new employees. Likewise, some students indicate that job vacancies all too often have a standardized format with standardized application texts and that, according to these students, will turn people away. Vacancies that contain lots of “… fancy words”(H6) will discourage some students to apply at all. On the contrary, when vacancies are creatively written (HS3, M4) and contain sincere information about the organisation and the job they are offering, is considered by students to peek their interest the most.

Being interested in an organisation and whether the vacancy appeals to these students is only the first step. What seems to be even more important according to most of the respondents is
the first impression they have of the organisation and the person that they have the job interview with. For most students this first impression is often the determining factor whether they want to work in the organisation or would rather search further. In extension to the aforementioned personal interest managers should have in their employees, some students have indicated to have experiences with job interviews or interviews concerning internships where the person they were supposed to meet was not present (HS1), did not know what the interview was about (HS3) or did not read into who they were and thus caused much confusion (HS2, HS3).

**How would you describe yourself?**

Finally, the respondents were asked to describe who or what Generation Z is according to themselves. Although most students have indicated that describing the generation in general is hard since they could only speak for themselves, there were some recurring responses. First of all all the students were asked what they believe is characteristic to Generation Z and what makes them different from previous generations. The response that stands out the most is that respondents believe they have a much more luxurious position when it comes to the choices they can make. Where for instance their parents would more often choose to work instead of more education because they needed the money, the students today can more easily choose to take up another study. In extension, some students argue that Generation Z puts more emphasis in having meaningful work and having a sense of purpose (HS1). Another student argues that nowadays there is much more focus on lifestyle and that organisation could take advantage of this by “…offering something specific to a specific target group for example, a discount at a gym” (HS3). Other students also argue that Generation Z is offered much more options, opportunities and freedom to experience different things before making a decision than previous generations have. Two students elaborate on this by giving an example of their parents’ parents (read grandparents) who told their children what they had to do without discussion, while the students’ parents are offering their children much more freedom of choice and letting them decide what they like to do instead of telling them (M7, M5).

Second of all, during the interviews students were asked what flexibility means to them in terms of work. For some students flexibility means that a workweek has a different roster every other week. Critical to note here is that these students argue that flexibility mean they themselves can shift their working hours (M7, M9). It remains unclear whether these students also think that managers should have the same influence over working rosters. However, another student argues that “… it has to come from both sides” (M1) that, “when the manager ask if someone can work coming Saturday that we are more inclined to say yes but... that you can also ask yourself if you can work then” (M1). Another students argues that flexibility is not only in term of working hours but also a different environment and different clients (H4). In short, there is some discrepancy of how Generation Z students perceive flexibility although these are not mutually exclusive. Most students refer to varying working hours every other day or week while other students believe that flexibility can also be a different environment or clientele.

Finally, the respondent were asked what defines them in terms of characteristics. The table below gives an overview of the responses that were given by the respondents.

<table>
<thead>
<tr>
<th>Characteristic</th>
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<tr>
<td>More flexible in term of working hours (M1)</td>
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<tr>
<td>Healthier lifestyle (HS2)</td>
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<tr>
<td>Fusion between work and life (HS3)</td>
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<tr>
<td>Less loyal to one organisation but the same goes for organisation... Less likely to offer permanent</td>
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</table>
contracts or contract of a longer duration (M4)
We need money, but money is not the goal (H7)
Impatient. Everything is connected. So we want to be efficient and quick. We also get bored super easily. (H7)
Mobile. I am checking my phone 20 times a day, we are so used to do everything in a second and that is why we are impatient and that’s why we are bored (H5)
We can also multitask a lot (H7)
Now we may be studying until we are 25 or longer (M7)
I think our generation expects much more that they also have a say and I don’t think that was the case in the past (M10)
We also want participation, we want to work together, respect from both sides and I don’t think it used to be so in the past (M9)

Visual presentation of the findings

Figure 4 below gives a visual presentation of the findings and is based on the theoretical model as presented earlier.
Conclusions

The aim of this research was to study how talent attraction and retention practices-in-use by the hospitality industry match with the characteristics and expectations of Generation Z employees. What can be concluded based on the findings is that the results are mixed and that the attraction and retention practices in use by hotel organisations are very diverse and varying from organisation to organisation. There does not seem to be one particular human resource management approach that all hotel organisations adhere when it comes to the attracting and retaining Generation Z hospitality students/employees. In addition, hotel managers do not make the distinction between human resource and talent management.

First of all the findings show that hotel managers perceive the concept of talent differently which could also be an explanation as to why different hotels apply different human resource practices. More importantly, most of the managers indicated that their organisation lacks a human resource department that is responsible for the unified approach to human resource practices and that most of these tasks are carried out by line managers instead. Although this does not necessarily mean that these tasks are carried out inadequately, it does however create a source of disconcert. While line managers might have the best judgement over which particular applicant profile would fit their team best, previous research clearly shows that having a professional function that is responsible for the strategic human resource management is indisputably important for creating a positive return on attracting, retaining and enduring talents. However, hotel management mainly seem to determine whether someone has a lot of potential or is talent based on the assessment of managers and which is not based on (identification) tools.

In addition, hospitality students have indicated that they would benefit greatly from an impartial assessment based on facts instead of opinions. In particular when there are personal issues between a manager and the Generation Z employee, is believed to be to the disadvantage of the student/employee in these situations, which may result in the young employee leaving the organisation. Consequently, this will arguably cause many problems when it comes to retaining these employees in the future. For instance, Generation Z hospitality students have indicated to place a great deal of importance on their career advancement and their prospect to grow within an organisation. By making every manager responsible for the human resource management in his own team will inadvertently lead to a non-unified approach to talent management practices. In addition, by not having a human resource department that monitors the implementation and execution of human resource practices will leave these practices susceptible to the subjectivity of managers.

Another interesting finding is that hotel organisation are increasingly making use of digital platforms such as LinkedIn, Facebook and Indeed. However, the messages that they are trying to communicate are not necessarily positively perceived by Generation Z students. Promotional videos that hotel organisations post on their website about the organisational culture and what it is like to work for the organisation are very much appreciated and are often viewed as input for Generation Z students’ willingness to apply. Push messages by recruiters, on the other hand, are perceived as being impersonal and are sometimes even referred to as annoying.

Furthermore, Generation Z respondents have indicated that a working atmosphere or organisational culture that fosters a group feeling and where managers and subordinates are considered equal is the second most important thing to them. More specifically, the students want to be able to express their ideas and have the freedom to experiment with their ideas. This in in line with previous literature on Generation Z (Randstad, 2017; Iorgulescu, 2016). While some hotel
organisations apply practices that are aimed towards creating a group feeling (i.e. Friday afternoon drinks for all employees), these practices are not used by all employees and are thus ineffective for creating a group feeling among the entire workforce. With regard to the equality between managers and employees the findings show that managers, with some exceptions, believe that a hierarchical structure is necessary for maintaining order and young employees should foremost listen to their superior before speaking their minds. Thus, there is a discrepancy between what Generation Z expects and what their future employer is willing to offer.

Finally, the finding show that hotel managers believe that being actively involved in creating a sustainable environment is increasingly important for Generation Z. However, even when the students were asked specifically if they attached more value to contributing to a sustainable environment, they indicated that they attached a greater value to the possibility of growing in the organisation, that there is a pleasant organisational culture and for having a higher salary.

In conclusion, there are currently many opportunities that could improve the match between talent attraction and retention practices-in-use by the hospitality industry and the characteristics and expectations of Generation Z employees.

**Discussion**

**Theoretical implications**

Based on the terminology ‘war for talent’ that is often being expressed in context of the talent shortage the hospitality industry is facing, it was expected that most hotel organisations would adhere an exclusive/stable philosophy. However, this does not appear to be entirely true. Most jobs in the hospitality industry are of an operational nature and according to respondents (i.e. managers and students alike) can be taught to anyone who is willing to learn. Jobs that are being characterized as operational are for instance waitresses, room cleaners and receptionists. Examples of jobs that are considered to be specialists and harder to learn are cooks and event managers. The differences between these two types of jobs, according to respondents, is that both require skills while the latter also requires a certain talent. Thus, were previous literature on talent management often classifies skills and talent as one and the same, respondents in this research clearly make a distinction between the two. Nevertheless, most hotel managers in this research also believe that everybody has their own set of talents and that everyone has the potential to become excellent in a specific domain depending of their specific talent (Biswas-Diener et al., 2011, p. 106).

**Talent philosophy**

Previous literature on the inclusive/developable talent philosophy advocates that human resources should readjust their focus from performance appraisal towards learning and stimulate employees to develop themselves by providing assignments, mentoring, individual development plans, feedback, and reflection (Yost & Chang, 2009). Previous research on Generation Z indicates that these aspects are particularly important to this generation which also shows in this research. Important here is that stimulation is given to all employees. However, human resource departments in the hospitality industry are currently mostly perceived as being an administrative and advisory department and not much focus is being put toward the development of employees. Furthermore, in only a few organisations the human resource department and other managers are actively working on the creation of talent pools and the development of talent. However, in the inclusive talent
philosophy mind-set, the use of these talent pools in which only a select few people are included is contradictory to the philosophy itself. Therefore, the talent philosophy that an hotel organisation adheres, as presented in the model presented by Meyers and Van Woerkom (2014), is contingent on the type of organisation. For instance, where organisations with entry-level quality and prices can afford hiring employees with less experience, organisation that require highly skilled and experiences employees will have to be more selective when it comes to hiring new employees.

Learning and development
Furthermore, previous literature on talent philosophy argues that providing learning and development to the entire workforce takes up substantial investments of time and money (Meyers & Van Woerkom, 2014). By systematically offering hospitality students internships, the hotel industry has shown that providing employees with full scale learning and development can be cost efficient. Furthermore, these internships provide these students with on-the-job experience which is considered to be of higher value than regular development programs (McCall, 2010). Nevertheless, the portion of employees that are interns can be rather small and therefore does not apply to all employees. In addition, what previous literature fails to mention is that providing employees with learning and development programs will only works if other employees’ needs have been fulfilled. More specifically and which is also argued by several Generation Z respondents is that learning and development programs are key to retaining employees in the long run. However, having satisfying primary and secondary benefits that corresponds with the hard work and long working hours is of greater importance. Therefore, the findings in this research are conforming with previous literature on Generation Z that proclaims that providing economic incentives is still key in retaining employees. Thus, there are three main needs that need to be fulfilled in order for Generation Z to remain working in the hospitality industry; opportunities for learning and development; a pleasant organisational culture; and satisfying salaries.

Generational conflicts
Previous research on Generation Z has identified that the advancement of technology is a major cause for many of the distinctive characteristic traits of Generation Z such as a short span of attention and impatience (Berkup, 2014). Similar results were found in this research as students themselves argues to have these characteristics. In addition, some managers also argued that younger employees want to grow and achieve much more than previous generations to an extent that if these needs are not satisfied, they will leave the organisation much easier.

Furthermore, it was expected that generational differences in attitude, behaviour, flexibility and their technical knowledge between Generation Z and other generations would cause conflicts (Bencsik et al., 2016; Berk, 2013). However, the respondents in this research clearly state that they do not acknowledge having these issues. Instead, some managers argue that they are actively looking for strengths in different generation and that potential conflicts are averted via the implementation of practices that focusses on the increasing the communication between different generations.

Finally, although this research focused specifically on hotel organisations, their human resource management practices and how these align with the expectations and characteristics of Generation Z, there are other theories that come to mind while analysing the data. Many respondents have indicated that having a feeling of belonging or fit with the organisational culture is very important for a sustainable employment. Therefore, this research should also be assessed in the context of the person-organisational fit theory. Kristof (1996) defines person-organisational fit as
“the compatibility between people and organizations that occurs when at least one entity provides what the other needs, or they share similar fundamental characteristics, or both” (p. 4). In light of this research it is argued that in order for hotel organisations to be successful in not only the attraction but more importantly the retention of Generation Z employees, it needs to adjust their focus from mere administrative human resource management towards the improvement of person-organisational fit.

Practical implications

As mentioned before most hotel managers indicated that their organisation lack a human resource department. It would be too easy to argue that installing a human resource department would solve most of the issues since many hotels do not have a large enough workforce for a specialized human resource department to be an economically viable option. There are, however, other opportunities that organisations could benefit from. An example of such an opportunity is presented by one of the managers whom argued that hospitality organisation should increasingly work together and consider their employees in the context of the sharing economy. More specifically, by creating an alliance between hospitality organisation where employees are stimulated to move from organisation to organisation over the years will bring about several large benefits. Important to note here is that this idea is already carried out by one hotel manager whom also argued that their organisation does not have much trouble of retaining employees.

First of all, working in different organisations for a period of time will enable the employees to build many experiences and increase the likeliness that the employee will be retained within the alliance since they are offered many opportunities to grow. Furthermore, by breaking down the wall between former competitors and instead creating a partnership with respect to employment, will enable organisations to exchange knowledge and form a strong front against other industries that aim at claiming these valuable employees. In other words, by exchanging employees with specialist and unique knowledge can improve the profession as a whole and strengthen the position of all organisation that join forces and the region alike. The key aspect in this concept is trust and knowing that the other organisations perceive what is good for the alliance to be of the greater importance than their individual organisation. In addition, especially Generation Z employees that feel the need to develop themselves and who are willing to learn, which is by most managers perceived as being talented, will find many benefits in working for an organisation that is part of such an alliance.

Furthermore, many of the Generation Z students indicated that they were not sure whether they wanted to commit working for one organisation for a longer period of time. The main reason for this is that the students want to be flexible and build experiences in multiple organisations. Especially those students that are not entirely sure if they want a career in the hospitality industry could be convinced otherwise when they are offered an interesting career during their internships. By involving these students in cross organisational activities for instance, could ensure that these students stay in the hospitality industry after they finish their education. Although this idea of creating a talent pool from which multi organisation can extract employees is already in use by some larger franchises, it could also be done by non-franchise hospitality organisation within a particular region for instance.

Finally, hospitality management should place a greater emphasis on first impressions when it comes to hiring new employees. More specifically, many Generation Z respondents have indicated to
have bad experiences with job interviews for their internship which have lead these students to seek an internship elsewhere. More importantly, these bad experiences are easily shared with other hospitality students and could therefore lead to a decrease in the amount of students that are looking for an internship. Especially since these internships are the best opportunity for organisations to bind young new employees to their organisation, leaving a good impression before and during these internships is of key importance.

**Future research**

This research has focused on the human resource practices that the hospitality industry uses to attract and retain Generation Z hospitality employees. Thereafter these practices were assessed on how well they match with the characteristics and expectations of Generation Z hospitality students. Hotel organisations were chosen to represent the hospitality industry since it was expected that these organisations are characterized as typical hospitality organisations. More specifically, hotel organisations included in this research all offered several hospitality services such as food and beverages, restaurants, a place to sleep and/or event management. Nevertheless, it is possible that other forms of hospitality organisations could present different results. Therefore, future research should focus on other hospitality organisations as well to see whether similar results will be obtained.

In addition, this research has taken place in the Netherlands and although some hotel organisations are part of a larger international organisation, future research should also focus on different regions in the world. This would have several implications. First, by conducting this research in different countries will elicit differences between hospitality organisations and the talent management practices they use to attract and retain Generation Z employees. Second, by conducting a similar research in different countries will provide a broader understanding of Generation Z hospitality students from different countries and how this is reflected in their characteristics and expectations of the hospitality industry. Especially for hospitality organisations that are located in different parts of the world would these results provide new insight in how they can attract and retain the next generation of hospitality students.

Finally, there are some shortcomings that could affect the validity of this research. To mitigate the risk of researchers bias, the researcher has actively involved the graduation guidance during the entire research to assess every step that has been taken. Nevertheless, due to the research has been carried out by one researcher the results could have been affected by researcher bias. Furthermore, due the scale of this research only eight different organisations and seventeen different Generation Z hospitality students could be interviewed which could have affected the validity of the results.
Literature


Yost, P. R., & Chang, G. (2009). Everyone is equal, but some are more equal than others. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 2:442–445.

Appendix

Consent to participate in focus group

Consent to Participate in Focus Group

You have been asked to participate in a focus group interview for research on the match between Generation Z employees in the hospitality industry and the practices in use by the hospitality industry to attract, select and retain Generation Z employees. By assessing how well these practices match the characteristics and expectations of Generation Z can help to foresee the future behavior or actions of students take when employed by the industry. In addition, the results can help the hospitality industry to improve and develop a more suitable set of Human Resource practices that identify, attract and retain future employees.

You can choose whether or not to participate in the focus group and stop at any time. Although the focus group will be digitally recorded, your responses will be made anonymous and no names will be mentioned in the report.

There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear the opinions from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential.

I understand this information and agree to participate fully under the conditions stated above:

Signed:____________________________________________ Date:___________________
## Research question: How do talent attraction and retention practices in use by hospitality industry match the characteristics and expectation of Generation Z employees?

### Interviewees:
- Human resource management: HR1, HR2, HR3, HR4
- General managers: GM1, GM2
- Sales & marketing management: SM1

### Category 1: Human resource practices

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<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
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| Attraction | The practices organizations use to attract young employees              | "We regularly go to hospitality events where we can get into contact with people whom are looking for a job"  
"We organize open-house-days at our hotel during which people can have a look at our organization and ask questions about how we do things"  
"We stay in contact with educational institutions so we can easily get into contact with students for internships"  
"We offer our employees secondary benefits that incentivizes them to stay with our organization"  
"We regularly ask our employees what they need to show that we care"  
"We have job evaluation interviews annually where we also discuss how the employee feels and what he or she needs"  
"When employees leave our firm, we ask them if there would have been anything we could have done differently the next time"  
"We regularly ask our employees where we can improve and stimulate them to come with ideas"  
"Our organization is part of an umbrella organization where we try to retain our most talented employees within our group"  
"We work together with different organizations within this region where we exchange employees so that employees can attain new experiences and thus grow"  
"We have a specialized group of talented employees that takes on assignments organization wide"  
"We offer our employees traineeships and courses so they can further develop themselves and grow within their field of expertise" |
| Identification | The tools and practices that organizations use to identify potential employees | "Job applications are usually held with two to three managers in order to identify which applicant is the most suitable for the job"  
"All our applicants must do an application test that will help us identify the best candidate for the job"  
"Department managers fill in an application form where they can address certain skills and characteristics he or she is looking for in a candidate" |
| Selection | The tools and practices that organizations use to select new employees | "We conducts several job interviews with potential candidates which helps us to select the best candidate"  
"We hire an external agency that knows what we are looking for in a candidate"  
"Department managers fill in an application form where they can address certain skills and characteristics he or she is looking for in a candidate" |
| Retention | The incentives and practices organizations use to retain employees | "We offer our employees secondary benefits that incentivizes them to stay with our organization"  
"We regularly ask our employees what they need to show that we care"  
"We have job evaluation interviews annually where we also discuss how the employee feels and what he or she needs"  
"When employees leave our firm, we ask them if there would have been anything we could have done differently the next time"  
"We regularly ask our employees where we can improve and stimulate them to come with ideas" |
| Talent pools | The tools and practices organization use to nurture a healthy talent pool | "We offer our employees traineeships and courses so they can further develop themselves and grow within their field of expertise" |

### Category 2: Talent philosophy

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<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
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</table>
| Talent | What philosophy organizations adhere when it comes to talent | "We believe that there is no such thing as talent and that everybody can learn anything when they really want to"  
"Not everyone can become a talent regardless of how much work they put into mastering a skill"  
"I believe everyone has a particular talent but I doubt whether this talent is useful in every sector"  
"There is talent and there is a hard work, some people can learn skills very easily and grow exponentially and others have to work really hard for that, the result is the same"  
"I believe every talent can be useful in every sector"  
"Someone talented has to develop this talent in order to get the most out of it"  
"We offer our most talented employees specialized courses and training to further develop them"  
"Someone with a talent has this talent and you cannot further develop this, you need to offer these employees a job that bests suits their talent" |
| Skills | How organizations perceive skills | "With the right mindset I can teach our employees everything"  
"The most important skill our employees must have is the willingness to make our guest have the best experience we can offer"  
"I believe that employees who take the extra step are the most important to our organization" |
| Inclusive/Exclusive Stable/Developable | Whether organization believe talent to be inclusive or exclusive  
Whether organization believe talent to be developable or stable | "I believe everyone has a particular talent but I doubt whether this talent is useful in every sector"  
"There is talent and there is a hard work, some people can learn skills very easily and grow exponentially and others have to work really hard for that, the result is the same"  
"I believe every talent can be useful in every sector"  
"Someone talented has to develop this talent in order to get the most out of it"  
"We offer our most talented employees specialized courses and training to further develop them"  
"Someone with a talent has this talent and you cannot further develop this, you need to offer these employees a job that bests suits their talent" |
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<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
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<tbody>
<tr>
<td><strong>Category 3: Perception of Generation Z</strong></td>
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<tr>
<td><strong>Attitude</strong></td>
<td>How organizations perceive the attitude of Generation Z</td>
<td>“I experience much talk back from younger employees”</td>
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<td></td>
<td></td>
<td>“Employees belonging to Generation Z are arrogant and selfish”</td>
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<tr>
<td><strong>Flexibility</strong></td>
<td>How organizations perceive Generation Z employees when it comes to flexibility of working hours and days</td>
<td>“Generation Z employees want the ability to choose when they want to work and expect organizations to adjust their schedule accordingly”</td>
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<td></td>
<td></td>
<td>“My experience with Generation Z employees is that they see their colleagues as friends they want to hang out with after work”</td>
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<tr>
<td><strong>Characteristics</strong></td>
<td>What organizations believe to be key characteristics of Generation Z employees</td>
<td>“Generation Z employees are very busy with their cellphone during work”</td>
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<tr>
<td></td>
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<td>“I experienced that Generation Z employees have more need to express themselves during work with regard to how they dress and talk etc.”</td>
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<td></td>
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<td>“I see that Generation Z employees have many ideas on how they think can improve our service and expect higher management to listen to them”</td>
</tr>
<tr>
<td><strong>Needs</strong></td>
<td>What organizations believe Generation Z employees want and need from their employers</td>
<td>“Generation Z employees need opportunities where they can develop themselves”</td>
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<tr>
<td></td>
<td></td>
<td>“Generation Z employees ask a higher salary than previous generations at the start of their career”</td>
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<tr>
<td></td>
<td></td>
<td>“My experience with Generation Z employees is that they, contrarily to what most would say, want to know when they have to work a month in advance”</td>
</tr>
<tr>
<td><strong>Difference generations</strong></td>
<td>In relations to previous codes (Attitude; Flexibility; Characteristics and Needs), how different are Generation Z employees in comparison to previous generations</td>
<td>“I do not see much difference between different generations within our organization”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I think that the most difference between generations is not dependent on when they were born, but rather what stage of life they are in”</td>
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<tr>
<td></td>
<td></td>
<td>“Younger employees are more easily bored with their job and want more variation more often than older generations”</td>
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<tr>
<td></td>
<td></td>
<td>“Generation Z employees are much more flexible than older employees when it comes to working late hours or filling in during the weekends”</td>
</tr>
</tbody>
</table>
## Coding scheme: Hospitality students

### Research question:
How do talent attraction and retention practices in use by hospitality industry match the characteristics and expectation of Generation Z employees?

### Interviewees

#### Subcategory 1: Motivations for choosing hospitality education

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Working experiences | The working experience Generation Z employees have (of working in the hospitality) | “I have worked for a hotel in the past”  
“During the study I did an internship at a hotel”  
“I have a part-time job at a restaurant” |

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Reasons to work in the hospitality | Why students have chosen to work in the hospitality sector | “I really like to work with people and provide the best experience to customers”  
“I like the variety of working with different people from different cultures”  
“I enjoy that I can work at varying times such as evening and weekends”  
“I think that working in the hospitality is very broad and experiences can be used in every organization” |

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<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Future plans | Where students see themselves in 5-10 years | “I believe that my experience in the hospitality can be very useful in different sectors”  
“I don’t think I will still be working for an organization where there is much difference in working hours once I want to settle down and start a family” |

#### Subcategory 2: Job related

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Expectation employer | What Generation Z employees are looking for in their future employer | “I expect my employer to provide me with regular feedback”  
“I would want my employer to trust me with responsibilities”  
“I expect my employer to listen to my ideas” |

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Requirements job | What hospitality students find important in their job | “I would like to have responsibilities”  
“I would like to have autonomy in my tasks”  
“I would prefer a job where I can further develop myself”  
“I would want a job where I would be challenged to excel” |

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<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Incentives to stay | What employers should do and practices they should use in order for Generation Z employees to stay with the organization | “My employer should offer me opportunities to develop myself”  
“My employer should provide the opportunity to attain new experiences by offering variation in work environment”  
“When I can experiment with new ideas or be innovative would make me want to stay with the organization” |

#### Subcategory 3: Application

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Triggers to apply | What triggers students/Generation Z employees to apply for a job | “The vacancy was really refreshing and creative”  
“I enjoyed watching short movies where employees of the organization where showing there working environment and talked about the day-to-day job”  
“The website of the organization was really interesting which made me look for a job there”  
“I was reading reviews about the organization which triggered me to apply there for a job” |

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<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Vacancy requirements | Where would students/Generation Z employees look for in job vacancies | “The vacancy needs to be original and not have those standard text in them like ‘We are looking for someone enthusiastic and a team player’”  
“A vacancy should contain information about the mission, vision and culture of the organization”  
“I really like vacancies with a salary indication” |

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<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Places to look for vacancies | Where would students/Generation Z employees be looking for vacancies. E.g. Indeed/newspapers/network | “I usually look for vacancies on Indeed”  
“I found my previous job via my network which I will probably also do when I am looking for my future job”  
“I have an LinkedIn account where I follow organization that interest me” |

#### Subcategory 4: Generation specific

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
</table>
| Attitude | How do students/Generation Z employees describe their attitude in working in the hospitality | “I believe our generation to be very informed with all the information we can get via the internet and such”  
“I think that we are rather impatient and easily bored”  
“I think that we want to learn more stuff much faster”  
“I think our generation is looking for opportunities to further develop ourselves more than previous generations” |

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Examples of participants’ words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>How do students/Generation Z employees describe their flexibility</td>
<td>“I want my employer to offer me the possibility to work when I want to”</td>
</tr>
<tr>
<td>Characteristics</td>
<td>What do students/Generation Z employees think are key characteristics of Generation Z</td>
<td></td>
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<td>------------------</td>
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<td></td>
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<tr>
<td></td>
<td>“I think Generation Z can be characterized as employees with their own mindset and the confidence to speak their mind”</td>
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<tr>
<td></td>
<td>“I think this generation really wants to express themselves and dress the way they like”</td>
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<tr>
<td></td>
<td>“I believe Generation Z to be very tech-savvy”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
<th>What do students/Generation Z employees need with regard to their job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Generation Z has much need for feedback on their performance”</td>
</tr>
<tr>
<td></td>
<td>“I think our generation has a need for purpose in their job meaning that we want to do something that matters or improves other people’s lives”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference generations/uniqueness</th>
<th>What do students/Generation Z employees believe to be unique about Generation Z in comparison to previous generations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“I think there is not much difference between this generation and previous generations”</td>
</tr>
</tbody>
</table>
Subcategory 1: Human resource practices

Attraction

HR1: Het bijzondere aan dit hotel is dat we een concept hebben waarbij we in een deel van het jaar studenten huisvesten. We hebben heel veel stagiaires rondlopen. We werken met een concept dat heet House of Hospitality, dat is een samenwerkingsverband met het ROC. Dat is eigenlijk een opleiding vanuit het ROC en het is een hybride opleiding wat betekende dat ze deels werken en deels naar school gaan.

HR1: Als je kijkt op onze websites hoe onze vacatures geschreven zijn, wat voor een beeld materiaal daarbij gebruikt wordt, dat is heel belangrijk. Daarin moet ook zeker terug komen in wat wij zijn als organisatie. Dat we onze missie en visie ook duidelijk naar buiten brengen. Dus communiceren via websites, in de informatie die je deelt met de kandidaten, de beurzen waar we staan...eigenlijk alle externe uitingen, om daar dezelfde lijn te hebben.

HR1: Ik denk dat het begin bij het tonen van oprechte interesse naar de kandidaat toe.

HR1: Ja, Facebook, Instagram zijn de belangrijkste kijk ik.

HR3: ...we have a whole list of benefits that people can use in addition to their salary.

HR3: With one of our hotels we also work with 'Sterren zoeken sterren', but those are actually the most important places and we also work with a number of other initiatives such as 'Het Wonderkind'. Wonderkind is a company that mainly focuses on latent jobseekers. So people who already have a job but would like to get moving if they find a nice other job. That's a completely different approach and works very well for us because you're really going to connect people to a job that suits them even better than the one they already have.

HR3: ...we are fully present at all kinds of MBO courses such as internship markets or other connections with schools, also with HBO courses, but the emphasis is on MBO.

HR3: I see that when they immediately see how much fun it can be, we can find and keep people there. You have to be there very early. What we also do for, is to even start before that time, before the period that someone has actually chosen a study course already... So besides improving the image of the sector, it is important at an early age to make children aware of an education in the hotel and catering industry and to have them make a conscious choice to do that education. Because if they don't keep coming into the course, they won't keep coming to us. It is important to tell people well and to inform them about how much fun the sector is and thus improve the image.

GM3: Meestal gebruik ik heel veel social media, dan zet ik het op Facebook en ik zet het op onze website komt de vacature te staan, dan wordt het automatisch doorgeplaatst op Indeed en ik zet de vacature sowieso op LinkedIn. En ik probeer ook vooral via-via, dat mensen klasgenoten en vrienden en familie informeren of ze nog werk zoeken.

GM3: Ik heb een vaste relatie met het ROC in het Colosseum, bij FC Twente, en AOC Almelo, en Deltion in Zwolle en daar heb ik eigenlijk een goede verstandsverhouding mee en meestal heb ik er ieder half jaar twee.

GM3: Ik denk dat dat ook wel gaat helpen bij het vinden van mensen die voor je willen werken.

GM3: …maar ja, helemaal prima als het mensen binnen brengt.

GM1: Op HR doen wij zelf het aannemen van personeel, maar op scholen en stagemarkten staan en dergelijke dat wordt gedaan vanuit ons Nederlands hoofdkantoor. Zij communiceren daar wat wij aanbieden per hotel in de onze keten.

GM2: Yes, so we are already starting with a number of colleagues at primary school. Once a year we have a programme called 'Kok in de klas' (Cook in the classroom), then cooks go from our restaurants to the primary schools to cook with children from the 7-8th grade, and that can be baking cakes, making sandwiches, being something very small.

GM3: Ik denk dat dat ook wel gaat helpen bij het vinden van mensen die voor je willen werken.

SM1: Ik denk dat iemand die stage wil lopen, want daar gaat het natuurlijk een beetje om, dat die gaat kijken naar welk bedrijf ze interessant vinden, hoe ziet het bedrijf eruit, in ons geval is het een nieuw hotel is het geen nieuw hotel? Hoe staat het te boek, hoe staat het bekend in de markt, hebben ze goede reviews gehad? Dat vind ik dan belangrijk. Ik denk dat een student eerder daarvoor in contact komt met ons, en misschien omdat wij op de Universiteit liggen.

SM1: Ik denk dat heel veel sollicitatieprocedures hetzelfde zijn: er is een vacature neergelegd en daarvoor heb je bepaalde competenties nodig, of bepaalde werkvervaring nodig.

Identification

HR1: Het begint met het feit dat zijn hun ambitie moeten uitspreken dat ze dat willen en dat is het aan ons om te toetsen of dat ook lukt. In eerste instantie is het de manager die verantwoordelijk is en degene is die dat met hen evalueren.

HR1: …potentie die iemand heeft in zijn functie die wordt in een beoordeling/functioneringsgesprek ook gelegd op de 9Grid

HR2: Ik alsook dat alsook komt van een conscious search for people who have the right attitude and who can make contact with people instead of looking at the outside.

HR2: Door hoe ze werken. Het wordt ook wel gezien, we zijn wat dat betreft redelijk klein, dus wij op HR weten ook wel of iemand een goede is of niet en de leidinggevende is daar wel leading in.

HR2: Ja, we hebben daar een cyclus voor, twee keer per jaar zijn er gesprekken met medewerkers, en dan wordt geëvalueerd hoe het gaat.

HR2: Ja, vragen naar voorbeelden eigenlijk. Sowieso vooraf weten wat je zoekt. En aan de hand van voorbeelden uit het verleden kijken waaruit blijkt dat iemand talent heeft.

HR4: HR 3 P Matrix, daarmee kan je van een afdeling de performance en potentie van medewerker in kaart brengen en daarin komt dus ook inzichtelijk hoe je op een bepaalde termijn kan laten doorstromen of wie niet. Dat is eigenlijk een soort pilot die we willen gaan opzetten en kijken welke afdelingsmanager het leuk lijkt om dat met hun afdeling te gaan doen.

Selection

HR1: Wij doen zelf het volledige werving en selectie traject van kandidaten.

HR1: Als het dan goed gaat in een stage periode zijn er ook genoeg stagiaires die na hun stage een termijncontract aangeboden krijgen, fulltime contract. Stagiaires die het goed doen, die krijgen vaak ook wel de mogelijkheid om langer te blijven.

HR1: In principe de afdelingshoofden en anders wordt het met HR of directeur besloten. Er wordt ook gekeken vanuit de payroll budgetten. Het moet wel zo zijn dat tijdens functionerings- en beoordelingsgesprekken ook al terug is gekomen dat iemand ambitie heeft en dat dat gezien wordt door de organisatie. In die gesprekken moet de medewerker zelf aangeven wat zijn ambitie is, en is het afdelingshoofd diegene wie gaat bepalen wie het meest
geschikt is. Het afdelingshoofd mag dus uiteindelijk wel de beslissing maken wie het wordt.

(Vraag over selectionbias) HR1: Nee omdat het ook echt wordt vastgelegd in die functionerings- en beoordelingsgesprekken. Dan wordt er gekeken naar een andere periode. …(HR) adviserend richting het afdelingshoofd naar wat ik verstandig zou vinden. Het is dus niet zo dat dat puur op persoonlijke voorkeur zou kunnen gebeuren.

HR1: Er wordt een eerste en tweede gesprek gevoerd met de stagiaire, met HR en afdelingshoofd. Op basis daarvan wordt besloten of iemand kan starten.

HR3: What we always do is work from what we call our blueprint. We have described very clearly what our goal is, why, and how we do this and what our guests see about it. In this blueprint we have actually set up four layers, which includes a piece of guest experience, a piece of staff experience, but also a piece that has to do with leadership. I think it’s all interwoven and that means that if you’re going to recruit someone, whether it’s a dishwasher or a painter or a GM from a hotel, that Blueprint is always the basis. If someone doesn’t agree with that Blueprint, he can’t come and work for us either.

HR3: If you have a number of applicants, we will try to find a mix of them. It is important to us is that the GM chooses his own team on location because he has to work with his team every day. In addition, the actual team is formed with a departmental head. We have deliberately chosen not to have HR people on location in the hotels because we believe that a number of HR tasks should be in line with each other.

HR3: A general manager has a free choice about his own operation, so he wants a number of things and knows his operation best as well as his team and location.

(Question on selectionbias) HR3: If you look at our population, that’s not the case. We have 35 different cultural backgrounds, from 16 to 65 plus. Young, old, fat, thin, green, blue, we have everything. So I don’t think that’s true. I think our organization is a perfect reflection of society. Our managers have also been selected to take care of this. I don’t think it’s in the nature of our managers to consciously select for this.

HR2: Bij een interne procedure vind ik dat iedereen op gesprek mag, kijk als een stagiaire solliciteert op een functie als supervisor dan is die stap waarschijnlijk te groot en dan zullen we dat ook wel zeggen. We geven wel duidelijk aan wat we zoeken. Iemand met ervaring binnen een functie krijgt wel de voorkeur boven iemand die geen ervaring heeft om die functie te krijgen.

HR2: Ze krijgen over het algemeen twee gesprekken, 1 gerek met de afdeling en dat zijn meestal twee mensen dan, dus de supervisor of de manager, en dan volgt er een tweede gesprek en die is dan met HR en de operations manager of de general manager. Op basis daarvan wordt dan een keuze gemaakt.

HR2: Het is eigenlijk wie het beste past en wie het beste past bij de functie op basis van ervaring en of de kik er is en dan kijken we eigenlijk niet specifiek of het nou een man of een vrouw is. Eerlijk gezegd laat de markt dit ook niet toe op dit moment. We zijn al blij als we een supervisor functie kunnen opvullen, als ik dan ook nog kritisch moet zijn of het een man of een vrouw is dan wordt het helemaal lastig om functies op te vullen.

GM1: Afhankelijk van welke functie, maak ik die met het management dat er nog over is. Steil het zou gaan om een sales manager, dan neem ik wel contact op met collega’s in Amsterdam om samen op zoek te gaan naar een nieuwe sales manager. Ik denk dat het belangrijk is dat je met minimaal 4-4 ogen naar iemand kijkt.

GM2: We choose to take our profession seriously in order to set these requirements, and if an employee seriously doesn’t want to conform to these requirements, we’re just as good friends, but then you don’t work here, then you’ll do something else

GM2: We have chosen not to hire people without experience.

(On whether HR is strategic or not) GM2: No, HR is mainly for selection and recruitment.

GM2: The first screening i make. All candidates come to me, so I make a first selection or I find a person based on experience, education and the criteria we have set… Then we arrive at a shortlist of two, three, four, one, a number of candidates, which I discuss with the department heads, i.e. a chef or restaurant manager or whoever it is about. Then that person will have the first interview with the candidates to see if there is a click, they will talk a bit professionally, what have you done and where are you coming from and if he thinks there is a match, a second interview will take place and I will do it. Then we look at functionalities, salaries and so on.

HR4: Dus het voeren van sollicitatiegesprekken ligt allemaal bij de managers zelf. Wij hebben vanuit HR meer een adviserende rol en een ondersteunende rol en niet zozeer een uitvoerende rol. De sollicitatiegesprekken worden gedaan door de afdelingshoofden. Dus ieder afdelingshoofd krijgt zijn sollicitatie zelf binnen en die pakt het vanuit daar op. Wij vanuit HR monitoren of alles snel genoeg gaat en of alles volgens de juiste wegen gaat… Bij sommige gevallen wel en dan gaat het meer over de wat zwaardere functies waar dan de HR manager bij het tweede gesprek aansluit, maar eigenlijk alle operationele functies, dus bediening, keuken, maar ook op, dat doet de managers zelf.

(On selectionbias) HR4: Ik begrijp je vraag, maar wij hebben dit vertrouwen in onze managers en over het algemeen gaat dit gewoon goed. Wij hebben ook een vrij divers personeelsbestand, het is echt puur aan de manager zelf wie hij wel of niet aanneemt.

HR4: We hebben sowieso altijd altijd de vereisten in onze vacatures staan, maar wat daarin bepaald wordt is echt afhankelijk van de positie. In het hotel vragen we vaak wel wat meer ervaring, sowieso kennis van de Engelse taal, omdat we veel buitenlandse gasten hebben. Als je dan meer naar bediening kijkt bijvoorbeeld, in de andere bedrijven, dan gaat het er eigenlijk vaak meer over hoe iemand over komt, we hebben hierin genoeg mensen binnengehaald die geen ervaring hebben. Dan gaat het meer om de uitstraling, hoe iemand over komt, gewoon die eerste feeling dan volgt er een tweede gesprek en daarna ook we vanuit HR monitoren of alles snel genoeg gaat en of alles volgens de juiste wegen gaat… Bij sommige gevallen wel en dan gaat het meer over de wat zwaardere functies waar dan de HR manager bij het tweede gesprek aansluit, maar eigenlijk alle operationele functies, dus bediening, keuken, maar ook op, dat doet de managers zelf.

SM1: Ik ben de expert op Sales & Marketing gebied, dus ik denk dat ik de eerste keuzes kan doen. De sollicitatiegesprekken worden gedaan door de afdelingshoofden. Dus er wordt gekeken naar functionele vaardigheden, of staff experience, but also a substance of staff experience, but also a

SM1: Ja van ‘wat ben ik nou eigenlijk aan het doen en waarom doen we dit en waarom niet anders?’ aah, welkom! Dat soort mensen graag.

SM1: Ja, ik denk dat als het op mijn afdeling gaat dat ik vaak degene ben die de selectie maakt, dat zou ik ook willen, en dat zullen nieuwe medewerkers zijn maar je zult ook medewerkers hebben die al bij andere bedrijven hebben gewerkt of waar je al een binding mee hebt, en dan ga je het gesprek aan.

SM1: Ik ben de expert op Sales & Marketing gebied, dus ik denk dat ik de eerste keuze zal moeten maken. Want ik heb daar het meeste verstand van. Ik heb eigenlijk nog nooit, ik maakte de selectie op de beste… de wereld is wel veranderd. Ook met emancipatie, het aantal vrouwen in ons bedrijf, er wordt wel veel meer verwacht en het liefst wil je gewoon voor het beste gaan. En of dat nou een man of een vrouw is, dat maakt mij niet uit. Ik heb liever een vrouw, dat geef ik eerlijk toe. Omdat vrouwen heel anders acteren in de horeca vaak, in sales functies meer, veel meer voor m'n werk, met de klant, meer contact op met collega’s in Amsterdam om samen op zoek te gaan naar een nieuwe sales manager. Ik denk dat het belangrijk is dat je met minimaal 4-4 ogen naar iemand kijkt.

Retention

(Vraag over personeelstekort) HR1: Nou ik moet zeggen dat dat bij ons dus heel erg meevalt. Ik zie de effecten wel, dat het minder is dan het ooit was, en ja wij hebben openstaande vacatures die we moeilijk krijgen ingevuld, zoals de keuken is dan wel het grootste probleem.

HR1: Zeker, er zijn heel veel mensen die hier intern zijn doorgegoed!

HR1: We krijgen ook terug vanuit het medewerkers tevredenheidsonderzoek, dat mensen ons hotel als een fijne werktek gelezen omdat ze doorgroeimogelijkheden voelen.

HR1: Ja inderdaad, wat communicere je, maar ook wat biedt je je letterlijk. Je kunt ze een hebboel beloven maar het gaat er uiteindelijk vooral ook om hoe kom je dat na. Die verwachtingen die je dus schep je bij je medewerker, worden die ook nagekomen als iemand ergens daadwerkelijk zit, want ik denk dat op het moment dat je dat niet doet dat medewerkers van deze generatie minder loyaal zijn. Dus dan is het wel belangrijk om daarin een betrouwbare werktek te zijn. Ik denk dat ze anders iets sneller afhaken. Employer branding is heel belangrijk geworden en vooral het nakomen van hetgeen dat je daarin naar buiten brengt.

HR1: Dus je niet mensen die je graag binnen de organisatie wil houden, verlies om wat voor reden dan ook. Dat zit hem ook bijvoorbeeld... en daar
HR3: ...for HR, which is a completely different field, this means that we have a fixed set of guidelines. For example, we work according to the collective labour agreement, but we also have a fixed set of benefits for employees, which we call aid and benefits. Everyone uses these in the same way, but it is possible that X is added to that at location A, and Y is added to that at location B, because that fits with that location...70% of the total is fixed and 30% you can decide for yourself (the GM). This also makes it very enjoyable for managers to work for us and for our employees as well, because you have a lot of freedom in which it feels as if you are working as a self-employed person.

HR3: Because as a manager, if you make decisions that your staff don't support, it won't work anyway... you can only set those goals if you put them together with your team. Imposing it and then saying it you have to make it now, we have seen that it does not work.

HR3: I think there's a lot in (Hotel) Academy about that appreciation and 'you're important, you can actually grow with us if you want to'. (Question on internships) HR3: Yes, we are working on this very consciously, because what I often see is that trainees often stay with us after their internship. So more that the internship is, the higher the chance that they will continue to work afterwards, whether as a weekend job or as a full-fledged job.

GM3: die generatie probeer ik ook wel een beetje te pushen dat ze weggaan. De reden daarvoor is, kijk bij grotere hotels heb je wat meer groei mogelijkheden, en bij mij zijn die groeimogelijkheden niet zoveel... dus ik vraag altijd of ze niet nog wat willen leren.... Dat is voor hun eigen ontwikkeling want ik vind het belangrijk dat je team wel groeit.

HR2: We proberen wel echt leuke dingen te doen met het personeel, we hebben maandelijks een Happy Friday. Dus elke eerste vrijdag van de maand hebben we een borrel en dat organiseert dan elke keer een andere afdeling.

HR2: Maar verder hebben we niet echt een opleidingstraject om iemand bijvoorbeeld supervisor te maken of manager. We kijken meer naar of het erin zit.

GM2: Als er een functie open staat, is het gewoon een open interne procedure en kan iedereen daarop solliciteren en dan is het wel 'mogelijk de beste de functie krijgen'

HR2: Het zijn dan vooral trainingen die we extern moeten inschakelen, het zijn geen trainingen die we intern aannemen.

HR2: Door dingen te implementeren zoals een drankje op de eerste vrijdag van de maand, door sportevenementen te organiseren, dus we proberen wel wat sociale dingen te organiseren en te doen. En ook door ze aan te spreken op de werkvloer en te vragen hoe het gaat. Uiteindelijk is het toch het team waarin je werkt waar je de commitment naar je collega's hebt. Daar moet het uiteindelijk wel vandaan komen.

GM4: Can we make people to krijgen en te houden, dat je je flexibeler moet opstellen...Het is nu ook de tijd om open te staan voor veranderingen en dat je mee moet gaan met welke mensen je nu aan het werk hebt. Communicatie via de telefoon of app, dat is nu normaal, maar dat was tig jaar geleden nog niet. GM1: Ja. Wij geven aan dat het wel eens erg druk kan zijn en dat ze een extra dag moeten werken, maar we proberen het altijd in dezelfde week of in dezelfde maand om het weer recht te trekken.

GM1: de spoeling is hier vrij dun qua hotels en doorgroei mogelijkheden.

GM1: Daardoor is HR in die contredien zoveel meer urgent en dat je heel goed kijkt naar je secundaire voorwaarden en alles eromheen om maar attractief te zijn voor je medewerkers.

GM1: We try at least here in Twente, we have two new restaurant concepts under one roof with which we indeed try to train people from point A to point B. All employees are working on a wine course, so they really buy a wine certificate in which they also become aware, they also have to take exams, for the profession they are doing to go. So not only that you are coming to work here, but I'm going to start a process with you and then after two years you'll have an exam and you'll get your wine certificate so that you really had to learn something in order to be able to do your job.

GM2: It's no use if you don't tell the honest story that makes people choose a job, but when they're done they'll still go to the banking world because they can work there as well. Because those social skills are also important there.

GM2: It just remains a circle of people coming and going (cooperation between different organisations in the region)... In our opinion, it has to do with the fact that we ourselves are not afraid of losing people, but consider the importance of the region to be greater than the individual that is there.

GM2: So I think we should be much more open to encouraging people in their own development, and the field of study will be destroyed if we only retain people.

GM2: If a student from Lansink comes here to apply for a job or somewhere else, we will call that company to ask them about this student. So where are his good points, weaknesses, where are his ambitions, what does he want to achieve, etc.? We are not going to see if people are doing a good job or not, but we do want to see how an intern will fit in the team, where he stands with his training and where he wants to go. So we invite the students for an interview. On the basis of these interviews, we give these students advice on how they can take the next step. And by doing it this way throughout the region, you also have to be greater than the individual that is there.

GM1: Most companies pay according to the collective labour agreement, maybe a small plus, but it's all defined. So it's all a point B. All employees are working on a wine course, so they really get a wine certificate in which they also become aware, that's not done.

GM1: ja, dat is ok de taak van de manager om er voor te zorgen dat ze A: genoeg aandacht krijgen en 2: dat het ook soepel loopt. Maar ook de plezier wat kunnen worden voor de studenten, in het onboardingstraject, mensen daadwerkelijk hartelijk ontvangen en met veel aandacht voor wat gaan we nou doen, neem ze mee, trek ze mee, mensen moeten het dan zelf ook willen.

SM1: Ja, want ik denk altijd proberen... in ieder geval een hele goede selectie procedure voor zover dat kan, en kijken of je het je collega's ook na hun Functie krijgen', en 2: dat het alsook soepel loopt. Maar ook de plezier wat kunnen worden voor de studenten, in het onboardingstraject, mensen daadwerkelijk hartelijk ontvangen en met veel aandacht voor wat gaan we nou doen, neem ze mee, trek ze mee, mensen moeten het dan zelf ook willen.

SM1: Ja, wat de motivatie en je moet soms ook dingen vieren. Succes moet je ook vieren en af en toe ook zeggen van 'jongens, het is wel goed'.
GM3: Als ik zie dat iemand potentie heeft dat zou ik die persoon proberen te houden in ieder geval doormiddel van een invalcontract, dat je hem in ieder geval binnenbord houdt en dan kun je altijd kijken of je hem wil behouden voor de hotelgroep.

GM1: We hebben binnen onze keten een programma dat heet ‘High potentials’, dus dat zijn jongeren die de potenties hebben om leidinggevende te worden die nu nog geen leidinggevende functies hebben maar die worden dan uitgenodigd en die moeten dan echt solliciteren voor dat traject. Ja een soort kweekvijver en op het moment dat er dan een functie binnen onze keten voorbij komt wordt er ook gekeken naar de pool voordat we extern iemand gaan zoeken. Ik denk dat dat de zaken zijn waar de jeugd wel behoefte aan heeft. Je wordt daar in principe aangedragen door je hotelmanager, die vraagt of je daar behoefte aan hebt en je zou willen. Dus het is aan jou leidinggevende om te kijken of er iemand in zijn team is die die potentie heeft en ook wil.

GM2: We zijn ook zeer transparent in dit respect, wanneer een employee heeft worked out the details and has reached his limits here, ik wil also go to a number of colleague hotels or restaurants that function a level higher than we do, for example Het Lansink with a michelin star, that when an employee has finished his development here, he will go to Het Lansink atau De Bloemenbeek, where you will really be at your next level so that you can continue to develop yourself further.

GM2: We also look within our own hotel group when the candidate doesn’t fit here, but he is very good. Perhaps he is a bit too young for us or is not heavy enough at this position, but in your hotel I think it would be a very good addition. So if someone isn’t suitable for us, we’ll see if there are any colleagues in the neighborhood where you’d fit in.

HR4: Talent pools klinkt allemaal heel mooi, maar alles wat talent heeft dat neem je aan en dat laat je niet hangen dus nee, talent pools hebben we niet.

SM1: Als wij die extern zouden willen hebben, een nieuwe collega, dan is ons netwerk waarin wij zitten vaak al genoeg

Talent shortage

HR1: Er is schaarse in het vinden van goede koks. Maar daaronderheen met ik zeggen dat die krapte bij ons beperkt is. Ook dus omdat wij heel veel aanbod hebben, het is om het daadwerkelijk aan te hebben met scholen, waardoor we meer studenten en stagiaires van bijvoorbeeld het hotel sector ervaren.

HR1: Dus je moet heel erg bezig zijn met toekomst en daarmee dus ook met strategie…Je moet vooruit denken, als je dat niet doet dan verlies je de wedstrijd ten opzichte van concurrenten. Strategie is voor mij ook het bedenken van alle middelen of tools die kunnen helpen bij betrokkenheid, die moet je goed analyseren en dus ook zien wat werkt wel en wat werkt niet. Uiteindelijk gaat het ook over duurzaam inzetbaarheid van de medewerker.

HR3: We zien ook dat van de hbo hotel student first want to build experiences abroad and return, but mostly do not return to the Netherlands or even chose to not work in the hospitality all together.

HR1: Ik have a vacancy now, but I don't get a single application from a man. That's very strange, but they just don't come and I don't know what's causing

HR3: Ik weet niet of, en zelfs al in de hbo hotel student want to work. Ik denk dat we als sector de promotie niet goed doen.

HR3: Ik denk dat many qualities you need to work for this sector are also very suitable for other industries as well.

GM3: Ik ben bekend met de problematiek rond het personeel vinden, houden, krijgen en ook wel soms een stukje generatiekloof, dat zeg ik wel eerlij.

GM3: Koks is nog moeilijker, ik heb 1 hele goede en die zit echt op zijn plekje, maar dat was echt wel een drama, want als je die wil vinden is praktisch niet te doen. Als ik nu een kok moet hebben kan ik mijn keukenpraktisch wel dicht doen.

HR2: …we hebben nu wel moeite om posities te vullen, dat staat best wel lang open dan. Een supervisor in het restaurant, daar komt echt niks op af, of een receptionist, een receptionist,…het is hard zoeken.

(Waarom zijn mensen uiteindelijk weggegaan?)HR2: Ja, voor meer geld. Ze kunnen dan bij een ander bedrijf buiten de hotellerie kunnen ze dan meer verdienen, daar verdienen ze zo 400 euro meer voor een zelfde wat ze doen. Geld is wel een dingetje, het is best wel dat ze voor 100 euro meer naar een andere hotel gaan bijvoorbeeld.

GM1: als ik kijk hier voor Enschede, dan valt het nog mee hoeveel moeite wij moeten doen om medewerkers te werven, maar dat heeft natuurlijk ook te maken met het feit dat je hier in deze regio niet zoveel hotels hebt dus dat mensen minder hoppen van baan wat bijvoorbeeld in het Westen plaatsvindt. (Waarom nieuwe technologie wordt geïmplementeerd) GM1: Omdat de markt dat eigenlijk wel vraagt. De markt als zijnde de personeelsmarkt. Je merkt dat het moeilijker is om vakbekwaam personeel te vinden. En als je ze dan hebt gevonden moet je er alles aan doen om ze te behouden.

GM2: Yes, I think the problem lies before that, about 20 years ago we as a profession made sure that we didn't end up as a profession or a professional industry, but that we are just an industry where everyone can just find a job.

GM2: You have 9,000 vacancies for cooks in the Netherlands, all the other service functions that you find difficult to fill, the number of candidates starting their training is by far lower than it was years ago, so the new recruitment of employees is also becoming increasin

HR4: Het grootste verloop is op de operationele afdelingen en daar is eigenlijk een continue instroom en uitstroom van personeel dus dat zijn niet zozeer de belangrijkere posities. Er valt af te toe een supervisor weg, dan wordt een eerste medewerker doorgeschoven en managers vandaan die de echte mensen met passie voor de horeca, me

SM1: Ik bekijk het even vanuit ons, het is inderdaad af en toe wel lastig. Horeca is geen branche waar je hoge salarissen verdient. Ik denk dat we als sector de promotie niet goed doen.

HR3: Ik weet niet of, en zelfs al in de hbo hotel student want to work. Ik denk dat we als sector de promotie niet goed doen.

GM3: We hebben binnen onz

HR1: …dat moet iets zijn wat heel eigen is, dus wat je niet leert maar bezit…. Het kan heel breed zijn, het kan een competentie zijn die iemand bezit, maar het kan ook een karakter zijn,…wat iemand bezit, wat iemand als uniek persoon toevoegt aan een organisatie…. Ik geloof bij talent dat het wel iets eigens moet zijn.

HR2: Ja, ik begrijp hoeveel mensen met de wil om iets te leren, het hart voor vak en de bereidheid om in jezelf

Part 2: Talent philosophy

Talent

HR1: …dat moet iets zijn wat heel eigen is, dus wat je niet leert maar bezit…. Het kan heel breed zijn, het kan een competentie zijn die iemand bezit, maar het kan ook een karakter zijn,…wat iemand bezit, wat iemand als uniek persoon toevoegt aan een organisatie…. Ik geloof bij talent dat het wel iets eigens moet zijn.

HR2: Waar ik aan moet denken is iemand in zijn kracht zetten.

HR2: Ja, je heeft natuurlijk meerdere talenten nodig voor bepaalde functies. Ik denk dat ik dit wel ook kunt ontwikkelen

GM1: Mensen met ambitie, mensen met de wil om iets te leren, het hart voor niet alleen onze zaak maar ook voor uw vak en de bereidheid om in jezelf
te investeren.
HR4: Talent... is dat iemand het inzicht heeft en dat het er op een bepaalde manier uit gaat komen, met heel veel groei mogelijkheden, dus ja zo zie ik talent. Iedereen heeft zijn eigen talent natuurlijk, maar in de horeca heb je gewoon bepaalde skills die noodzakelijk zijn, als iemand gasten helemaal weet in te pakken
SM1: (Over talent in hospitality) Dat zit er in, of dat zit er niet in... Dat is het dienstbare denk ik. Gastvrijheid, dienstbaar zijn... en dat moet je leuk vinden.
SM1: Ja, en dat ze net even dat extra stapje zetten of het inzicht hebben dat ze morgen bijvoorbeeld ook om half 7 op het werk zijn omdat ze zien dat de eerste gasten dan al graag willen ontbijten. Die ook even wat verder kijken dan hun neus lang is. Staat die tafel wel recht en staat die stoel wel recht... Je zoekt juist die mensen die wel het extra stapje verder willen doen en misschien wel die vraag stellen van ‘Goh, ik doe nou dit en dit altijd zo, maar waarom doe je het niet zo?’.

Skills
HR1: Je kan heel veel aanleren, maar ik denk dat iets bestendig en duurzaam kan zijn op het moment dat iemand dat ook echt vanuit zichzelf doet. Ik denk dat je iedereen alles kunt aanleren, daar zit het probleem niet. Maar als het vanuit je kern komt omdat je het kan en het leuk vindt of de interesse hebt, dan komt dat zijn best tot z’n recht.
HR3: Of course we will then look at skills, because you would like a painter to be able to paint or he should be prepared to learn this. The same goes for a GM, who needs to know how to know full rooms and set up budgets, but everything can be learned.
HR3: Ultimately, the attitude of the employee is the most important about the person, and skills for a large part. This is also clearly communicated when people come to work for us. If you don’t know how to make a cup of coffee yet, we’ll teach you this. Our hospitality really comes first, if that’s what’s in it, then we can teach you the rest because the rest are just skills.
GM3: Eigenlijk is dat ook een stukje intrinsieke motivatie... Dienstbaarheid, dat je het een beetje leuk vindt en dat het omgaan met mensen leuk vindt. Als je die basis dingeet hebt, kun je heel ver komen, want dan kan ik je alles leren... Alles kan je leren. Alle vak technieken kan ik je allemaal leren, dat is echt geen probleem. Maar aardig zijn tegen mensen kan ik je niet leren. Maar het moet geen kunstje worden, het moet wel echt uit jezelf komen.
HR2: Als iemand wel in de bediening supervisor is geweest, maar dan val je bij mij niet in de categorie “Talent”.
GM1: Jou aanleren wat je moet doen...ja, maar als jij het niet in je hebt en het niet leuk vindt om het te doen, dan zal je nooit verder komen dan basis en dan val je bij mij niet in de categorie “Talent”.
GM1: Ik denk dat iedereen wel een talent heeft, maar het is de vraag van je of je talent hebt voor wat jij denkt dat je aan het doen bent. Dus iedereen heeft een talent, maar of je dat talent ook in ieder vakgebied kunt ontwikkelen, of niet die op een bepaalde manier ontwikkeld kunnen worden of niet.

Inclusive/Exclusive/ Stable/Developable
(So if I understand correctly, when we talk about talent, do you think that in principle everyone has a talent, but you can also develop this talent further?)
HR3: Yes, that’s right... Because if someone is very skilled in contact with guests, what were customers in that shop, then we can teach them the rest. You can teach someone how to make a coffee, for example. The difficulty lies in: do you have social skills and can you make contact with people? That is something that you can’t teach someone. So that is something that we are constantly looking for.
HR2: Iedereen heeft andere talenten en eigen talenten. Dan is het wel belangrijk om iemand in zijn kracht te zetten, dat je niet iemand in een leidinggevende functie stopt omdat dat maar nodig is terwijl het er niet in zit.
GM1: Jou aanleren wat je moet doen...ja, maar als jij het niet in je hebt en het niet leuk vindt om het te doen, dan zal je nooit verder komen dan basis en dan val je bij mij niet in de categorie “Talent”.
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HR4: Als iemand wel in de bediening supervisor is geweest, maar dan val je bij mij niet in de categorie “Talent”.
GM1: Ideniteit op een te hoog niveau die kan je heel ver komen, want dan kun je alles leren: Alles kan je leren. Alle vak technieken kan ik je allemaal leren, dat is echt geen probleem. Maar als je echt naar een andere afdeling wilt gaan, dan denk ik dat je alles kunt leren. Als iemand dan ineens naar financieën wilt gaan, dan denk ik dat je dit zeker kan leren.
GM1: Ja, daar ben ik van overtuigd. Als jij ergens goed in wil zijn in je vak en je wilt het graag, dan kan ik je alles aanleren. Maar je moet wel de intentie hebben om het te doen, je moet wel in je bloed hebben dat jij dienstverlenend wilt zijn. Je moet de bereidheid hebben om iets te willen doen voor een ander.
GM2: No, very crookedly put, a monkey can learn anything but a monkey must want to. So if you have students who have the intrinsic motivation to learn, look trainable in that sense, you can do anything with that.
GM2: ... Just be yourself, be nice, be social. Look, bringing to plate of food from A to B is something you can learn.
HR4: ...dat kan men leren...de skills... In dat opzicht gaat het meer over hoe iemand over komt dan wat men echt kan. Maar dat is echt qua bediening, maar even aan de andere functies wordt er in samenspraak met die manager bepaald wat hij zoekt en dat verwerken wij dan in de vacatures.
HR4: Dat is dan weer een voordeel van werk... Dat is dan weer een voordeel van werk... En in de horeca, dat het niet heel veel vraagt in de zin van skills, harde skills, maar wel soft skills. (Over alles kunnen leren) SM1: Ja zeker. Als je het maar ziet. En er een beetje gevoel voor hebt. Iedereen kan wel een tafel… ik denk dat dat talent ook in ieder vakgebied kunt gebruiken, dat denk ik niet.
HR4: Talent… is dat iemand het inzicht heeft en dat het er op een bepaalde manier uit gaat komen, met heel veel groei mogelijkheden, dus ja zo zie ik talent. Iedereen heeft zijn eigen talent natuurlijk, maar in de horeca heb je gewoon bepaalde skills die noodzakelijk zijn, als iemand gasten helemaal weet in tepakken...
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willen worden in de horeca, maar niet het daadwerkelijke werk hebben gedaan in de horeca… dat is af en toe ook wel problematisch.

**Flexibility**

HR1: Ja, dat wisselt omdat we dus ook met een hoog en laag seizoen hebben, maar dat varieert tussen de 120 en 160 fte’s. Dat is best veel en dan moet je wel weten dat we met heel veel parttime krachten werken. Dat maakt ook, we moeten ook heel veel flexibiliteit inbouwen omdat we dus die twee seizoenen kennen en dan kan het voorkomen dat je ineens zoveel meer kamer beschikbaar hebt, dus ook zoveel meer mensen nodig.

(Vraag over generatie of leeftijdscategorie) HR3: Dat zou kunnen, maar ik denk dat het aanbod veranderd. Dus wat je ziet met z’n platform als Temper, dat bestond 5 jaar gelden nog niet en het kan alleen maar slagen als de behoefte er ook is.

**Characteristics**

HR1: Ja, ik denk dat een heel belangrijk thema ook is dat kandidaten opzoek zijn naar de zingeving, dus dat je merkt dat mensen heel erg zoeken naar de bijdrage die zij zelf kunnen hebben binnen een organisatie. Je merkt dat thema’s als duurzaamheid, maatschappelijke betrokkenheid, steeds belangrijker aan het worden zijn.

GM3: Nou, vooral ook de jongeraren waar wij toch mee werken is toch vaak iets mellow van ‘hoho, dat kan allemaal nog wel’ en ook heel erg van de tegenovergestelde kant, dat is eigenlijk een derde lid van het lijk… Ze zijn ook wel erg afwachtend en ook qua planning…vrouwen plande ik mijn vrije tijd om mijn werk heen, en tegenwoordig zie ik dan men verwacht dat wij het werk om hun vrije tijd heen schieten.

HR2: Want je merkt dat de nieuwere generatie echt kijkt op een Instagram bijvoorbeeld om te kijken wat de sfeer impressie is, hoe het is om ergens te werken en dat hebben wij dus niet.

GM1: Dan denk ik toch de flexibiliteit die je moet bieden als werkgever. Ik denk dat velen van de jongere generatie daar veel waarde aan hechten.

GM2: …people now do a lot more things together. So it has become much more ‘parts of’. In the weekend we often sell pitchers with beer, which they drink together. When there are twelve people at the table, you put a number of pitchers on the table instead of twelve glasses. So it’s not just the generation of employees that has changed, the guests have also changed.

HR4: Adverteren in de krant heeft minder nut dan voorheen.

SM1: …Ik weet alleen niet of de stagiaires van nu, nog steeds dezelfde stagiaires zijn van toen zijn. Ik kan mij nog een paar stagiaires herinneren in mijn laatste periode, dat is al richting 2007, die waren niet zo gemotiveerd als de stagiaires die ik daarvoor heb gehad… Ik heb ook wel eens stagiaires gehad tijdens de laatste twee jaar, dat ik dacht van ‘Oh! Jij hebt lef’. Ja, een grote mond en dingen niet willen en dingen niet waarmaken… dat durfde ik vroeger niet eens… (jongeren) zijn veel vrijer.

**Needs**

HR1: Ja, dat klopt. Dan moet je denk ik een onderscheid maken in de verschillende functie. Dus als iemand gaat voor een kantoorfunctie dan is dat een groot verschil van de mensen die in de operatie gaan werken. Dus iemand die jong is maar voor een kantoorfunctie solliciteert heeft andere behoeftes dan iemand die jong is en in de bediening solliciteert. Iemand die in de bediening wil werken voor een paar uurtjes in de week heeft andere behoeftes dan iemand die voor een kantoorbaan solliciteert en vooral op zoek is naar een vast uren contract.

HR1: Ik denk dat zingeving en toegevoegde waarde belangrijker zijn dan salaris.

HR1: Ik denk dat arbeidsvoorwaarden in zijn algemeenheid, primaire en secundaire voorwaarden, dat je als werkgever meer moet bieden dan alleen maar een dienstverband met salaris. Ik denk dat mensen het heel belangrijk vinden wat de regelingen zijn omtrent verlof, thuiswerkregelingen, wat doet een werkgever voor de werknemer, en dat is niet zo gemotiveerd als de stagiaires die ik daarvoor heb gehad… Ik heb ook wel eens stagiaires gehad tijdens de laatste twee jaar, dat ik dacht van ‘Oh! Jij hebt lef’. Ja, een grote mond en dingen niet willen en dingen niet waarmaken… dat durfde ik vroeger niet eens… (jongeren) zijn veel vrijer.

HR1: …om voldoende met ze in gesprek te zijn, voldoende evaluatiemomenten in te plannen, zodat we bij kunnen houden of het ook goed gaat met die persoon.

HR3: …this generation attaches a great deal of importance to a number of things, and that is, I see in particular, flexibility, I think that is… What I also very much see and notice is that this generation finds it very important to have the feeling to belong to something… And thirdly, we’ve seen more and more recently that this generation also thinks it’s very important that as a company you’re busy with, not only now, but also the future generation… So if you ask me, those three things are the most important for the next generation: flexibility, belonging and sustainability. HR4: Everyone will also participate in our Hotel Experience, which is something different from a standard introductory training course and also lasts a full day. They will be admitted immediately and what I dare say is that interns with us are not ordinary interns, but just our colleagues.

HR3: I generally only hear that our internships are very nice in terms of content, because you get a lot of responsibility.

GM1: De mogelijkheid wordt gekeken naar flexibele werktijden, dat de roosters zelf ingevuld kunnen worden, zodat iemand bijvoorbeeld een groot verschil heeft van ‘oh ik heb een tijdje nodig’ en dat mensen kunnen op hun werk thuis blijven en zo aanmelden van ‘dan kan ik en dan kan ik’. En ook dat je bijvoorbeeld 4 uurtjes werkt in plaats van hele 8 omdat men, onze keten, het idee heeft dat de jongere zelf willen kiezen wat ze willen en dat geld niet de grote drievuur is maar wel de vrijheid om.

GM1: Ik denk niet dat dit alleen voor die generatie is, maar dat je ook nakomt wat je belooft.

GM1: Vrijheid: Ik weet niet of dat alleen voor deze generatie geldt, maar dat ze mogen zijn wie ze zijn.

GM2: (on circulation of employees between organisations) And if all the colleagues do the same thing... look, people in the organisation... they are being admitted immediately and what I dare say is that interns with us are not ordinary interns, but just our colleagues.

GM2: So you need to know very well what your staffing levels are and how all your employees are doing in the organisation, so they still like it, are happy, have questions, developments... so I talk here every day with all the employees who are walking around.

**Difference generations**

HR1: Je merkt dus dat zij die flexibiliteit, op korte termijn wat zensies verdienen, verkiezen boven een duurzamer, constructiever contract. Dus waar de generatie waarin ik ook zelf ben opgegroeid, de mensen die wat ouder zijn, die hechten meer waarde aan een vast arbeidsovereenkomst en vast uren en wat stabieler qua werk en ik denk dat voor die generatie (jongere generatie) geldt dat zij eigenlijk meer met de korte termijn bezig zijn, flexibiliteit en dat zij dat verkiezen boven een stabiele situatie en arbeidsovereenkomst. Een vast contract, met vast uren en pensioenopbouw vinden zij minder interessant. Althans, ze lijken het minder relevant te vinden.

HR1: Je merkt dat thema’s als duurzaamheid, maatschappelijke betrokkenheid, steeds belangrijker aan het worden zijn. Die thema’s zijn denk ik belangrijker geworden voor kandidaten die nu op zoek gaan naar een baan. Belangrijker dan 10 jaar geleden.

HR1: Als je tussen 5 tot 10 jaar terug in de tijd zou gaan, zouden mensen iets meer geduld hebben en iets meer zouden denken ‘nou dat neem ik maar voor lief’ bij wijze van, en dat die nieuwe generatie zoiets heeft van ‘als het niet goed genoeg is, ga ik gewoon door, dan ga ik wel ergens anders naar op zoek’.

HR3: So we can see through the entire layers of employees, also because we have a very varied population of course, we have 65 plus, but we also have 16 year olds, we see that it works very well and everyone can use it in his or her own way [internal app Groby].
(Question on difference aged employees) HR3: Yes, absolutely, and we pay extra attention to it because we see it colliding. Not only the use of socials, but also in the workplace. And what we mainly try to do is to get people together and to understand each other by explaining a lot, to be honest. They even made a training, workshop, in which we let the generations learn to understand each other better, that is in any case our goal.

GM3: Ja, dus als ze zeggen dat ze morgen om 6 uur kunnen werken en dat is heel mooi, maar morgen hebben we niemand om 6 uur nodig. Dat is soms wel een struggle en dat zie je wat meer in de hotellerie en dat is ook gewoon zeggen 'ja, ik heb een invalkrachtcontract, dus ik kom gewoon niet' of 'ik hoef niet te komen' en dat is soms wel moeilijk. Ze hebben een andere instelling dan ik van mezelf terug ken.

HR2: Ja, de oudere vinden het allemaal wel prima. Ze vinden het allemaal wel prima. Die zijn toch wat meer van 'ik heb het allemaal wel gezien en doe mijn ding en ik vind het goed' en de jongeren die willen meer, die willen zichzelf ontwikkelen en daarin zie je wel verschil.

(Over het belang van doorgroeimogelijkheden) GM1: Ik denk dat het in zoverre altijd wel zo is geweest, maar als ik kijk naar de mensen die hier werken, dan zijn die allemaal een stukje ouder, hebben ze allemaal net een gezinnetje of starten ze net een gezin. Dus dan wil je meer de regelmaat en rust en dan sta je daar minder voor open.

GM2: The old employees consciously chose the profession and the younger people who choose not so much for the profession, but for the whole package. Asked a professional knew very well the techniques such as filleting a fish at the table, who could prepare an entire table, they knew the techniques. Nowadays a lot of people just want to know a lot about everything, they want to know a lot about wine, about beer, cocktails, beer menus and specialty beers. These are certainly new developments that are taking place and you can't know a lot about everything, so people are trained in a much more generic way than in the past as specialists.

GM2: You have to give people the space to send out a signal about how they feel about themselves. The older employees who are very upset about it, work through it and get on with it, and the younger employees want to be heard more, they want to be judged more by feeling.

GM2: No, I don’t see clash, but I sometimes see the lack of understanding of those two generations. Sometimes the older employees do say 'come on, now you're done whining, you’ve got to put your shoulders to the test and we’ll give it a shot now and then we’ll start talking about how you liked it'

HR4: De jongeren zoeken meer flexibiliteit in hun werk, die hebben vaak nog een opleiding die ze daarnaast volgen, die vinden het ook fijn om in de avonden te werken, dat past perfect. De ouderen werknemers zoeken toch vaak meer regelmaat en wat fijnere tijden, die hebben over het algemeen vaak liever uren overdag, maar er zijn ook mensen die ouder zijn en ook graag ochtend diensten of nachtdiensten draaien, dus dat is vrij variërend en mensen kiezen toch ook wel bewust voor de horeca, ik bedoel het staat bekend als onregelmatigheid maar er zijn ook zeker functies met regelmatige tijden.

SM1: Mensen die nu bij wijze van spreken gaan afstuderden, ja dat is een totaal andere wereld. Die wereld kun je niet vergelijken.
### Data coding: Hospitality students

#### Working experiences

<table>
<thead>
<tr>
<th>HS2</th>
<th>Ik heb stage gelopen in een hotel in Oostennriek</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS3</td>
<td>Ik heb in London stage gelopen en ik had al wel best wat ervaring in de hotellerie vanwege de stages tijdens Toerisme op het mbo, maar goed dat in London was natuurlijk wel iets anders want zij hadden 800 kamers, dat was best heftig maar wel super leuk. Je leert en ziet wel echt hoe anders de organisaties in elkaar zitten en hoeveel sturing er is vanaf een overheidsbedrijf.</td>
</tr>
<tr>
<td>HS1 en HS2</td>
<td>Het Amerikaanse is heel heavy. Amerikaanse standaarden zijn streng en heel strak.</td>
</tr>
<tr>
<td>HS1</td>
<td>Ik werkte voor mijn eerste stage bij Barbedos, een Amerikaans-isch concept, tenminste de oprichter daarvan was van origine Amerikaans/Jamaicaans. De meeste gasten die daar kwamen waren Amerikanen en Britten, dus die verwachten een bepaald patroon. Plus dat het een vijf sterren was, was het echt wel heel strak. Als werknemer, tijdens mijn vrije tijd als ik daar even wat moest regelen, mocht ik niet in mijn vrije tijd kleding komen dat korter was dan over mijn knieën.</td>
</tr>
<tr>
<td>HS1</td>
<td>Zondagavond 12 uur krijg ik inderdaad mijn planning voor de maandag, dinsdag en woensdag. Dus ik kan niks plannen. Ik weet niet wanneer jij hem krijgt? HS3: Ik krijg de planning twee weken van tevoren wel. HS2: Ik heb nu al mijn planning lopen tot aan oktober.</td>
</tr>
<tr>
<td>HS2</td>
<td>Het is handig om kennis te hebben, maar als je echt ergens aan de slag wilt moet je onderaan beginnen en jezelf opwerken in het buitenland omdat ik graag de wereld wil zien.</td>
</tr>
<tr>
<td>HS1</td>
<td>Ik dacht misschien kan ik wel bij hotels werken in het buitenland, dat was eigenlijk de enige reden. Ik wil reizen en werken in het buitenland omdat ik graag de wereld wil zien.</td>
</tr>
<tr>
<td>HS3</td>
<td>Ik heb hiervoor mbo gedaan, Toerisme, en toen had ik stage in een hotel gelopen en toen wist ik eigenlijk vrijwel zeker dat ik hier verder in wil omdat heel veel vaardigheden en kennisgebieden bij elkaar komen binnen een hotel.</td>
</tr>
</tbody>
</table>

#### Reasons to work in the hospitality

| HS1 | Deze was het dichtstbij. Ik wist dat ik Hotel Management wilde gaan doen maar ik wou het eerste jaar nog niet op kamers dus, en dat is ook een kleine fijne school. Ik hou daar wel van, ik kan naar naam docenten toelopen, hij kent mij en ik ken hem. |
| HS1 | Sinds 2 havo wist ik dat ik hotel management wilde gaan doen omdat ik echt nergens anders geschikt was voor. HS2: Het Amerikaanse is heel heavy. Amerikaanse standaarden zijn streng en heel strak. |
| HS1 | Ik ben niet heel geschikt voor een baan waar je van 9 tot 5 achter een bureau hoort, het manag |
| HS2 | Ik heb er juist ook voor gekozen omdat het heel breed was, ik wist nog niet zo goed wat ik wilde. Ik hoop nog veel te kunnen leren en dat hoop ik ook te kunnen doen tijdens mijn stage straks. |
| HS3 | Ik heb hiervoor mbo gedaan, Toerisme, en toen had ik stage in een hotel gelopen en toen wist ik eigenlijk vrijwel zeker dat ik hier verder in wil omdat heel veel vaardigheden en kennisgebieden bij elkaar komen binnen een hotel. |
| HS1 | Een hotel is op zich een wereld op zichzelf. Daarom heb je geen enkel andere opleiding die zo gefocust is op 1 bepaald concept. Omdat het een wereld op zichzelf is waar heel veel uit te leren valt wat je mee kunt nemen in de gehele dienstverlenende sector. |
| M1 | Omdat ik later wil reizen en ik dacht misschien kan ik wel bij hotels werken in het buitenland, dat was eigenlijk de enige reden. Ik wil reizen en werken in het buitenland omdat ik graag de wereld wil zien. |
| M2 | Later wil ik graag een eigen hotel beginnen, tenminst is dat is op dit moment mijn droom en deze opleiding is heel breed maar met de ervaring van deze opleiding kun je later nog bedrijf opereer je zelf. |
| M3 | Ik heb dit gekozen voor deze opleiding omdat … je stage kan doen in het buitenland dat heeft me wel overgehaald. |
| M4 | Ik wist eerst helemaal niet wat ik wilde en toen kwam m’n moeder met deze opleiding en omdat ik heel veel van andere landen hou en ik vind het heel interessant om andere culturen te leren kennen en met deze opleiding leer je heel veel andere culturen en andere talen leren en dat trok me heel erg aan. |
| H4 | We all did bachelors in hospitality and then we have about one year work experience all of us. |
| H5 | We all did bachelors in hospitality and then we have about one year work experience all of us. |

#### Future plans

| HS2 | Het is handig om kennis te hebben, maar als je echt ergens aan de slag wil moet je onderaan beginnen en jezelf opwerken |
| HS2 | Ik heb even goed nagedacht, en dus ook al gezegd dat ik een hotel wel leuk vind, maar ik hoop er niet in te eindigen. Je hebt daar niet echt een studie voor nodig. Bediening kun je zo doen. En dat was ook 1 van de eerste dingen, als je bediening wil doen dan zit je hier (studie) verkeerd, want daar heb je geen studie voor nodig. |
| (Zijn jullie al op zoek naar een baan voor na je studie?) HS3 en HS2: Dat ligt er aan waar ik mijn scriptie kan doen. HS2: of dat ik bij mijn stage bedrijf mijn scriptie kan doen en daarna daar kan blijven. HS2: Maar als ik dat niet heb, dan misschien een jaar of twee naar het buitenland en daarna weer in Nederland kijken waar ik werken wil. |
| HS1 | Ik hoop dat wanneer ik deze opleiding haal, om toch misschien nog te kijken of een master voor mij interessant is en dat ik daarna pas ga kijken welke banen er zijn op de markt. Dat is voor mij nog iets te ver van m’n bed show. |
Ik denk dat ik wel in gedachte heb om later iets in de hotellerie te doen, alleen deze opleiding is niet hotel management, het is iets breder dan dat dus je houdt je opties nog wel open.

Later wil ik ook mijn eigen hotel en zalig dit als een goede opleiding om te beginnen en kennis op te doen.

Ik weet nog niet zeker of ik met de hotel kant iets wil doen, maar ik denk dat ik wil richting de gids kant op ga, het toerisme zelf. Ik wil dat omdat je dan echt in contact bent met mensen en als je in een hotel werkt dan sta achter de receptie en dat trekt me niet zo aan. Ik wil denk ik wel doorstuder en HBO gaan doen. Ik denk wel dat ik hier verder in wil, maar dan wel echt in de gidsen wereld.

Ik ga straks stage lopen in een hotel maar ik weet niet of ik dat later ook wil doen, ik hou voorlopig alle deuren open. Door deze stage ga ik weten hoe het is om in een hotel stage te lopen en dan kom ik er achter of ik het vaker wil doen of dat ik iets anders wil doen.

We so: Are students of business now, so personality I have done a lot of operation before and thought maybe I wanted to go to a desk kind of work.

Ik denk dat ik later kort er wel iets mee wil doen, maar niet...niet iets anders, ik wil sowieso ook doorstuder en ik wil op het hbo docent maatschappijleer, maar dan weet ik niet of ik nog naar de Universiteit door wil...

Ik denk dat je tot je 30ste zoveel mogelijk moet hebben gezien en gedaan en dat je daarna denkt en meer tijd neemt voor je gezin.

Subcategory 2: Job related

Expectation employer

HS1: De basis skills die belangrijk zijn in de hospitality die doe op tijdens je stages, het overall denken en handelen, dat leer je hier op school.

HS1: (Een bepaalde vaardigheid die iemand van hotelmanagement moet hebben is dus meer gericht zijn op de klant beleving, en als tweede plek pas eigenlijk hoe kunnen we dat zo efficiënt mogelijk doen?) Niet alleen binnen het klant/gast beleving maar ook binnen het eigen personeel. Als je gastvrij bent naar je eigen personeel toe, dan pas je die cirkel goed rond maken dat je personeel goed werkt tegenover je gast... smiley -> smiley -> dollarteken: De eerste smiley staat voor wanneer het personeel zich goed voelt en op zijn gemak, dan schaart dat door naar de klant of gast, en als die zich goed op zijn gemak voelt dan pas gaat hij geld op leveren.

HS2: Dus blijke werknemers resulteert in blijste en die blijse werken die geven dan geld uit. Dus het allerbelangrijkste dat bovenaan staat bij jouw kenschijnsel. Als je die goed begeleid, ondersteunt, faciliteert, en die voelen zich om hun gemak in de organisatie, en die weten wat er van hun verwacht wordt, kunnen zij ook makkelijk zich aanpassen naar het bedrijf toe.

HS3: Ik denk dat het in de hospitality branche best moeilijk is voor een werkbeger om dat te kunnen realiseren, puur omdat je met elle flexibele werkttijden om moet gaan, dat je dit goed communicante naar je werknemers, en omdat die branche zo breed is dat je ook met heel veel verschillenden lagen te maken hebt, je hebt met alle leeftijden te maken van 15 tot aan 60, verschillende achtergronden, het is natuurlijk heel anders dan bij een werkbeger die bij een bank zit, daar kom je geen 15-16 jarige tegen en hoe je dit moet combineren.

HS3: Feestdagen worden nog wel eens met een toeslag uitbetaald, maar ik merk ook...dat het altijd een deigabetje is dat werknemers het gewoon heel naar vinden dat ze voor hun overuren, dat dat vrije dagen moeten worden in plaats van dat ze uitbetaald worden. En dat heb ik in andere hotels ook wel gezien, dat het wordt omgezet in tijd-voor-tijd en dat dit een punt was. Dat je altijd je vrije dagen moest opgeven en dat dit niet wordt uitbetaald.

HS1: Meer duidelijkheid, meer stabilité in wat er eigenlijk van je verlangt wordt. En als je dan bijvoorbeeld op stand-by zou staan, dat je daar dan ook voor betaald krijgt want in feite moet je dat gewoon beschaftig houden. En ik krijg er niks voor.

HS2: Het is wel belangrijk om iedereen tevreden te houden en als een werknemer wil doorgroeien, kun je dat niet aan zijn neus zien, dan is het ook echt wel belangrijk dat een werknemer dat ook doorschakelt.

HS3: Dat ik dacht, ze nemen echt de tijd voor me, het waren twee mensen die hadden dan het gesprek met me, en dan later dan belde ze de supervisior of hij ook even naar beneden kon komen, kunnen kon ik ook gelijk kennisse mee maken, gewoon dat soort dingen dus ook uitnodigen voor een cursus, echt gewoon serieus genomen. Dus dat is ook wel iets voor een werkgerever om daar goed over na te denken.

HS1: Ze hebben zich ingelezen, ze weten wie er voor hun zit, en dat er dan niet van die vragen komen als ‘ja, waar zit je stage dan?’ of ‘je komt hier voor je stage?’ terwijl je hebt gezegd dat je voor je scriptie komt.

M3: …dat je ook goede begeleiding krijgt. Als je werkvager de hele tijd hetzelfde laat doen en je wil dat niet, dan moet je daar zelf mee komen. We hebben ook bepaalde taken voor stage en die moet je ook leren.

M4: Ik denk dat mijn begeleider moet vragen of ik het leuk vind of dat ze vraagt of ik iets anders wil proberen, of ik het allemaal goed vindt gaan.

M5: Ik denk dat mijn begeleider moet vragen of ik het leuk vind of dat ze vraagt of ik iets anders wil proberen, of ik het allemaal goed vindt gaan.

M1: Behulpvaardig, gewoon dat hij je helpt. Ik denk inlevingsvermogen ook, want het is belangrijk dat je altijd e...niet perse op persoonlijk gebied maar als er iets is dat hij je dan niet laat blijven en vraag hoe het met je gaat. En dan denk ik loyaal, maar dat hangt er wel een beetje vanaf of je daarmee blijven of niet. Maar dat moet wel wederzijds zijn.

M2: Ik denk als je een hele goed band hebt met je leidinggevende en het is een betrouwbaar persoon, dus als je ergens mee zit moet wel wederzijds zijn.

M3: Later wil ik ook mijn eigen hotel en zalig dit als een goede opleiding om te beginnen en kennis op te doen.

M4: Ik weet nog niet zeker of ik met de hotel kant iets wil doen, maar ik denk dat ik wil richting de gids kant op ga, het toerisme zelf. Ik wil dat omdat je dan echt in contact met mensen en als je in een hotel werkt dan sta achter de receptie en dat trekt me niet zo aan. Ik wil denk ik wel doorstuder en HBO gaan doen. Ik denk wel dat ik hier verder in wil, maar dan wel echt in de gidsen wereld.

M1: Ik ga straks stage lopen in een hotel maar ik weet niet of ik dat later ook wil doen, ik hou voorlopig alle deuren open. Door deze stage ga ik weten hoe het is om in een hotel stage te lopen en dan kom ik er achter of ik het vaker wil doen of dat ik iets anders wil doen.

M5: Ik denk dat je tot je 30ste zoveel mogelijk moet hebben gezien en gedaan en dat je daarna denkt en meer tijd neemt voor je gezin.

Requirements job

HS2: De receptie is toch wel het eerste aanspreekpunt waar je naar toe gaat, dat is wel hospitality en dat is ook hospitality gericht. Dan heb je nog bedoeld wat anders dingen, hoe zien wachtkamers eruit? Is dat allemaal bijvoorbeeld daar wij ook mensen bijvoorbeeld waar wij ook mensen doorzetten. Ik hoop dat mensen in een hotel zichzelf hebben opgewekter en dat het moeilijk is om jezelf te kunnen plaatsen als een manager binnen een bedrijf en zeggen ik heb deze opleiding en dit heb ik geleerd en ik ga nu mensen onder mij aansturen die al 30 jaar in het werk zitten en hun zeggen hoe ze hun werk moeten doen.
HS3: Uiteindelijk ben ik wel naar deze hotelschool gegaan omdat ik meer geïntereesseerd was in het organisatorische gedeelte achter de hotelleries en niet

HS1: (over een vraag over werken met verschillende culturen) Ik zou het wel leuk vinden om dat soort ervaringen op te blijven doen. Ik zou het ook

HS5: Mijn doel is ook echt wel om bij een internationale keten te eindigen. Ik zou niet zo snel in een Nederlands hotel willen werken, omdat ik het

HS3: Als het maar niet van die stomme recruiters zijn op LinkedIn die van die push berichten…

M10: Het maakt ook niet uit of je onderaan begint of dat je iets meer bovenaan begint als je maar iets hebt om naar toe te werken. Er moet wel een beetje afwisseling in je werk zitten want als je de hele week hetzelfde doet dan verveeld het op een gegeven moment.

M5: Dat het leuk is op het werk. Gezellig, dat er een leuke werksfeer is. Dat je nieuwe dingen leert en dat je dat later weer kan toepassen als je een

HS2: De mensen.

M2: Als je echt volgens de standaard regeltjes alles gaat antwoorden en eigenlijk niet eens een gesprek voortzet maar alleen zegt ‘dit moet en dan zijn jullie klaar’, dan denk ik dat het heel snel saai wordt.

M4: Ik denk ruimte om jezelf te ontwikkelen, dat je binnen het bedrijf je eigen ding mag doen. Ik vind op verschillende plekken werken wel belangrijk, dat

HS2: …websites zoek je dan toch wel veel

H7: You want to be heard on your job, you want to be heard on social media.

M4: Ik denk ruimte om jezelf te ontwikkelen, dat je binnen het bedrijf je eigen ding mag doen. Ik vind op verschillende plekken werken wel belangrijk, dat

M9: Dat er doorgroeimogelijkheden zijn, dat je inderdaad een doel hebt

HS1: Ik ben naar deze hotelschool gegaan omdat ik meer geïnteresseerd was in het organisatorische gedeelte aan te gaan, eigenlijk al wetend dat ik het wel
dat ik mijn eigen ideeën ook kan doorzetten… dat hij daar serieus mee aan de slag zou gaan.

M4: Ik denk wel echt mijn persoonlijke ontwikkeling, dat ik me echte ontwikkelingen binnen het bedrijf en dat ik mijn eigen ideeën ook kan doorzetten…

M8: Motivatie moet je hebben. Dat je een doel hebt van op een dag wil ik daar zijn en dat je daar naar toe werkt.

Subcategory 3: Application

Triggers to apply

HS2: Als ik benaderd wordt door een werkgever en zij willen mijn kennis ook inzetten om hun bedrijf te verbeteren, dan zou ik daar serieus over

HS3: Als het maar niet van die stomme recruiters zijn op LinkedIn die van die push berichten… ik wil zo graag aangenomen worden op mijn specifieke

HS3: Ik snap wel wat bedoelt, je bent een persoon en bent niet zoals een ander persoon dat is, dus als je gewoon een push bericht krijgt van ‘Toevallig

dat vind ik wel belangrijk.

M10: Flexibiliteit misschien. Ook qua werktijden, dat ze daar niet al te moeilijk mee zijn. Want ik denk dat ik later niet van maandag tot en met vrijdag
vandieren, maar niet erg vinden om voor mijn toekomstige werk te moeten reizen. Alle: Sowieso, echt niet.
Vacancy requirements

HS3: als je als hotel personeel wil aantrekken dan kan je niet altijd internationaal richten want de een vindt dat wel leuk, maar de ander niet.
HS1: Ik denk naar het bedrijf waar ik naar zou kijken, qua grootte een beetje medium, 1200 kamers en heel veel lijntjes dat is mij teveel, maar iets heel kleins is ook niet helemaal wat ik zoek. Maar ook wel naar stijl, wat zijn de missie, visie en doelstellingen van een bedrijf en hoe wil het zich uiten en dan ga ik toch wel meer iets de luxe kant op.
HS3: ik denk volgens mij moet je het plaatje zoveel aantrekkelijker maken en het zijn altijd van de standaard sollicitatie teksten die ze op Indeed hebben. Terwijl ik denk, je zou er wel een leukere draai aan kunnen geven of iets speciaals kunnen aanbieden.
HS2: Ik denk inderdaad, ook met de krappe arbeidsmarkt, dat je duidelijk moet zijn in wat je aanbiedt en als je dan zo'n standaard zinnetje gebruikt dan knappen mensen daar zo heel vaak op af.
M3: Het belangrijke is denk ik wat het bedrijf van jou verwacht. Wat het bedrijf heeft voor jou. Dus wat kan ik betekenen voor het bedrijf en wat betekend het bedrijf voor mij.
M4: die vacature was heel speels en heel leuk wat er allemaal in stond en dat sprak me heel erg aan. Dus ik zou daar eerder op solliciteren dan als het helemaal strakke stage geregeld heb was via de mail. Via de stagemarkt.

Placess to look for vacancies

HS3: Ik gebruik LinkedIn niet echt, het is dat het verplicht was in het 1e om een account aan te maken.
HS2: Ik doe er (LinkedIn) inderdaad ook vrij weinig mee inderdaad.
HS1: Ik gebruik LinkedIn niet echt, het is dat het verplicht was in het 1e om een account aan te maken.
HS3: Ik onderhoud het (LinkedIn) allemaal wel, veel contacten vanuit mijn stage in London, dus ik voeg wel echt mensen toe waarvan ik denk ‘goh, die zouden misschien wat kunnen betekenen in de toekomst’
HS3: (Zou jij LinkedIn gebruiken voor het zoeken van een baan?) Ja, dat denk ik wel ja. Eerst naar mijn eigen contacten kijken, omdat die ook overal vandaan komen, uit de zorg en banken enzo, dus ik denk dat ik eerst in mijn eigen omgeving zou kijken.
HS2: Ik denk dat het ook je eigen communicatie is en er zelf voor moet zorgen dat je door kunt groeien. Als jij niet zorgt voor communicatie, wat wel echt heel belangrijk is overal, dat je niet je eigen zaakjes op orde hebt, dan ziet een andere werknemer wel dat je je best doet maar niet dat jij de intentie hebt om door te groeien.
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HS2: Voor mijn twee bijbaantjes heb ik letterlijk gewoon gezocht naar restaurants in mijn woonplaats en dan stuk voor stuk elke website af om te kijken naar vacatures en wie mij kan gebruiken. Dus ik denk dat Google daar ook heel handig bij kan zijn.
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M3: Het belangrijkste was de locatie, de organisatie, wat er allemaal in stond en dat sprak me heel erg aan. Dus ik zou daar eerder op solliciteren dan als het helemaal strakke stage geregeld heb was via de mail. Via de stagemarkt.

Subcategory 3: Generation specific

Attitude

HS1: Ik vind het eigenlijk wel dat als je bij een nieuw bedrijf binnenkomt, kun je niet zomaar op de hoogste stoel gaan zitten. Dat moet je niet willen.
HS2: Ik denk dat het ook je eigen communicatie is en er zelf voor moet zorgen dat je door kunt groeien. Als jij niet zorgt voor communicatie, wat wel echt heel belangrijk is overal, dat je niet je eigen zaakjes op orde hebt, dan ziet een andere werknemer wel dat je je best doet maar niet dat jij de intentie hebt om door te groeien.

HS2: Het wordt toch ook wel deel van je sociale leven... I: En jullie denk dat dit belangrijk is voor jullie?) HS3: Voor onze generatie wel, ja. HS2: Ja.
HS1: Ik ben een werknemer, maar een werknemer heeft een naam, heeft een gezin, heeft een sociaal leven met die problemen erbij.
HS2: Hij denkt volgens mij moet je het plaatje zoveel aantrekkelijker maken en het zijn altijd van de standaard sollicitatie teksten die ze op Indeed hebben. Terwijl ik denk, je zou er wel een leukere draai aan kunnen geven of iets speciaals kunnen aanbieden.
HS1: Ik denk naar het bedrijf waar ik naar zou kijken, qua grootte een beetje medium, 1200 kamers en heel veel lijntjes dat is mij teveel, maar iets heel kleins is ook niet helemaal wat ik zoek. Maar ook wel naar stijl, wat zijn de missie, visie en doelstellingen van een bedrijf en hoe wil het zich uiten en dan ga ik toch wel meer iets de luxe kant op.
HS3: ik denk volgens mij moet je het plaatje zoveel aantrekkelijker maken en het zijn altijd van de standaard sollicitatie teksten die ze op Indeed hebben.
HS2: Ik denk inderdaad, ook met de krappe arbeidsmarkt, dat je duidelijk moet zijn in wat je aanbiedt en als je dan zo'n standaard zinnetje gebruikt dan knappen mensen daar zo heel vaak op af.
M3: Het belangrijke is denk ik wat het bedrijf van jou verwacht. Wat het bedrijf heeft voor jou. Dus wat kan ik betekenen voor het bedrijf en wat betekend het bedrijf voor mij.
M4: die vacature was heel speels en heel leuk wat er allemaal in stond en dat sprak me heel erg aan. Dus ik zou daar eerder op solliciteren dan als het helemaal strakke stage geregeld heb was via de mail. Via de stagemarkt.

Places to look for vacancies

HS1: Ik gebruik LinkedIn niet echt, het is dat het verplicht was in het 1e om een account aan te maken.
HS2: Ik doe er (LinkedIn) inderdaad ook vrij weinig mee inderdaad.
HS1: Ik gebruik LinkedIn niet echt, het is dat het verplicht was in het 1e om een account aan te maken.
HS3: Ik onderhoud het (LinkedIn) allemaal wel, veel contacten vanuit mijn stage in London, dus ik voeg wel echt mensen toe waarvan ik denk ‘goh, die zouden misschien wat kunnen betekenen in de toekomst’
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Flexibility

HS1: Als je kijkt naar de flexibele uren, voor ons is dat op dit moment nog geen probleem, maar je wil op een gegeven moment kinderen en die moet je wel een keer naar bed kunnen brengen, en als je dan op de werkvloer bent...die tijden zijn niet altijd makkelijk voor gezinnen.

HS2: Vooral ook omdat hotel 24/7 open zijn, dan heb je dat je een keer een nachtdienst moet draaien of eens in de zoveel tijd dat jij wel een weekend dienst moet draaien... Daar kies je dan bewust voor. Dat is wel een keuze, maar heel veel mensen zijn daar op een gegeven moment wel klaar mee. Zo van ‘na 10 jaar wil ik toch eindelijk wel eens een keer Kerst vieren met mijn familie’

HS1: (over aanpassen aan de werkgever)... het bedrijf waar ik nu bij werk dat heeft zo’n goede sfeer en het is eigenlijk zo gezellig samen dat ik dat voor lief nam.

HS3: Voor mijn stage straks ga ik ook HR doen, en dan werk ik van 9 tot 5 of van 10 tot 6, maandag tot en met vrijdag. Dat is ook wel een beetje waar ik voor ga.

M4: Ik heb sowieso niet echt de drang om binnen 1 bedrijf te blijven want ik heb dat nu al heel erg dat ik naar 3-4 maandjes naar een volgende baan ga. Dus ik denk niet dat ik bij 1 bedrijf wil blijven tenzij het echt een fantastisch bedrijf is. (denk aan Fletcher Enschede)

(Denk je dat die keuzemogelijkheden samen hangt met het job hoppen?) M4: Ja, dat denk ik wel M3: Ja, M2: Ja.

H4: In terms of flexibility to me also means that maybe a workweek is different every week. So it’s not the same hours every day, not the same environment, not the same clients, to me that is also flexible.

M9: Ja, afwisseling en dat je een beetje met je uren kan schuiven.

M7: Kunnen schuiven met de uren is voor mij flexibel.

Characteristics

HS3: Het gaat zich ook steeds meer mengen, het privé met het werk en dus daar moet je denk ik ook een soort van mix in...

HS2: Ja, bij ons speelt een gezonde levensstijl ook meer, dat wordt steeds groter.

M1: Ik denk dat we flexibel zijn. Ik denk ook wel qua social media. Ik denk dat we flexibel zijn qua werktijd. Dat als de werkgever vraagt of iemand zaterdag wil werken omdat ze personeel tekort komen dat we dan sneller ja zouden zeggen. Maar ook dat het van beide kanten kan komen. Dat je zelf kunt vragen of je dan kunt werken. Ik denk dat het niet echt vaste tijden meer zijn.

(Over een vraag naar loyaliteit/job hoppen) M4: Ik denk dat bedrijven dat zelf ook steeds minder zijn. Ik denk dat ze ook sneller mensen aannemen die jonger zijn en dan zijn ze op een gegeven moment wat ouder en denken ze van er is weer een nieuwe generatie.... Ik denk dat het niet alleen van onze kant komt, maar ik denk dat bedrijven er ook wel steeds makkelijker in worden en niet snel mensen een vast contract geven of contract voor lange tijd.

H7: Ik denk het nieuwe generatie, we are more careful how we spend our money, we need money of course but it’s not a goal. Now it is more that I want to be happy.

H7: I feel impatient. Everything is connected. So we want to be efficient and quick. And we can very easily get annoyed if it is not quick enough and I think we are very impatient. I think we are a very impatient generation. We also get bored super easily. Like, if we do the same action for 1 week then we will be bored I think.

M5: Mobile. I am checking my phone 20 times a day, we are so used to do everything in a second and that is why we are impatient and that’s why we are bored as well because I have 20 applications or even more and so many people that I am following.

H7: We can also multitask a lot. HS5: Yes

M7: Nu studeren wij misschien tot ons 25e of langer en ik denk dat dat toch wel veel meer ervaring mee krijgt en ik zou ook niet willen werken meteen.

M10: ik denk dat onze generatie wel meer verwacht dat ze ook veel inspraak hebben en dat was vroeger denk ik niet zo.

M9: …wij willen ook inspraak, wij willen samenwerken, respect van beide kanten en ik denk niet dat dat vroeger normaal was.

Needs

HS2: Ik denk dat dat misschien ook wel is dat mensen zich aan het begin vooral een beetje geld willen verdienen en dit is dan leuk, je kunt jezelf mooi uiten, je kunt jezelf leggen in het werk, en dat doorgeven aan iemand, en na een paar jaar wil je toch wel wat meer geld gaan verdienen en dat ze dan gaan kijken naar een andere baan binnen de hospitality. Want hospitality is over het algemeen geen vetpot.

HS2: Het is wel fijn als je weet wanneer je moet werken. Ik heb gewerkt in een hotel waar ze werken met veel groeplanning en dat valt wel heel erg mee, dat valt heel erg goed in aarde. Dan kun je in ieder geval goed goed plannen.

HS1: Ik denk het wel gelijk, inderdaad stabilité en, het geld nog niet eens, inderdaad wanneer je moet werken meteen. Maar ook dat het van beide kanten kan komen. Want hospitaal is over het algemeen geen vetpot.

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Difference generations/uniqueness

HS1: …wij hebben dus meer een luxepositie om te kijken wat ik zelf wil, waar ik zelf achter sta, en waar ik zelf vind waar ik geroepen toe ben en waar ik...
missie in voel. Dus voor ons is het meer een gevoelskwestie dan uiteindelijk de bankrekening die er moet zijn.
(I: En als we het hebben over die doelgroep, vroeger was het werken om te werken, later werd het werken om te leven, toen was er iets meer een balans, de work-life zoals balance en het is nu meer het leven komt eerst, en dan pas komt het werk?) Alle: Ja. HS1: Ik denk voor onze generatie wel. HS2: Hmm. HS1: Ja als je vroeger werd misschien maar accountant en vond hij het een beetje saai maar het bracht in ieder geval brood op de plank en was het prima, en tegenwoordig willen we echt wel een beetje betekenis geven aan ons werk en ik denk van ja aan het einde van de dag weet ik in ieder geval wat ik bereikt heb. HS3: Ja, maar ook gewoon meer lifestyle gericht denk ik tegenwoordig juist. Ik denk dat je daar best wel wat meer mee kan, met contracten, dat je wat specifieks aanbiedt voor een bepaalde doelgroep. Bijvoorbeeld korting bij een sportschool.
HS2: Wij zijn nog wel echt van het vroeger buitenspelen en de kindjes van nu zitten alleen nog maar op de telefoon. Het klopt wel een beetje, wij zijn wel bezig met technologie, maar ik denk de generatie die na ons komt die geboren zijn in 2005, dat zij in de wieg lagen met een telefoon...HS3: Ik denk dat daar wel echt een grote botsing in gaat zitten. Als je ziet hoeveel dat wel niet beïnvloed qua gedrag, qua of iemand geduld heeft, of hij zich kan concentreren, ja ik denk dat dat heel veel beïnvloed uiteindelijk op de manier van doen... HS3: Ja en het begint bij ons al wel een beetje misschien qua concentratie. Als ik kijk hoeveel geduld mijn ouders hebben hoeveel geduld ik dan bijvoorbeeld heb.
M4: Ik denk dat wij veel meer mogelijkheden hebben en dat er veel meer ruimte is om meer dingen te proberen, dat je niet echt een kant op gedwongen wordt. Vroeger was het zo dat als je vader een beroep had, had je dat dan ook maar meer deed. Ik denk dat die tijd niet meer is, dat je echt zelf je keuzes mag maken en ik denk dat het steeds vrijer is en niet perse een kant is waar je heen moet als je meisje bent. Nu zie je ook steeds meer dames in de bouw. Meer vrijheid en meer kansen.
M2: Ik denk dat bij de opleiding nu ook wel, tenminste op mbo waar wij zitten, dat je wel meer mogelijkheden krijgt dan mensen van de vorige generatie...
M5: Ik denk dat wij veel meer de kans krijgen om te zoeken wat we leuk vinden om te doen qua werk.
M7: Vroeger ging je ook werken na de middelbare school, tenminste mijn ouders. Dus je had weinig keus. Ik denk dat er vroeger ook veel meer ouders waren die zeiden 'je moet dit, dit en dit is het beroep wat je later hoort te hebben of je moet gelijk werken' en ik denk dat er nu veel meer ouders zijn die zeggen 'wat wil je?' dat is goed en ga maar studeren wat je wilt. M5: En je hebt de ruimte om te zeggen nou dit vind ik niks, ik stop er mee en ik ga wat anders doen qua opleiding.