

**WHAT MOTIVATES SENIOR STUDENTS TO WORK IN HOSPITALITY
AND TOURISM INDUSTRY: A CASE STUDY OF SENIOR STUDENTS IN
HOSPITALITY AND TOURISM PROGRAM AT UW-STOUT**

by

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ABSTRACT

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What Motivates Senior Students to Work in the Hospitality and Tourism Industry:
(Title)

A Case Study of Senior Students in Hospitality and Tourism Program at UW-Stout

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Hospitality and Tourism industry is a big industry that employs large numbers of people. A part of these people is the senior students who graduated in Hospitality and Tourism Program from Colleges. The managers should understand the motivational constructs of the senior students who will become the employees in the hospitality and tourism industry to motivate them to work in their properties and encourage them to perform their jobs efficiently, as well as keep them with the properties for long last.

The purpose of this study was to survey the senior students in Hospitality and Tourism Program at University of Wisconsin-Stout, Menomonie, WI for determining their perceptions toward motivational factors. The main factors were considered included communication, training, incentive programs, wages, benefits, work hours, and good working conditions. There were four objectives in this research:

(1) To identify the factors that motivated senior students in Hospitality and Tourism Program to work in the hospitality and tourism industry, (2) To identify the perceptions of senior students toward the motivational technique that is the most effective in improving personal motivation, (3) To identify the perceptions of senior students toward the rewards for good job performance/productivity, and (4) To provide information that will assist the hospitality and tourism managers to better understand the motivational constructs of the senior students who want to work in the hospitality and tourism industry.

The sample for this study consisted of 77 senior students in Hospitality and Tourism Program at University of Wisconsin-Stout, during Spring 2002. The 77 senior students in Hospitality and Tourism Program were requested for volunteer to complete the questionnaires in the courses, which were taken by the senior students. The frequency counts, percentages, mean scores, and standard deviations were calculated to describe the respondents' reports of factors influencing them to work in hospitality and tourism industry. Frequency counts and percentages were also calculated to describe the respondents' background and their demographic information.

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CHAPTER ONE

INTRODUCTION

Introduction

Throughout the world a lot of people ever travel and stay away from home. During the past few decades hospitality and tourism has emerged as one of the world's major industries, which are in large part responsible for much economic growth, balance of payment, employment and regional balance in their countries. They are also important to society, culture and environment of those who become tourists and for their hosts. Many businesses and other organizations, as well as governments interest the future of hospitality and tourism. (Lockwood and Medlik, 2001)

Hospitality and Tourism Industry

According to Barrows and Bosselman (1999) the hospitality industry is the largest or second largest industry on the planet, which depends on how one counts the dollars, with no end in sight to its growth. By the year 2005 it will generate a projected gross output of \$5.5 trillion and employ over 150 million persons globally. Diaz and Smith (1989) stated that the popularity of hospitality programs in the industry is prospering. The service economy offers the largest number of career opportunities in America. The hospitality industry is the fourth largest retail industry in the United States. It is the largest segment within the service sector and employs over one billions Americans. Hospitality and tourism industries account for billions of dollars of business activity in the United States alone.

What is the hospitality industry? According to the Dictionary of Hospitality, Travel, and Tourism defined the hospitality industry as “Used interchangeably with tourism and tourism industry but focusing attention on the responsibility of industry personnel to be hospitable hosts. Sometimes hospitality industry used to refer as a category to the hotels, motels and other accommodations which comprise a significant part of tourism.” (Metelka, 1990, p. 73) Guerrier (1999) noted that the hospitality industry is a varied industry, which comprises hotels, restaurants, licensed bars, guesthouses, holiday homes/self-catering establishments, catering in public and private sector, including any organization that serves food and/or drinks and/ or provides accommodation for people away from home. Vallen and Abbey (1987) stated that the hospitality industry comprises lodging properties, which are hotels, motels, motor hotels, inns, and other facilities offering sleeping accommodations, and food and beverage operations. Brymer (1984) noted that the hospitality industry is comprised of those businesses which practice the act of being hospitable; those businesses which are characterized by generosity and friendliness to guests. It is a broad term used to encompass many and varied businesses that cater to guests.

Some said that the hospitality industry is a part of the tourism industry. Guerrier identified that a hospitality industry is a part of a wider leisure industry, linking hotels, restaurants, bars, clubs, tourist attractions, museums, galleries, theater and sport facilities. (1999) Travel and tourism as an umbrella industry covers five segments that are lodging operations, transportation services, food and beverage operations, retail stores, and activities, and all of which provide products and services for the travelers and residents of their communities. Vallen and Abbey, 1987)

On the other hand, some said that the tourism industry is a part of the hospitality industry. Brymer (1991) stated that food service, lodging, travel and recreation are the parts of the hospitality industry.

Therefore, both of the hospitality industry and tourism industry are the parts of each other, and one is hard to be separated from the other. Thus, we usually hear and mention both of them at the same time. Barrows and Bosselman (1999) defined “the hospitality and tourism industry includes multiple segments, all interrelated yet discrete, including lodging, food service, contract services, gaming services, private clubs meeting planning, theme parks, suppliers, and hospitality education, among others.” (p. 21)

Hospitality Industry as a Service Industry

Guerrier (1999) addressed that hospitality companies, like other service companies, have to control both tangible quality of product and the intangible quality of the service that they provide. Services also need to be delivered where and when customers need them. Employees play a key role in delivering the product, which is service, to the customer. Barrows and Bosselman (1999) stated that the very essence of the hospitality industry is people interacting. True personal service cannot be mechanized or automated. The human element is the determining element of the hospitality business. The hospitality industry is different from other industries, especially those that produce tangible products. Hospitality means people dealing with people.

Thus hospitality organization must have awareness of the essential fact that is people are the key to the success of organizations. It is impossible there will be organizations without people. People problems can bring an organization down very

quickly even though it will have a high technology and healthy financial status. So it is very important to realize that the human side of work is a critical element in the effective functioning and basic existence of organizations. (Greenberg and Baron, 1997)

Hospitality and tourism is a huge industry, which has to employ a large proportion of the global workforce and of the workforce within specific countries. (Guerrier, 1999) It was estimated by the World Tourism Organization that 229 millions people, or 10% of the global workforce, worked in the hospitality and tourism industry in 1996. By 2006, the World Travel and Tourism Council estimates that the numbers of jobs will have increased to 365 million.

Turnover in Hospitality Industry

Vallen and Abbey (1987) said that today hospitality managers are often faced with frustrated, apathetic, and poorly motivated employees. Low productivity, high turnover and absenteeism rates, and poor-quality performance are the results of this dissatisfaction.

Tanke (1990) noted, “Turnover rates in the hospitality industry have always been notoriously high, with some segments and geographic regions of the country reporting as high as 200-300% ” (p. 234) Brymer (1991) stated that managers in the hospitality industry are faced with the dilemma of assuring that the employees deliver products and service according to the expectations of the guest. This means that the manager of a hotel or restaurant is faced with the daily challenge of getting employees to “do what they are supposed to do.”

Guerrier (1999) stated that many of the skills required in the industry are “transferable”, so a trained waiter in one hotel would be able to move to a similar job

in another hotel relatively easily. Also hotel and restaurant jobs tend to fluctuate since they will increase staff at times of high demand and decrease staff at times of low demand.

Hospitality Industry of Last Choice

Guerrier (1999) stated that the hospitality industry in some sectors has a reputation for providing lowly paid employment and poor working conditions, which cause the industry to have a poor image and find it difficult to recruit and retain employees. In these circumstances the hospitality industry inevitably suffers from image problems and even at the management level. Many people consider hospitality jobs as a low status and not a career of choice for bright young people. There are a number of other factors that tend to decrease the status of jobs in hotels and restaurants: the work is associated with servility, the work is seen as “dirty work”, and the work is seen as women’s work. A consequence is that hospitality organizations are disproportionately staffed, especially in the lowest level jobs, by people who are disadvantaged in society and find it difficult to get “better” jobs such as women, the young, members of ethnic minority groups, and migrant workers.

Tanke (1990) stated that the number of hour worked, wages, the scheduling of work hours, training, promotions, physical job demands, benefits package, the treatment by management, job challenge, and work environment are all concerns that can be the reason for employees to stay or leave the hospitality organizations.

Motivation as a Key Factor in Hospitality Industry

Tanke (1990) stated that successful hospitality managers need the ability to work with people. They need to develop a people orientation in their management

approach. Being such a labor-intensive industry, it is hard to neglect these valuable resources, but often times they do. Human resources managers have to be responsible for human resources, his/her concern is those people and how their needs, want and desires fit into the needs and desires or the organizational goals and objectives of the hospitality enterprises. Thus, management and manager must have the knowledge and skills that can be effectively used and coordinate their employees.

Also he identified that “Human resources management as the implementation of the strategies, plans and programs required to attract, motivate, develop, reward and retain the best people to meet the organizational goals and operational objectives of the hospitality enterprise.” (p. 5)

The hospitality managers are still faced with the questions such as “What is the missing factor that keeps employees from functioning to their full potential? How do managers get people going? Isn’t there some way to encourage them to tackle the job and accomplish it?” The answer for these questions is “Motivation.”

What motivates people to want to put effort into their work? Guerrier (1999) noted that managers have good reason to be interested in motivation theory. If people want to work, if they are motivated to work, they will work better than if they are not motivated.

What is Motivation?

Muchinsky (2000) stated that “Motivation can be conceptualized along three dimensions: direction, intensity, and persistence” (p. 331) Wren (1995) defined that “Motivation is a sort of shorthand to describe choosing an activity or task to engage in, establishing the level of effort to put forth on it, and determining the degree of

persistence in it over time.” (p. 328) Motivation is like preferences and personality traits, is not directly observable but must be inferred from behavior.

Vallen and Abbey (1987) stated that motivation is a key factor in the management function of directing. Various theories of motivation have gained recognition since the early 1990s. In this study the researcher will look at theories that have received considerable attention and are frequently offered as explanation of needs such as Maslow’s Hierarchy of Needs, Alderfer’s Existence-Relatedness-Growth (ERG) Theory, Equity Theory, Expectancy Theory, Herzberg’s Two-Factor Theory, and The Job Characteristics Model.

Statement of the Problem

The purpose of this descriptive study was to survey the senior students in Hospitality and Tourism Program at University of Wisconsin-Stout, Menomonie, WI, and to identify the most important factors that motivated them to work in the hospitality and tourism industry. The factors included communication, training, incentive programs, wages, benefits, work hours, and working conditions were considered. This study also could assist hospitality managers to better understand the motivational constructs of the senior students who want to work in the hospitality and tourism industry.

The subjects in this study were the sample of the senior students in Hospitality and Tourism Program at University of Wisconsin-Stout, during Spring 2002. The senior students in Hospitality and Tourism Program were requested to complete the questionnaires in the courses, which were taken by the senior students. Before the classes began, senior students were asked to answer the questionnaires by the

researcher who got permission from course instructors. It took six to ten minutes to complete, and then the researcher collected the questionnaires.

Objectives of the Study

There were four objectives in this study:

1. To identify the factors those motivate senior students in Hospitality and Tourism Program at UW-Stout to choose to work in the hospitality and tourism industry.
2. To identify the perceptions of senior students toward the motivational technique that is the most effective in improving personal motivation.
3. To identify the perceptions of senior students toward the rewards for good job performance/productivity.
4. To provide information that will assist the hospitality and tourism managers to better understand the motivational constructs of the senior students who want to work in the hospitality and tourism industry.

Definition of Terms

For the purpose of clarification in this study, the following terms are defined for better understanding of the hospitality and tourism organization. The researcher ordered the definition of terms by the chronology of the literature review in the Chapter Two.

Hospitality industry is defined as the industry comprises lodging properties, which are hotels, motels, motor hotels, inns, and other facilities offering sleeping accommodations, and food and beverage operations. Also hospitality industry can be

used interchangeably with tourism and tourism industry but focusing attention on the responsibility of industry personnel to be hospitable hosts.

Motivation is defined as a sort of shorthand to describe choosing an activity or task to engage in, establishing the level of effort to put forth on it, and determining the degree of persistence in it over time.

Intrinsic factors are defined as the characteristics of the work itself—how interesting the work is, how challenging is.

Extrinsic factors are defined as the relation to the context of the work—the physical environment, whether one likes one's colleagues and supervisor, salary and benefits.

Turnover is defined as when the work unit loses a worker who must be replaced.

Absenteeism is defined as regular absence from work without a good reason.

Communication is defined as a multifaceted phenomenon used by people to make thoughts, feelings, and needs known to others.

Downward communication is defined as the information traveling from higher levels of the organization to lower levels.

Upward communication is defined as information traveling from lower levels of the organization to higher levels.

Lateral communication is defined as information traveling among all sectors of a company.

Training is defined as a systematic process through which the human resources in the hospitality industry gain knowledge and develop skills by instruction and practical activities that result in improved performance.

First training is defined as the beginning with department orientation that familiarizes the employee with department rules and regulations.

Ongoing training is defined as the additional training is needed when these situations arise; the purchase of new equipment and change in or unusual employee behavior while on the job.

Development is defined as training a person for advancement to positions of responsibility.

On-the-job training is defined as training of employees to perform work under the supervision and guidance of the supervisor.

Incentive programs are defined as the programs motivate workers to accomplish a certain task or reach a certain performance standard by offering some type of reward.

Pay is defined as a reward received in exchange for an employee's contributions.

Equitable pay is defined as the pay must be equitable in term of what employees are getting for their performance, and also should be equate with the other employees at the same level of performance.

Fringe benefits are defined as a favorable allowance provided by the employer for the employee in addition to wages and /or salary that subsidize auxiliary employee needs and services.

Flexible work hours program is defined as the program permits employees to vary their times of starting and ending work.

Working conditions are defined as the climate for an organization could also be seen as the prevailing atmosphere of the unit in terms of warmth, policies and procedures, management style and overall orientation, being the expression of culture of the organization as a whole.

CHAPTER TWO

LIT ERATURE REVIEW

Introduction

In the hospitality and tourism industry today, managers often face with how they can effectively motivate their employees to provide excellent and efficient service to the guest and to improve productivity to the property itself. The problems are the organization needs employees who are motivated to look after the goals and interests of the organization, whereas the employees look to satisfy their needs. A balance is when employees satisfy these private needs through the satisfaction of organization interests. Thus the managers should have the knowledge and skills to effectively use and coordinate their employees. They have to know what their employees expect from work and can design a work environment that promotes excellent service by accommodating employees' needs and desires. Managers cannot force their employees to be motivated, but if they know what their employees want from work, they can create a coordinated work environment, including coaching skill development, and rewards that help employees motivate themselves.

This chapter contains information that is consistent with the objectives of this study. The information in this literature review consists of these following topics:

- What is Motivation?
- Sources of Motivation
- The Importance of Motivation
- Principal Theories of Motivation

- Turnover
- How to Motivate Employees
- Other Motivational Approaches

What is Motivation?

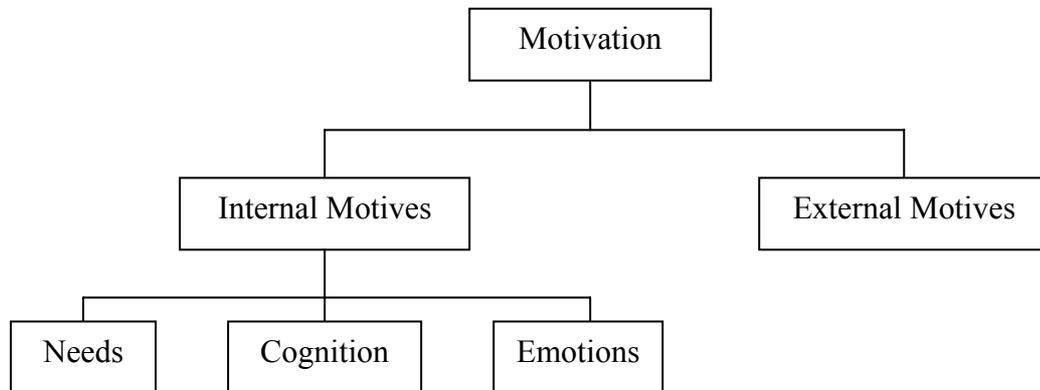
Hundreds of definitions probably exist for the term **motivation**. Motivation is the process by which an individual is stimulated act or respond in a given situation. The response can be self-motivated or caused by external forces (Zabka, 1971). Sweeney (1976) stated that motivation was defined as the things a manager can do to get people to do what he wants them to do. Iverson (1989) defined motivation is the reason for our actions, the force that makes us behave as we do.

According to Kappa, Nitschke and Schappert (1997), “motivation can be described as the art of stimulating a person’s interests in a particular job, project, or subject to the extent that the individual is challenged to be continually attentive, observant, concerned, and committed. Motivation is the end of result of meeting and satisfying those human needs associated with feeling a sense of worth, value, and belonging to an organization or department.” (p. 95)

Motivation is the processes that give behavior its energy and direction. Energy implies that behavior is relatively strong, intense, and persistent. Direction implies that behavior is aimed toward achieving a particular purpose or goal (Reeve, 1997). Motivation is the set of processes that arouse, direct, and maintain human behavior toward attaining some goal (Jerald and Robert, 1997).

Sources of Motivation

Figure 1: Sources of Motivation



Motivation is the processes that energize and direct behavior derive both from forces within the individual and from external forces in the environment. According to Reeve (1997), two sources of motivation include: (see Figure 1)

1. Motives, which are internal events, are general terms that identify the common ground shared by needs, cognitions, and emotion. Each of these is an internal process that energizes the individual's approach and avoidance goal-directed tendencies, and directs behavior.

- Needs are physiological or psychological that energize and direct action in both a deficiency-remedying such as, hunger and thirst or a growth-promoting way such as, competence and strivings for actualize the self.
- Cognitions refer to mental events such as, beliefs, expectations, and self-concept. They are about the person's relatively enduring ways of thinking.
- Emotions are complex phenomena that organize and arrange four aspects of experience that allow us to react adaptively to the important events in our lives.

2. Environmental incentives, which are the external events, attract or repel the individual to engage or not in certain behavior, for instance, environmental contexts, social situations, climate, and etc.

The Importance of Motivation

Managing people in any company is a complex undertaking. It is more complex in the hotel and restaurant industry where the social and educational levels of the employees vary from one to another. Thus the complexity of managing and motivating in hospitality industry rises above the complexity of any other industry. It is the responsibility of management to understand what the basic personal needs of the employee are and to know what act as incentive to motivate the employee's putting to his best efforts on the job. This is where motivation in industry begins since hospitality industry is operated by people (Zabka, 1971).

Sweeney (1976) stated that it is important that a manager has to know how to get people to do what he wants them to do. If a manager knows why people do things, he can encourage them to do what he wants them to do. He should recognize people's motives and needs which are the forces within people that move them to action. Halisch and Kuhl (1987) told that motivation influences goal-directed action and is an essential characteristic of job performance. Tanke (1990) noted that it is significant effort to recognize human needs and their importance in the organizational structure of the hospitality industry.

According to Wheelhouse (1989), the motivated employee enjoys a challenge, has fun while working, and motivates other employees. The work that employees do

can determine the success of managers and their companies. Because of motivated employees are more productive, managers have a clear interest in finding out what motivate them. Iverson (1989) suggested that motivation could solve the problems of poor productivity. Yu (1999) pointed out that a major function of the managers is keeping the employees satisfied with their jobs. If the employees are not satisfied, they will not perform productively. This dissatisfaction usually leads to high employee turnover in the hospitality industry. To reduce labor turnover and retain productive employees, management has to improve working conditions and keep the employees properly motivated. Regardless of understanding of employees' needs, managers cannot determine the kinds of employee motivation that are important to inspire employees to work toward the organization's goals. Guerrier (1999) also noted that if people want to work and are motivated to work, they will work better than if they are not motivated.

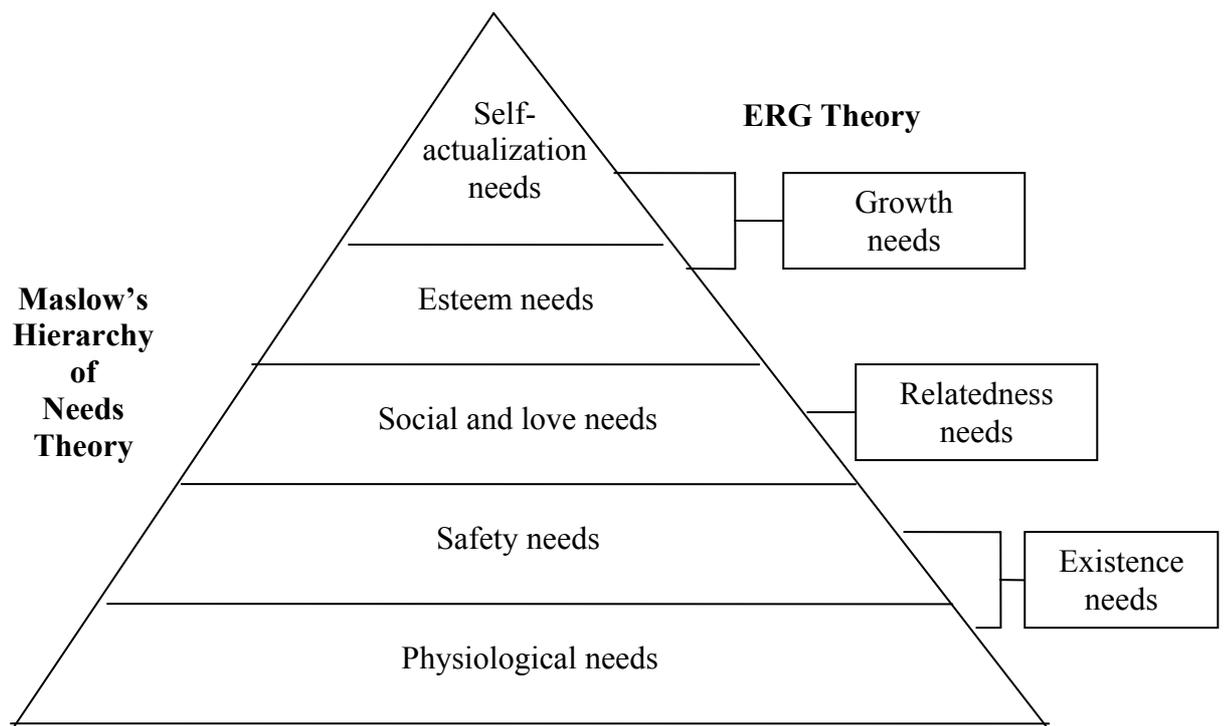
Principal Theories of Motivation

Motivation is a complex process. Each employee has some need, some desire, or some emotion that will make him or her wash more dishes or vacuum more square feet of carpet. The key is finding that motivating force, which varies from individual to individual and from time to time within the same individual. Therefore, to better understand how to motivate employees one must understand the basic theories of motivation. Motivation is a central factor in the management function of directing. Since the early 1900s various theories of motivation have gained recognition. We will look at theories of motivation that have received considerable attention and are frequently offered as explanations of, or approach to, motivation.

Need Theories

According to Wren (1995), the two major need theories include Maslow's hierarchy of needs and Alderfer's existence-relatedness-growth (ERG) theory. These two theories assume all people share a common set of basic needs. Jerald and Robert (1997) stated that need theories explain motivation in terms of the satisfaction of basic human needs. Wren (1995) noted, "Needs refer to internal states of tension or arousal, or uncomfortable states of deficiency people are motivated to change." (p. 328)

Figure 2: Maslow's Hierarchy of Needs and ERG Theory



Maslow's Hierarchy of Needs Theory

Huffman, Vernoy, M. and Vernoy, J. (2000) stated that Maslow's theory is based on the belief that we all have numerous needs that compete for expression. According to Maslow, basic physical necessities must be satisfied before higher growth needs can be expressed. Stronger needs (such as hunger and thirst) must be satisfied before one can move on to the higher needs, such as self-esteem. Maslow believed that once freed from the "lower" needs, humans are drawn to satisfy needs that will help them grow and develop.

According to Jerald and Robert (1997), Maslow theorized that people have five types of needs and that these are activated in a hierarchical manner. This means that the needs are aroused in a specific order from the lowest to highest, and that the lowest order need must be fulfilled before the next highest order need is triggered, and so on. Guerrier (1999, p. 104) noted that Maslow identified a hierarchy of five basic needs that he argues are shared by all human beings: (see Figure 2)

1. Physiological needs: the basic physical needs that all animals need to satisfy: hunger, thirst and sleep.
2. Safety needs: to live in a secure and predictable world. To be protected from danger and accident. To have a safe home and a secure income.
3. Social and love needs: to have family and friends. To feel that they have a place in a group and that they are liked and valued by others.
4. Esteem needs: to be respected by the others and to have a high evaluation of themselves.

5. Self-actualization: to fulfill one's potential whatever that may be, to do what one is fitted for.

These basic goals are related to one another, being arranged in a hierarchy of prepotency (Strage, 1992). Kovach (1987) stated that the first three needs could be considered as basic needs. When these basic needs are satisfied, then the esteem and self-actualization needs are pursued. Quinn (1995) noted that Maslow felt that people move up and down in these five basic needs throughout their lives.

ERG Theory

Wren (1995) noted that Alderfer's existence-relatedness-growth (ERG) theory has several similarities to Maslow's hierarchy of needs (see Figure 2). Jerald and Robert (1997) told that existence needs correspond to Maslow's physiological needs and safety needs; relatedness needs correspond to Maslow's social and love needs; and growth needs correspond to the esteem needs and self-actualization needs in Maslow's theory. According to Wren (1995), however, ERG Theory has two important differences from Maslow's Hierarchy of Needs Theory. First, Alderfer reported that people sometimes try to satisfy more than one need at the same time. Second, he declared frustration of a higher-level need can lead to efforts to satisfy a lower-level need. In other words, an employee who is continually frustrated in achieving some need might "regress" and exert effort to "satisfy" a lower need that already has been satisfied. Alderfer called this the frustration-regression hypothesis.

Cognitive Theories

Huffman, Vernoy, M. and Vernoy, J. (2000) indicated that the cognitive perspective on motivation emphasized thought processes in goal-directed behavior. For example, people who attribute their successes to personal ability and effort tend to work harder toward their goals than people who attribute their successes to luck. Wren (1995) noted that the cognitive theories are concerned primarily with clarifying the conscious thought processes people used when deciding how hard or long to work toward some task or goal.

Equity Theory

Equity theory, introduced by J. Stacy Adams, proposes that people comparing themselves to others focus on two variables; outcomes and inputs (Jerald and Robert, 1997). Equity can be defined as anything of value earned through the investment of something of value. Equity theory is a motivation theory that explains how employees respond to situations in which they feel they have received less or more than they deserve (Bohlander, Snell and Sherman, 2001). Wren (1995) pointed out that equity theory emphasizes the motivational importance to employees of fair treatment by their employers.

Bohlander, Snell and Sherman (2001) states that individuals form a ratio of their inputs (abilities, skills, experiences) in a situation to their outcomes (salary, benefits) in that situation. Then they compare the value of that ratio with the value of the input/output ratio for other individuals in a similar class of jobs either internal or

external to the organization. (see Figure 3) If the value of their ratio equals the value of another's, they perceive the situation as equitable and no tension exists.

Figure 3: Equity Theory Ratio

$$\frac{\text{Personal outcomes}}{\text{Personal inputs}} = \frac{\text{Reference group outcomes}}{\text{Reference group inputs}}$$

In essence, equity theory is concerned with “fairness” of inputs relative to outcomes. As long as there is general equity between the two ratios, there is no motivation to change anything, and people are reasonably satisfied. However, if the ratios are significantly different, an employee will be motivated to take action to eliminate or reduce the inequity and restore the balance (Wren, 1995).

Expectancy Theory

An expectancy theory of motivation was originally formulated by Tolman. It involves two fundamental assumptions; motivated performance is the result of conscious choice and people will do what they believe will provide them the highest or surest rewards. Thus, expectancy theory is like equity theory since they are highly rational approaches to understanding motivation (Wren, 1995). Bohlander, Snell and Sherman (2001) identified that expectancy theory has developed from considering humans as thinking, reasoning persons who have beliefs and anticipations concerning future life events. Therefore, expectancy theory believes that employees should put

forth greater work effort if they have reason to expect that it will result in a reward that is valued.

According to Jerald and Robert (1997), the theory asserts that people are motivated to work when they expect that they will be able to achieve the things they want from their jobs. Not only it focuses on what people think, but also it recognizes that these thoughts combine with other aspects of the organizational environment to influence job performance. Expectancy theorists agree that motivation is the result of three different types of beliefs that people have as the follows:

1. Expectancy—the belief that one's effort will result in performance
2. Instrumentality—the belief that one's performance will be rewarded
3. Valence—the perceived value of the rewards to the recipient

Expectancy theory says that people will be motivated to do a task if three conditions are met; (1) they can do the task, (2) they will be rewarded if they do it, and (3) they value the reward (Wren, 1995).

According to Guerrier (1999), managers trying to motivate employees should know these messages:

- You cannot motivate someone by offering them a reward that they do not value. And you cannot necessarily assume that all your employees will value the same reward in the same way.
- People will only be motivated by a reward if they believe that there is a strong link between working hard and gaining the reward.
- It is the individual's perceptions of the link between their effort and the reward that matters.

Situational Approaches

Situational approaches place considerably more emphasis on how the situation affects motivation. These approaches emphasize the employer's role in changing various aspects of the situation in order to increase employees' motivational levels (Wren, 1995).

Herzberg's Two-Factor Theory

According to Iverson (1989), Frederick Herzberg constructed the motivation-hygiene theory, or two sets of factors that affect employee performance. The first set is *hygiene factors* or *dissatisfiers*, which include:

- Company and administrative policies
- Supervision
- Working conditions
- Interpersonal relations
- Salary
- Status
- Job security
- Personal life

If these are inadequate, they will result in dissatisfaction and then lack of motivation.

If they are adequate, employees will be satisfied but still not motivated to work harder. The second set is *motivators* or *satisfiers*. To motivate employees to improve performance, motivators must be offered. Motivators can be defined as the following:

- Achievement
- Recognition

- Work itself
- Responsibility
- Advancement
- Growth

These factors are what truly motivate employees because they give them a sense of personal accomplishment through the challenge of the job itself (Vallen and Abbey, 1987). But employees can be motivated by these factors only if the hygiene components such as fair pay and good supervision are present (Iverson, 1989).

The principal difference between the two sets of factors that affect employee performance is that hygiene factors relate to job content and motivator factors relate to job environment. Hygiene cannot motivate employees but can minimize dissatisfaction, if handled properly. Motivators create satisfaction by fulfilling individual's needs for meaning and personal growth. Once the hygiene factors present, the motivators will promote job satisfaction and encourage production (Syptak, Marsland and Ulmer, 2001).

According to Guerrier (1999), Herzberg's two-factor theory has contributed the knowledge of motivation to us that is the factors motivating people at work can usually be divided into *intrinsic* and *extrinsic* factors.

- Intrinsic factors are the characteristics of the work itself—how interesting the work is, how challenging is.
- Extrinsic factors relate to the context of the work—the physical environment, whether one likes one's colleagues and supervisor, salary and benefits.

The Job Characteristics Model

Jerald and Robert (1997) addressed that job characteristics model can be defined as jobs or tasks having certain kinds of characteristics provide intrinsically greater motivation and job satisfaction than others. This approach identifies how jobs can be designed to help people feel that they are doing meaningful and valuable work. The job characteristics model is based on five critical job characteristics that help lead to certain critical psychological states, which in turn lead to several beneficial personal and work outcomes:

1. *Skill variety* refers to the degree to which a job requires a number of different activities using several of the employees' skills and talents.
2. *Task identity* defines to the degree to which a job requires completing a whole piece of work from beginning to end.
3. *Task significance* refers to degree of impact the job is believed to have on others.
4. *Autonomy* identifies to the extent to which employees have the freedom and discretion to plan, schedule, and carry out their jobs as desired.
5. *Feedback* refers to the extent to which the job allows people to have information about the effectiveness of their performances.

According to Wren (1995), the employees will work harder and be more satisfied if their tasks are meaningful, provide sufficient feedback, allow considerable freedom in deciding how to accomplish them, and require use of the variety of skills.

This model recognizes that these relationships are strongest among individuals who have high levels of growth-need strength. The critical individual difference is called *growth-need strength*, which refers to the degree that an individual is motivated by the need to fulfill himself. Individuals with high growth-need strength especially

desire jobs that have high level in the five characteristics model, they will be motivated and satisfied than others with such jobs. They will be less motivated and satisfied than others with jobs that have low level in those characteristics, and then will result in absenteeism and likelihood of leaving the organization. Therefore, the employers should hire the employees with high growth-need strength, and have to restructure employees' jobs to have more favorable task characteristics.

In conclusion, Vallen and Abbey (1987) noted that the management of people is a principal concern of management. An understanding of people and human relations is important to good management. People are constantly changing and nobody is exactly alike. Motivational approaches that work with one employee may not work well when attempted on another, so the managers must find those that will work with their employees. Wren (1995) stated that employers can use variety of motivational theories when they become familiar with the strengths and weaknesses of the different theories and approaches. Just as a carpenter can more effectively build a house by using a variety of tools, a manager can be more effective by using a variety of motivational theories and approaches to resolve work problems.

Turnover

Tanke (1990) said that turnover has continued to increase in unskilled and semiskilled job positions. Schneider and Tucker (1989) stated that turnover in any service industry is high, but in many areas of the hotel business six to ten people are replaced out of every ten hired during the year. The high cost of turnover, which averages over \$600 per employee who leaves, is one of the major reasons the managers should constantly consider for perspective employees. Marvin (1994)

identified turnover is losing people you did not want to lose when you did not expect to lose them. Turnover can be more clarified as the following:

- Resignations with less than two weeks' notice—Employees who leave their jobs (no show, no call) or leave with less than two weeks' notice are delivering a message.
- Terminations (except temporary staff)—When workers do not succeed in their jobs and termination is the only alternative, the problem can be attributed to one of two possibilities: either unqualified applicants, or the quality of the working environment, training and coaching.
- Any regular staff resignation within the first six months—Selecting the right people and being properly handle to their training and succeed will not guarantee that employees will stay forever, but they should to keep their jobs longer six months.

Turnover should be figured on the basis of full-time employees that were considered as the total labor. Temporary workers are hired for a specific period of time, usually to cover seasonal flows in business; therefore, their departure should not be counted as turnover. Wheelhouse (1989) noted that turnover occurs when the work unit loses a worker who must be replaced. There are many reasons employees leave the jobs, the major causes usually fall into one of the follows:

- Mishandled selection process
- Mishandled hiring process

- Employee dissatisfaction with job opportunities or compensation

- Poor management

According to Schneider and Tucker (1989), neither the employer nor the employee can afford the high cost of turnover, which is estimated at over \$1 billion annually for the foodservice and lodging industry. The cost can be broken down into four phases: (1) recruitment, (2) selection and placement, (3) hiring and training, and (4) separation. These costs are direct costs. Wheelhouse (1989) stated that turnover also causes indirect costs that are harder to assess accurately. Indirect costs are the intangibles which specific figures are not available. Indirect costs of employee turnover include production losses; breakage, waste, and accidents; loss of morale and work unit cohesion; and lost customers.

It is important to identify what causes turnover or each resignation as accurately as possible since the company can correct conditions that have led to resignations. For example, the company can retain employees by persuading them that their opportunities for financial advancement and promotion are superior to those offered elsewhere. When the employee is dissatisfied with his job, his supervisor may be able to recommend him for a position that he find more interesting (Schneider and Tucker, 1989).

Managers are ultimately responsible for ensuring that their operations are properly staffed. The key to effective staffing is to select and keep the best people. Finding qualified people is becoming more and more difficult in today's labor market. Managers are realizing the importance of retaining good employees and thus are placing greater emphasis on turnover control (Wheelhouse, 1989). Diaz and Smith (1989) noted that managers must be aggressive in recruiting the right types of people; they must offer more opportunities for advancement; they must offer more education and training; and they must examine their competition regarding salaries. Tanke

(1990) pointed out that the key word in the definition of recruitment is qualified. The managers should seek the qualified job applicants in the recruitment process if they want to reduce the high turnover rates they experience in this industry.

How to Motivate Employees

According to Brymer (1984), due to the nature of the hospitality industry as a high personal contact industry, effective performance of many employees is defined in terms of quality of service provided to the hospitality customers. Therefore, the principal reason for returning or not returning to a particular hotel or restaurant is because of good or poor service received. Customers are likely to return since a motivated productive staff and the high quality of service provided. A high level of motivation to perform effectively is not only desirable from an organization but is also desirable from the customers and their perception of quality of service. Thus the hospitality industry desire motivated productive employees to work in their organizations, but the problem of recruiting, training and maintain motivated people employees are substantial. It is essential that industry employers understand and apply relevant motivational techniques in the workplace. Kappa, Nitschke and Schappert (1997) noted that managers can select a number of ways to motivate employees. The end result should be that an employee's perception of his or her value and worth has increased from engaging in a particular activity. Employees who make a positive contribution to the success of an operation and receive recognition and praise for their efforts will tend to be motivated as top performers. The more important ones would be addressed by the researcher.

Communication

Communication is considered as a function of modern management, and communicating with employees is the most important aspect of the function. Employee performance, which is vital to the success of any enterprise, is importantly affected by how well employees can identify their goals with those of the company. From the manager's perspective, helping them to do so is a central objective of effective employee communications (Brymer, 1984). Communication is a fundamental part of a manager's job and ranks in importance with his primary function of production or service. He cannot get his job done unless he can communicate effectively. Communication provides for the basic and necessary interchange of ideas and thoughts relevant to the progress of the enterprise (Zabka, 1971). Vallen and Abbey (1987) addressed that communication unites employees, provides the basis for teamwork, and is the method to transmit information. No matter how much technical knowledge and ability managers have, they cannot be good managers if they are not skillful communicators since management's primary job is to get work done through other people.

The Flow of Communication

Communication is a multifaceted phenomenon used by people to make thoughts, feelings, and needs known to others. There are two characteristics of communication process. First, communication between two parties involves an exchange of information resulting in a shared understanding of meaning. The purpose of communication is to develop a common and mutual understanding of the message between receiver and sender. Second, the meaning in communication rests with

recipient, not the communicator; that is recipient's interpretation of the message determines its meaning. However, the communicator is responsible for assembling the message for creating understanding.

Types of Communication

Communication may be formal (planned and administered by the employer) or informal. It generally falls into three types: downward communication, upward communication, and lateral communication (Wheelhouse, 1989).

1. Downward communication refers to information traveling from higher levels of the organization to lower levels. Channels of communication chiefly used by managers for downward communication include memoranda, policy manuals, employee handbooks, newsletters, magazines, annual employee reports, paycheck stuffers, table tents for the employee cafeteria, posters, and bulletin boards.

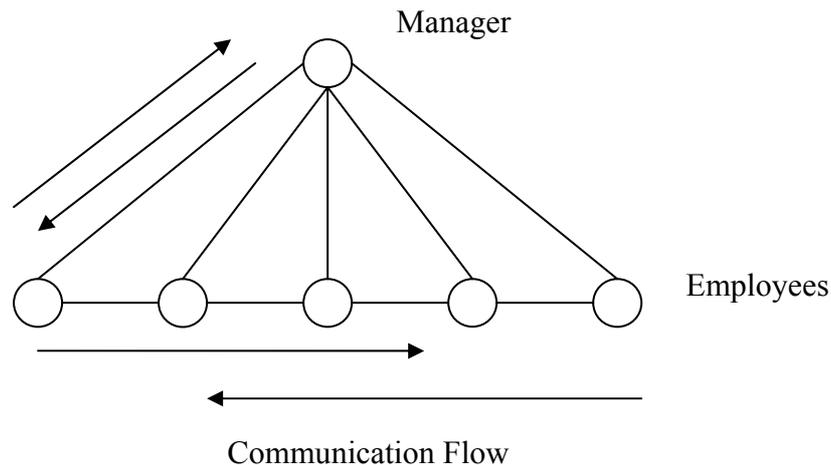
Each item issued should have a specific purpose. Write clearly and concisely, using language appropriate for the audience. Keep words to a minimum, sentences simple, and paragraphs short. A policy statement will have more force if it is worded in the active voice instead of the passive voice.

2. Upward communication refers to information traveling from lower levels of the organization to higher levels. The greatest changes in employee communication in recent years have probably come in the area of upward communication. Managers must be aware that listening to their employees implies taking their input seriously and, when appropriate, acting on it. Management must be willing not only to listen, but also to provide the time and resources to set up the necessary changes.

Managers often assume that they know what employees want and that employees will feel comfortable coming in and talking to them. This will not happen if they do not change their basic style. Managers should encourage more frankness from their employees and make themselves more accessible. They need to show a willingness to hear, support, and reward ideas which are new, even unusual. Upward communication includes open-door policies, exit interviews, suggestion or communication boxes, speak-up meetings, attitude surveys, and employee committees.

3. Lateral communication refers to information traveling among all sectors of a company. Effective lateral communication is an essential element of the teamwork for which every manager is responsible since a hospitality company is a group of people working together and helping each other to serve and satisfy guests. Vallen and Abbey (1987) noted that moreover, lateral or horizontal communication enables managers to develop relationships with people outside their department. Such relationships often strengthen interdepartmental understanding and improve morale.

Figure 4: The Effective Team



According to Brymer (1984), in fact, effective teamwork can exist only when there is downward, upward, and lateral communication. (see Figure 4) One benefit of effective teamwork is known as synergy. The quality of a decision made by all the participating members of a team is better than the separate input of each individual member of a team. Thus in the hotel and restaurant industry, the best managerial team necessarily involves lateral, as well as downward and upward communication—a total team effort.

Inadequate communication hinders cooperation and coordination, and fuels the rumor mills. In contrast, excessive communication can waste time and money. Therefore, the management should carefully consider the most appropriate communication program for the organization. All forms of communication used within an organization should be coordinated to avoid confusion and duplication (Wheelhouse, 1989). Communication is a key to any motivational program. Keeping employees informed about goings-on in the department and property will produce positive results. Employees who are aware of upcoming events tend to feel a greater sense of belonging and value than those who are not (Kappa, Nitschke and Schappert 1997).

Training

Tanke (1990) defined training as a systematic process through which the human resources in the hospitality industry gain knowledge and develop skills by instruction and practical activities that result in improved performance. Bohlander, Snell and Sherman (2001) identified that training is used to describe any effort initiated by an organization to foster learning among its members. The primary reason that organizations train new employees is to bring their knowledge, skills, and abilities up to the level required for satisfactory performance. As these employees continue on the job, additional training provides opportunities for them to acquire new knowledge and skills. As a result of this training, employees may be even more effective on the job and may be able to perform other jobs in other areas or at higher levels. The goal of training is to contribute to the organization's overall goals.

Kasavana and Brooks (1998) said that one of the most effective ways to motivate employees is to get them involved in an effective training program. Training informs employees that management cares enough to provide the necessary instruction and direction to ensure their success with the organization. Successful training includes information not only about the job tasks and duties (the "what to do" on a job), but also about the company culture (the "why tasks are done a certain way" on the job). If the employees do not know why a job is done a certain way, they will not really understand the job. This can lead to poor job performance and resistance between employees. Kappa, Nitschke and Schappert (1997) noted that effective training educated employees about the job itself and about the use of any necessary tools and supplies. Managers should take time to invest in employee training since it can result in employees who are more productive, efficient, and easier to manage.

Training and Turnover

Many industry experts agree that the lack of people-training skills and lack of motivation among employees is causing such high turnover rates (Diaz and Smith, 1989). According to Tanke (1990), lack of training can cause high turnover because no one wants to go to work and perform a job he or she really does not understand and is uncomfortable with doing for fear of making a mistake. People generally want to be successful and it is employer's job to provide them with the proper tools to achieve that success. The employees will work more effectively if employer provides them with the proper training before placing them into their new job position. Marvin (1994) mentioned that the survey results suggest that as skill levels and job knowledge increased, employees' length of employment seemed to increase. Not only training increases professional skills, it also raises people's level of certainty and personal security. Training reduces turnover and increase productivity.

Types of Training

According to Martin and Jones (1992), training is a necessary tool to orient the new employees into the environment and new experience. Also it is the best method to let the employees know what they should perform effectively.

First Training

First training should begin with department orientation that familiarizes the employee with department rules and regulations. Each department may have its own Department Employee Handbooks that inspire employees to become team members and perform to hotel's goals. The purpose of training has three basic areas; skill training, attitude guidance, and knowledge training.

Ongoing Training

Ongoing training is important to all employees. The additional training is needed when these situations arise; the purchase of new equipment and change in or unusual employee behavior while on the job. The investment in training employees should be equated with the benefits of productivity and high-efficiency performance. To measure performance of employees is a simple tool of determining the need for training.

The advantage of performance analysis is to check that the employees have problem about deficiency of knowledge (DK) or deficiency of execution (DE). Training must be processed if both of these problems exist, but use different methods of training to correct them.

Development

Development is training a person for advancement to positions of responsibility. Developmental training consists of supervisory and managerial development. Using supervisory training for advancement in a proper and systematic manner should develop individual development, which is future potential and promotion of employees.

Training Methods

On-the-Job Training (OJT) is a technique that is learning by doing. After the trainers show the procedure, they watch the employees perform it.

Simulation Training is training by using a model room to train many employees. This kind of training has the advantages that are the trainee can stop, discuss and repeat the training process if necessary.

Coach-Pupil Method is similar to OJT, but the difference is each instructor has only one student.

Lecture is the method that can reach the biggest group of students per trainer. This method requires trainers who are good at presentation.

Conferences are as workshop training that relates to students who formulate ideas, do problem solving and report on projects. It is a good way for supervisory training.

Demonstration is good for introduction of new products and equipments. The vendors may demonstrate how to use these products and equipments.

Training Aids

Training aids are tools that help train employee to understand about their job such as chalkboards, charts, graphs and photographs. Hotel can use training aids in conference room or post messages on the staff bulletin board. Films and motion pictures can also be used in training.

In conclusion, trained employees do a faster job at a higher performance level than untrained employees. Training also can reduce turnover and absenteeism (Vallen and Abbey, 1987). The better trained your human resources are, the more likely it is that they will make the right choices. Poorly trained employees with low morale

translate into poor quality service. The more you can maximize the abilities of your staff, the more successful they, and you, will be (Tanke, 1990).

Incentive Programs

Employees want to be treated right, positive feedback from their employers. Moreover, they want to be rewarded for hard work (Diaz and Smith, 1989). Many companies in the hospitality industry use incentive programs to reward for hard work and good performance of the employees. The frequency of the desired behavior will increase if the behavior is rewarded (Iverson, 1989). In order to make people behave in a particular way, they must be needy enough so that rewards reinforce that desired behavior (Kohn, 1999). Incentives are designed to encourage employees to put out more effort to complete their job tasks. In the area of manufacturing, productivity will often improve by as much as 20 percent after the adoption of incentive plans (Bohlander, Snell and Sherman, 2001).

Reeve (1997) stated that the incentive signals the likelihood that a behavior will or will not produce rewarding or punishing consequences. Brymer (1984) stated that the majority of motivation programs used today is in fact incentive-related compensation programs, rewarding for behaving in a desired manner or for avoiding undesirable behavior. Tanke (1990) pointed out that many hospitality organizations are using incentive programs with great success as both retention tools and as performance motivators. The key to using incentives as retention tools is that they need to be tied to longevity. The longer employees are with your organization, the

more they do not want to leave your organization. High motivation levels in your staffs will translate into strong retention and reduced turnover.

Types of Incentive Programs

According to Schneider, Tucker and Scoviak (1999), incentive programs motivate workers to accomplish a certain task or reach a certain performance standard by offering some type of reward. Incentives can be divided into two types that are monetary and nonmonetary rewards.

Monetary Incentive Programs

Monetary rewards are the incentive plans, also called variable pay programs, which are any plan that ties pay to productivity or profitability, usually as one-time lump payments. Variable plans are all considered pay-for-performance plans.

- *Spot bonus* A spontaneous incentive awarded to individuals for accomplishments that are not readily measured by a standard, such as “to recognize the long hours this employee put in last month” (Dessler, 2000).
- *Piecework Plans* A system of pay based on the number of items processed by each individual worker in a unit of time, such as items per hour or items per day.
- *Standard Hour Plan* A plan by which a worker is paid a basic hourly rate but is paid an extra percentage of his or her base rate for production exceeding the standard per hour or per day. Similar to piecework payment but based on a percent premium.

- *Team or group variable Pay Incentive Plans* A plan in which a production standard is set for a specific work group, and its members are paid incentives if the group exceeds the production standard.
- *Bonus* Incentive payment that is supplemental to the base wage (Bohlander, Snell and Sherman, 2001).
- *Merit Pay* Unplanned bonus given for employee effort unrelated to an established performance measure. It links an increase in base pay to how successfully an employee performs his or her job.

Nonmonetary Incentive Programs

Additional money may be a good motivator, but it is not the only motivator. Knowing what employees want increases the effectiveness of the incentive programs. There are a number of additional incentives used to motivate employees (Schneider, Tucker and Scoviak, 1999).

- *Cross-Training*—It means teaching an employee job functions other than those he or she was hired to perform. It is a valuable motivation tool and can remove many of obstacles associated with an employee's growth and advancement (Kasavana and Brooks, 1998).
- Commendation letters
- Certificates of appreciation
- Public photo display (with the staff member and general manager)
- Recognition dinners or events
- Free meal tickets or vouchers

- Gift certificates
- Complimentary weekend packages (in company or hotels in nearby cities or states)
- Special parking privileges
- Recognition plaques

Recognizing and rewarding proper employee performance is essential. Actually all employees want to know if their performance meets management expectations, and most want to see a linkage between that performance and rewards (Martin and Jones, 1992). Bohlander, Snell and Sherman (2001) addressed that a plan is more likely to work in an organization where morale is high, employees believe they are being treated fairly, and there is harmony between employees and management. For an incentive plan to succeed, employees must have some desire for the plan.

Encouraging employees to participate in developing and administering the plan is likely to increase their willingness to accept it. Employees must be able to see clear connection between the incentive payments they receive and their job performance.

Other Motivational Approaches

Good Pay

Wages have also come to represent a method for people to keep score of how well they're doing on the job. The basic objectives of the wage and salary program are to help the company attract and keep qualified people, provide equal pay for equal work, reward good performance, control labor costs, and maintain a cost equality with direct competitors (Wheelhouse, 1989). Pay constitutes a quantitative measure of an employee's

relative worth. For most employees, pay has a direct attitude not only on their standard of living, but also on the status and recognition they may be able to achieve both on and off the job. Pay represents a reward received in exchange for an employee's contributions (Bohlander, Snell and Sherman, 2001).

Equitable Pay

Pay must be equitable in term of what employees are getting for their performance, and also should be equate with the other employees at the same level of performance. Raising the minimum wage for all workers does not produce the same result. Dissatisfaction will occur if the employees are paid the same despite the different effort. When all employees receive the same raise regardless of their level of productivity, they perceive that exerting effort is not profitable and not necessary (Weaver, 1988).

The organization can use job evaluation to maintain some degree of control over its wage structure. Job evaluation is the systematic process of determining the relative worth of jobs in order to establish which jobs should be paid more than others within the organization. It helps to establish internal equity between various jobs. Tanke (1990) also addressed that to be sure that organizations' pay structure remain competitive in labor market, they should conduct periodically wage surveys—usually every one or two years.

Money as a Motivator

Zabka (1971) mentioned that it is curious that whether a monetary increase will induce the employee to extra effort or greater productivity. It may have some effect on performance, but the effect does not last. Money as a motivator is misleading, or temporary. Iverson (1989) said that a motivational technique would not

work with all employees at all times. One person might be motivated primarily by money, but another individual might have little desire for a pay increase. Tanke (1990) stated that opinions differ widely about the effectiveness of pay as a motivator. We have seen that it can serve as a source of dissatisfaction if improperly administered. Marvin (1994) found that surveys results indicate that salary, benefit, and job security are less important to most workers than appreciation and involvement. High wage alone will not be enough to keep good workers if the working conditions and quality of supervision is substandard. Many managers might be surprised to learn that increased pay can actually cause turnover if it is perceived as an attempt to buy the employee's goodwill. Jerald and Robert (1997) addressed that today's work ethic motivates people to seek interesting and challenging jobs, instead of just money.

Good Benefits

Benefit planning is compensation's partner in the achievement of an equitable, attractive, competitive reward system. Tanke (1990) defined benefits as a favorable allowance provided by the employer for the employee in addition to wages and /or salary that subsidize auxiliary employee needs and services (p. 281). Benefits programs are used by hospitality organizations as recruitment, motivational and retention tools. It differs from incentives and pay in that they are not tied to an employee's performance. Wheelhouse (1989) also identified benefits as "fringe" benefits, which are the system offered financial advantages for both the company and employees, and goodwill was a by-product as the company gained an image of caring about the well-being of its employees.

The most famous trend in benefits planning is the concept of *flexible benefits plans* or *cafeteria plans*. The flexible benefit approach allows employees to choose the benefit programs they want, eliminating unwanted items or unnecessary duplicate coverage that may be provided by a working spouse's employer. Tanke (1990) suggested that the human resources managers might select for their hospitality organization's benefit plan can be placed in five categories:

1. Retirement related such as pension, preretirement counseling, savings/thrift, cash deferred, and profit sharing.
2. Insurance related such as health related (medical, dental, prescription drugs, vision, and mental and psychological), disability income, and life insurance (group, survivor security, employees over 65, and retirees).
3. Time not worked such as holiday, vacation, leaves of absence (parental, sick, and personal), meal periods, and day off.
4. Financially related such as educational assistance, child care, financial counseling, social and recreational, credit unions, employee meals, uniforms/dry-cleaning, parking assistance, legal counseling, and service awards.
5. Legally required such as worker's compensation, social security, unemployment insurance, and state mandated.

Each organization must carefully plan its benefits program so that it meets the goals of the organization while at the same time maintaining competitiveness with other organizations. The plan has to be flexible enough to accommodate changes based upon employee needs. Bohlander, Snell and Sherman (2001) added that the true measure of a successful benefits program is the degree of trust, understanding, and appreciation it earns from the employees. Employers should carefully communicate

information about complicated insurance and benefits plans so that there will be no misunderstanding about what the plans will and will not provide.

Flexible Work Hours

Jones and Lockwood (1989) stated that employee who has the skills and abilities to do a well-defined job will contribute to the organizational objectives. And that employee operates in a supportive climate, which encourages performance, will be likely to expend effort in carrying out his duties. But if that employee is not available to do those duties at the appropriate time then performance will still not be optimized.

According to Wheelhouse (1989), a *flexible work hours program*, also called *flexitime*, permits employees to vary their times of starting and ending work. After we define critical work hours, our employees are then given the chance to determine which hours will complete the remainder of their workweek. Working with flexitime schedules requires more time and attention from supervisors. Organizations must care to prevent disruptions each time another worker comes on duty or leaves. Some extra planning is required to assure that every hour of the workday is covered.

Tanke (1990) addressed that to better accommodate employees' personal lives by allowing them to vary their work hours has a huge potential in the hospitality industry. The more innovative applications of flexible permit job sharing, with two part-time employees sharing one job. This opportunity also helps the employees who have child care or elder care responsibilities as well as the employee who simply seeks more leisure time.

Good Working Conditions

The environment provides interesting and challenging work, exciting the individual to succeed, inherent energies and capabilities will be unleashed and job success assured (Zabka, 1971). Guerrier (1999) mentioned that poor working conditions cause the hospitality industry have a poor image and find it difficult to recruit and retain staff. The organizations, which provide a positive work environment in terms of their employees enjoy improved employee performance, will positively directed increases individual productivity with resultant positive impacts upon profits (Brymer, 1984). Jones and Lockwood (1989) noted that the climate for an organization could also be seen as the prevailing atmosphere of the unit in terms of warmth, policies and procedures, management style and overall orientation, being the expression of culture of the organization as a whole.

Wheelhouse (1989) said that working conditions could often be a cause of low productivity. Workers need adequate equipment, space, heating, and ventilation. Also the organizations should create a positive motivational environment. The most productive work environment is one that permits employees to find their own motivation—to fulfill their own goals and needs while serving the organization's best interests. The employer should provide an environment of acceptance, confidence, mutual trust, and openness towards employees. Elements of a positive motivational environment include:

- *Achievement* People like to achieve goals, to keep busy, to face challenges, to solve problems, and to do so with high standards. To be motivated, people need to be excited, and building a business is something people can get excited about.

- *Recognition* Appropriate recognition and appreciation can certainly contribute to confidence and a sense of competence. It can be the easiest, cheapest, and fastest way to improve production. Simply praising someone privately when you notice the person doing something right may be one of the best motivators. Effective recognition must be deserved, prompt, perceived as fair to all employees, appropriate for the effort expended, and attainable.
- *The Work Itself* Job satisfaction is the best predictor of job longevity and one of the best guarantees of performance. Job is meaningful that serves a purpose of in meeting the goals of the organization.
- *Responsibility* People will not commit themselves if they are not able to contribute. They want to be involved and have a voice in what affects them. They need to know what they can do to improve productivity.
- *Growth and Advancement* Identify the high achievers in your department and keep them challenged with new opportunities for growth and advancement. One of the way in which a person can grow and advance on the job is being promoted. Managers should get to know employees, focusing on their needs and interests. They should know how to place the employees in the right jobs, and determine how they can be integrated into the company's goals.

The organizational climate is difficult to identify but has a very real effect on encouraging high performance. Creating the right climate involves a realization that all management activity, from the design of systems and procedures to the way the manager handles interpersonal interactions with customers and employees, will

contribute to the overall atmosphere of the workplace. The manager is a role model that employees will follow (Jones and Lockwood, 1989).

Summary

Motivation is the responsibility of supervisors and that one of the criteria of effective leadership is the ability to motivate subordinates to strive to attain organizational objectives. On the other hand we may argue that a manager cannot motivate but can only provide the type of environment or organizational climate which will allow the employee to see that effort expended in the pursuit of organizational objectives can lead to desired results for the individual and the organization (Brymer, 1984).

Employees who feel appreciated are generally happier and likelier to be motivated. However, happy workers are not necessarily more productivity if they work in an atmosphere of low morale. Motivation is the result of a person's own drive to satisfy personal needs, wishes, and desires. It is an aspect of one's total outlook and is based on many things—experiences, environment, wants, needs, feelings, and perceptions.

Workers need to be able to see how they can best satisfy their own needs while they can achieve the objectives of the entire organization. The manager's role is to show employees how meeting the organization's goals are the best way to realize their own goals. Also the managers must be able to provide the environment that helps the employees can achieve their own goals through the organization goals. To do so, the managers should understand what each employee's needs and goals are. The managers who increase productivity will be those who communicate with and

know each worker personally—his or her family, life goals, and needs. Successful managers recognize and appreciate individual differences while being able to make each employee be an integral part of the team.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this study was to identify factors which motivated senior students in Hospitality and Tourism Program at University of Wisconsin-Stout to work in the hospitality and tourism industry. This study determined the importance and effectiveness of the factors, which motivated senior students based on the perceptions of senior students.

In this chapter, the research design, methods and procedures used in gathering information for this study are explained by the researcher. The following topics are covered: (1) Subjects, (2) Sample Selection, (3) Instruments, (4) Pilot Test, (5) Procedures, (6) Limitations, and (7) Data Analysis.

Subjects

The subjects for this study were sampled from the different senior course levels ranging from HT - 400 to level 500 in Hospitality and Tourism Program based on the Spring 2002 timetable published by at University of Wisconsin-Stout, Menomonie, WI. The senior students in Hospitality and Tourism Program, who will become hospitality employees, were surveyed by the questionnaires.

Sample Selection

It was estimated that there were 150 senior students in Hospitality and Tourism Program at UW-Stout during Spring 2002. The samples were representative of the senior students in Hospitality and Tourism Program at UW-Stout. The sample of this study was

77 senior students who were studying in senior course level in Spring 2002. There were ten senior classes the researcher found were appropriate to administer the survey. Then the researcher sent e-mail for requesting to do the survey to the instructors of these classes. Only three instructors with five classes replied the e-mail to allow the researcher to conduct the survey. These five classes were (1) HT-426-001 Restaurant Operational Management, (2) HT-426-002 Restaurant Operational Management, (3) HT-426-003 Restaurant Operational Management, (4) HT-430-001 Lodging Administration, and (5) HT-481-004 Events Management/Spec Interest Tourism.

Instruments

The questionnaire was the appropriate instrument for this study. The purpose of the instrument was to survey the senior students in Hospitality and Tourism Program at UW-Stout, concerning motivational factors for the senior students who would work in the hospitality and tourism industry in the future. The questionnaire was based on the research of the literature review, a previous study conducted by Cheng (1995), thesis advisor's suggestions and the researcher's ideas in order to obtain the senior students' opinions about motivation and its impact on their desire and willingness to work in hospitality industry.

There were a total of 9 questions in the questionnaire (see Appendix A). Question 1 to 4 asked for the respondents' demographics and personal data regarding gender, age, time of graduation, and work experience to determine their personal background which might have an impact on their perceptions of factors that motivated senior students to work in hospitality industry. In question 4, which ask for work experience, it also included open-ended question that required the work experienced

respondents to briefly state about their position(s) and their duties. In addition, the researcher wanted to get the background information of the respondents in order to describe the subjects.

Item 5 was designed to answer objective 1: To identify the factors that motivate senior students in Hospitality and Tourism Program at UW-Stout to choose to work in the hospitality and tourism industry. The question asked the respondents how they would rate the level of importance to factors that motivated senior student to choose a career in hospitality and tourism industry. This item attempted to understand the reason why the respondents chose their job. It contained Likert scale (1. NI = Not Important, 2. SI = Somewhat Important, 3. I = Important, 4. VI = Very Important, and 5. EI = Essential Important) concerning factors; such as Good pay, Interest in the profession, Somebody in my family works in the hospitality industry, My good friend(s) work in the hospitality industry, I think I can become a manager in this field someday, I could not find any other job, Parents wanted me to work in this field, Reputation of the hospitality company, and Opportunity to meet people.

Item 6 was designed to answer objective 2: To identify the perceptions of senior students toward the motivational technique that is the most effective in improving personal motivation. The question asked the respondents how they would rate the level of agreement to the motivational techniques that they think will be the most effective in improving personal motivation. This item tried to find out how senior students think about the motivation, in other word, what are the ways to motivate senior students who will become hospitality and tourism employees from the respondents' opinion. It contained Likert scale (1. SD = Strongly Disagree, 2. D = Disagree, 3. N = Neutral, 4. A = Agree, and 5. SA = Strongly Agree) concerning

factors such as; Communication between employees and supervisors/ managers, Harmonious relationship among co-workers, Participation in the management decision-making, Reward of personal skills and productivity, Equitable pay, Good work conditions, Benefits programs, Reasonable working hours / flexible shifts, and Training programs.

Item 7, 8 and 9 were designed to answer objective 3: To identify the perceptions of senior students toward the rewards for good job performance/productivity. The questions tried to identify the perceptions of senior students toward the rewards for good job performance/productivity.

Question 7 asked the respondents whether it is important to reward for good job performance/productivity. This question tried to identify whether the incentive rewards system can enhance senior students' motivation.

Question 8 asked the respondents whether the monetary reward is the best motivational technique. This question attempted to determine whether money is the best technique to motivate senior students.

Item 9 asked the respondents how they would rate the level of agreement to the types of motivational technique or rewards that they expect to get when they become the employees in the hospitality and tourism industry. This item tried to identify which types of rewards that senior students prefer. It contained Likert scale (1. SD = Strongly Disagree, 2. D = Disagree, 3. N = Neutral, 4. A = Agree, and 5. SA = Strongly Agree) concerning factors; such as High pay, Promotion, Recognition, Employee tuition reimbursement, Trip paid by the employer, Vacation time, Fringe benefits, Citations for good work, and Products/gifts.

Pilot Test

Prior to the finalizing of the questionnaires, a pilot study was conducted to improve their weakness and applicability in the content and design. The pilot tests were used with ten UW-Stout senior students who were studying in Hospitality and Tourism Program in Spring 2002.

Procedures

The data was collected by using the survey that the researcher developed from the research of the literature review, a previous study conducted by Cheng (1995), thesis advisor's suggestions and the researcher's ideas. The questionnaire was given to the subjects, who are senior students in the Hospitality and Tourism Program, took the senior course levels during Spring 2002. Before the classes started, the researcher received permission from these course instructors to distribute the questionnaires to the subjects. To avoid the duplication of the questionnaires, the researcher asked the senior students who had already done the survey did not do it again. The subjects were requested to complete the questionnaire in about six to ten minutes. Then the researcher collected every questionnaire back from the subjects.

The researcher distributed 77 questionnaires to the senior students in Hospitality and Tourism Program at UW-Stout by receiving permission from those Hospitality and Tourism courses instructors during Spring 2002. Distribution of the 77 questionnaires started on April 22, 2002, and continued until April 24, 2002. Distribution and collection took approximately three days.

The researcher received 77 responses from the senior students by the end of Spring 2002. The rate of responses was 100 percent since the researcher conducted the survey by distributing and collecting the questionnaire by hand, not mailing.

Limitations

There were some limitations identified by the researcher as the followings:

1. The survey of this study was administered by sampling 77 subjects out of the population of 150 senior students in Hospitality and Tourism Program at UW-Stout in Spring 2002, therefore, the findings of this study could not be applied to the total population.
2. The study was specific to the senior students in Hospitality and Tourism Program at UW-Stout in Spring 2002, therefore, the findings of this study could only be applied to the group of senior students involved in the study and could not be generalized to other groups.
3. The survey had gathered information only by the use of the questionnaire.
4. The time of administration of the survey (six to ten minutes before starting Of the classes) might have influenced the responses the subjects gave to the survey.
5. Due to the limitation of time for doing the study, the researcher had to conduct the survey in the compressed time.

Data Analysis

The statistical tools used in this study were the frequency counts, percentages, means, and standard deviations. The researcher used Statistical Package for the Social

Sciences (SPSS) Software version 10.0 to analyze the complete questionnaires. The computer calculated the frequency counts, percentages, means, and standard deviations.

CHAPTER FOUR

RESULTS AND ANALYSIS

Introduction

The purpose of this study was to determine factors influencing senior students in Hospitality and Tourism Program at University of Wisconsin-Stout to work in the hospitality and tourism industry. As mentioned in Chapter Three, the questionnaires were the appropriate method for this study. The questionnaires were designed to investigate the perceptions of senior students in Hospitality and Tourism Program regarding the importance and effectiveness of employee motivational factors. Also this study tried to identify the most important factors that motivated senior students in Hospitality and Tourism Program to choose to work in the hospitality and Tourism industry. For the questionnaires, frequency counts and percentages were used for the demographic section while means and standard deviations were calculated for the section of the perceptions of motivational factors.

This chapter contains the results of analyzed data given by the senior students in Hospitality and Tourism Program at University of Wisconsin-Stout. The total number of responses was 77, representing 100% of the total number (77) of the questionnaires provided to the senior students.

The results of the data analysis were discussed in the following order:

- Analysis of Demographic Profile of Respondents
- Analysis of the factors that motivated senior students in Hospitality and Tourism Program to choose a career in the hospitality and tourism industry.

- Analysis of the motivational technique that was the most effective in improving personal motivation.
- Analysis of the perceptions of senior students toward the rewards for good job performance/productivity.

Respondents' Personal Data

The respondents were asked to provide information regarding demographic data as the following; gender, age, time of graduation, and work experience (question No. 1,2,3, and 4).

Gender (question 1)

Table 1

Respondents' Personal Data: Gender

(n = 77)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	27	35.1	35.1	35.1
Female	50	64.9	64.9	100.0
Total	77	100.0	100.0	

From Table 2, the results, which were responded by 77 senior students, showed that: twenty-seven (35.1%) were male and fifty (64.9%) were female respondents.

Age (question 2)**Table 2**

Respondents' Personal Data: Age

(n = 77)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-22 years	44	57.1	57.1	57.1
23-25 years	31	40.3	40.3	97.4
26 years and over	2	2.6	2.6	100.0
Total	77	100.0	100.0	

This question asked the respondents about their age. Table 2 indicated that the age of respondents ranged from 20 to 22 years old until 26 years old and over. Out of 77 responses, the majority of respondents were forty-four senior students (57.1%) were from 20 to 22 years old. Thirty-one respondents (40.3%) were from 23 to 25 years old. And only two respondents (2.6%) were 26 years old and over.

Time of Graduation (question 3)**Table 3**

Respondents' Personal Data: Time of Graduation

(n = 77)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Spring 2002	30	39.0	39.0	39.0
Summer 2002	5	6.5	6.5	45.5
Fall 2002	13	16.9	16.9	62.3
Winter 2002	17	22.1	22.1	84.4
Other	12	15.6	15.6	100.0
Total	77	100.0	100.0	

This question asked the respondents about when they will graduate. From Table 3, the researcher found that thirty respondents (39.0%) will graduate in Spring 2002. Five respondents (6.5%) will graduate in Summer 2002. Thirteen out of seventy-seven respondents (16.9%) will graduate in Fall 2002. Seventeen respondents (22.1%) will graduate in Winter 2002. And twelve respondents (15.6%) will graduate in the other semesters.

Work Experience (question 4)

This question was divided into 3 items about work experience that senior students ever had before as the following:

- Do you have any work experience in the hospitality and tourism industry?
- If yes, How long?
- What was your position(s)?

Table 4

Respondents' Personal Data: Work Experience

(n = 77)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	74	96.1	96.1	96.1
No	3	3.9	3.9	100.0
Total	77	100.0	100.0	

This item (Table 4) indicated that seventy-four out of seventy-seven (96.1%) had work experience. The respondents who never worked before were three respondents (3.9%).

The Length of Work Experience

Table 5

Respondents' Personal Data: The Length of Work Experience

(n = 74)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 months	4	5.2	5.4	5.4
4-6 months	5	6.5	6.8	12.2
7 months-1 year	5	6.5	6.8	18.9
1 year and over	60	77.9	81.1	100.0
Total	74	96.1	100.0	
Missing System	3	3.9		
Total	77	100.0		

This item identified the length of work experience that respondents had ever been working in the hospitality and tourism industry. The length of work experience was ranged from 1 to 3 months until 1 year and over. From Table 5, the researcher found that there were 3 missing data because there were three of respondents who never had work experience before. Therefore, the valid data was 74 respondents (n = 74). Four out of seventy-four respondents (5.2%) had been working in the hospitality and tourism industry for 1 to 3 months. Five respondents (6.5%) had been working in the hospitality and tourism for 4 to 6 months. Five respondents (6.5%) had been working in the hospitality and tourism for 7 months to 1 year. Sixty respondents (77.9%) had been working in the

hospitality and tourism for 7 months to 1 year. This statistical data showed that most of senior students in Hospitality and Tourism Program had work experience in the hospitality and tourism industry at least 1 year and over.

Position(s)

Table 6

Respondents' Personal Data: Position(s)

(n = 70)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Management Positions	15	19.5	21.4	21.4
Sale and Marketing Employee	1	1.3	1.4	22.9
Human Resources Employee	1	1.3	1.4	24.3
Front Desk Agent	11	14.3	15.7	40.0
Night Auditor	1	1.3	1.4	41.4
Housekeeper	3	3.9	4.3	45.7
Convention/Meeting and Event Planner	6	7.8	8.6	54.3
Guest Service Representative	5	6.5	7.1	61.4
Sous Chef/Cook/Prep Cook	8	10.4	11.4	72.9
Waiter/Waitress	10	13.0	14.3	87.1
Banquet/Catering Server	4	5.2	5.7	92.9
Fast Food Restaurant Employee	1	1.3	1.4	94.3

Restaurant Cashier	1	1.3	1.4	95.7
Travel Agency Agent	1	1.3	1.4	97.1
Tourism Organization Employee	1	1.3	1.4	98.6
Airline Employee	1	1.3	1.4	100.0
Total	70	90.9	100.0	
Missing System	7	9.1		
Total	77	100.0		

This item asked the respondents about the position(s) that they had ever worked. There were 7 missing data since the respondents did not answer the question. Therefore, the valid data was 70 respondents (n = 70). This table indicated that most of respondents that was fifteen out of seventy respondents (19.5%) worked in management positions. Second, eleven out of seventy respondents (14.3%) worked as front desk agents. Third, ten out of seventy respondents (13.0%) worked as waiters/waitresses. Fourth, eight out of seventy respondents (10.4%) worked as sous chefs/cooks/prep cooks. Fifth, six out of seventy respondents (7.8%) worked as convention/meeting and event planners. Sixth, five out of seventy respondents (6.5%) worked as guest service representatives. Seventh, four out of seventy respondents (5.2%) worked as banquet/catering servers. Eighth, three out of seventy respondents (3.9%) worked as housekeepers. And each of the other positions, one out of seventy respondents (1.3%) worked as a sale and marketing employee, human resources employee, night auditor, fast food restaurant employee, restaurant cashier, travel agency agent, tourism organization employee, and airline employee.

The most important factors that motivated senior students to choose a career in the hospitality and tourism industry

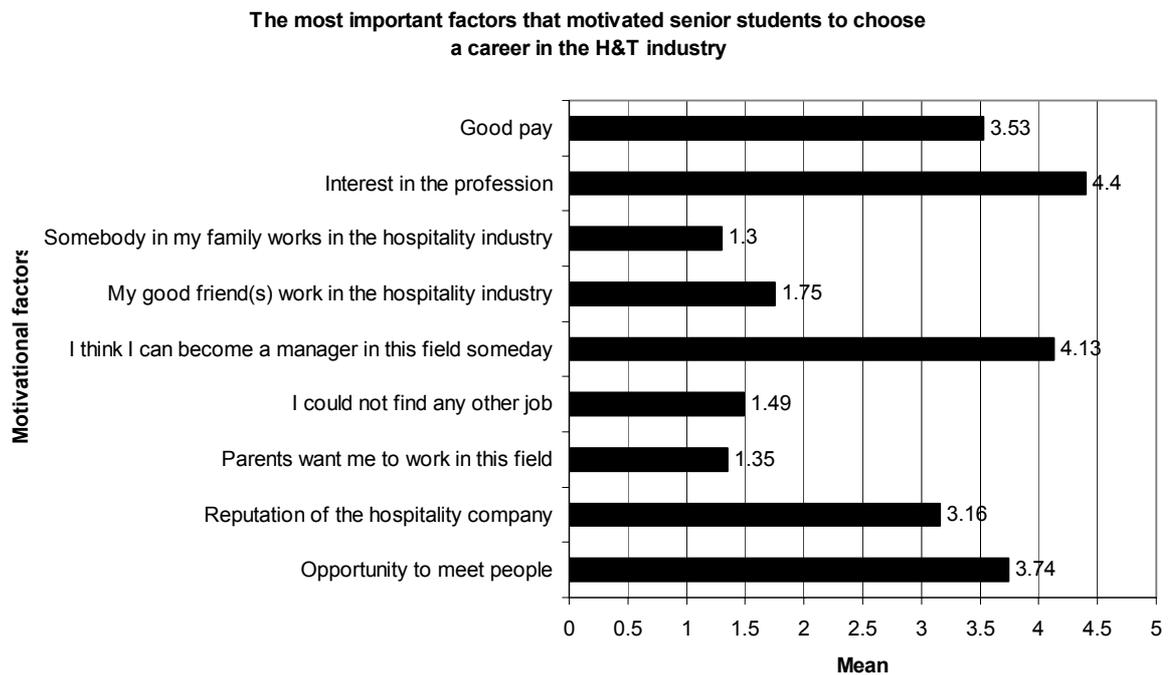
Question 5 answered the objective 1: to identify the factors that motivated senior students in Hospitality and Tourism Program at UW-Stout to choose to work in the hospitality and tourism industry. The researcher used the 5-point Likert scale for responses (1. NI = Not Important, 2. SI = Somewhat Important, 3. I = Important, 4. VI = Very Important, and 5. EI = Essential Important). Therefore, this question was analyzed by using the mean to determine the rank of each factor.

Table 7

The most important factors that motivated senior students to choose a career in the hospitality and tourism industry

(n = 77)

Factors	Mean	Standard	Ranking
	Ranking	Deviation	
Interest in the profession	4.40	.75	1
I think I can become a manager in this field someday	4.13	1.18	2
Opportunity to meet people	3.74	1.12	3
Good pay	3.53	.99	4
Reputation of the hospitality company	3.16	1.32	5
My good friend(s) work in the hospitality industry	1.75	1.02	6
I could not find any other job	1.49	.91	7
Parents wanted me to work in this field	1.35	.70	8
Somebody in my family works in the hospitality industry	1.30	.65	9

Graph 1

From Table 7 and Graph 1, there were seventy-seven respondents. “Interest in the profession” was ranked first (4.40), “I think I can become a manager in this field someday” was ranked second (4.13), “Opportunity to meet people” was ranked third (3.74), “Good pay” was ranked fourth (3.53), “Reputation of the hospitality company” was ranked fifth (3.16), “My good friend(s) work in the hospitality industry” was ranked sixth (1.75), “I could not find any other job” was ranked seventh (1.49), “Parents wanted me to work in this field” was ranked eighth (1.35), and “Somebody in my family works in the hospitality industry” was ranked ninth (1.30).

The motivational technique that was the most effective in improving personal motivation

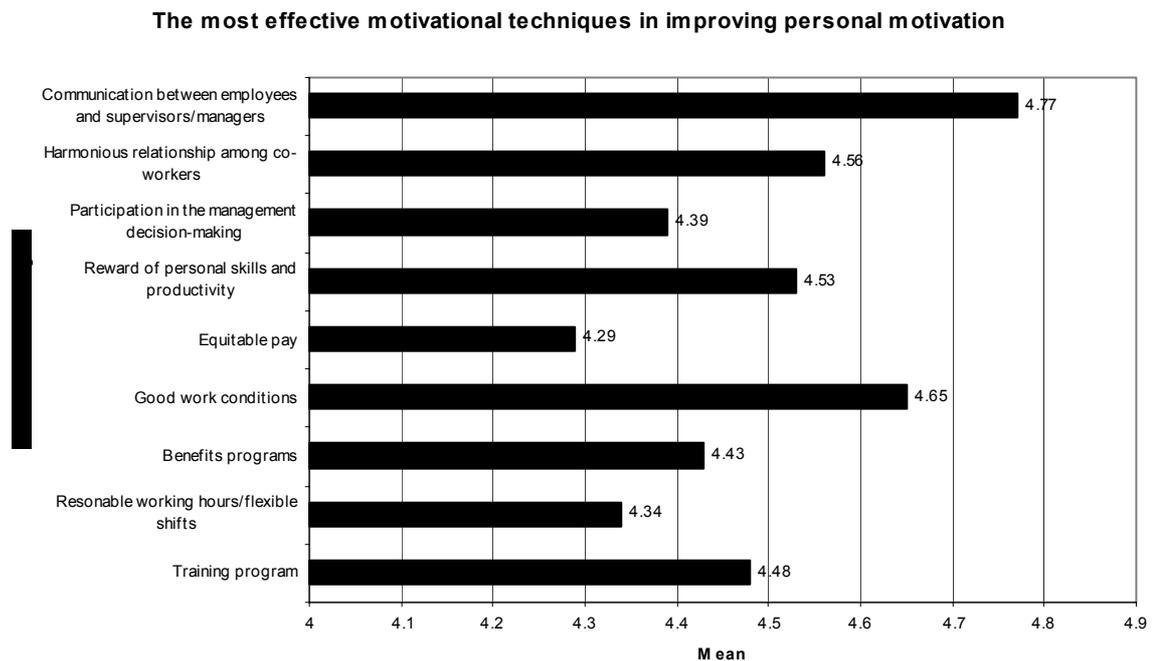
Question 6 answered the objective 2: to identify the perceptions of senior students toward the motivational technique that is the most effective in improving personal motivation. This item used the 5-point Likert scale for responses (1. SD = Strongly Disagree, 2. D = Disagree, 3. N = Neutral, 4. A = Agree, and 5. SA = Strongly Agree). The researcher ranked the nine motivational techniques by the mean scores and standard deviations.

Table 8

The most effective motivational techniques in improving personal motivation
(n = 77)

Motivational Techniques	Mean	Standard	Ranking
	Ranking	Deviation	
Communication between employees and supervisors/managers	4.77	.43	1
Good work conditions	4.65	.51	2
Harmonious relationship among co-workers	4.56	.70	3
Reward of personal skills and productivity	4.53	.62	4
Training programs	4.48	.70	5
Benefits programs	4.43	.57	6
Participation in the management decision-making	4.39	.63	7
Reasonable working hours/flexible shifts	4.34	.72	8
Equitable pay	4.29	.69	9

Graph 2



From Table 8 and Graph 2, there were seventy-seven respondents.

“Communication between employees and supervisors/managers” was ranked first (4.77), “Good work conditions” was ranked second (4.65), “Harmonious relationship among co-workers” was ranked third (4.56), “Reward of personal skills and productivity” was ranked fourth (4.53), “Training programs” was ranked fifth (4.48), “Benefits programs” was ranked sixth (4.43), “Participation in the management decision-making” was ranked seventh (4.39), “Reasonable working hours/flexible shifts” was ranked eighth (4.34), and “Equitable pay” was ranked ninth (4.29).

The perceptions of senior students toward the rewards for good job performance/productivity

The questions 7, 8 and 9 answer the objective 3: to identify the perceptions of senior students toward the rewards for good job performance/productivity.

Question 7 asked the respondents whether it is important to reward for good job performance/productivity. This question tried to identify whether the incentive rewards system can enhance senior students' motivation. The researcher used frequency count and percentage to answer the question.

Table 9

The importance of rewarding for good job performance/productivity

(n =77)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	76	98.7	98.7	98.7
No	1	1.3	1.3	100.0
Total	77	100.0	100.0	

Table 9 showed that seventy-six out of seventy-seven respondents (98.7%) thought that it was important to reward for good job performance/productivity. Only one out of seventy-seven respondents (1.3%) thought that it was not important to reward for good job performance/productivity.

Question 8 asked the respondents whether the monetary reward is the best motivational technique. This question attempted to determine whether money is the best technique to motivate senior students.

Table 10

Monetary reward was the best motivational technique

(n = 77)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	27.3	27.3	27.3
No	56	72.7	72.7	100.0
Total	77	100.0	100.0	

Table 10 indicated that twenty-one out of seventy-seven respondents (27.3%) thought that the monetary reward was the best motivational technique. The most of the respondents, fifty-six out of seventy-seven respondents (72.7%), thought that the monetary reward was not the best motivational technique.

Question 9 asked the respondents how they would rate the level of agreement to the types of motivational technique or rewards that they expect to get when they become the employees in the hospitality and tourism industry. This item tried to identify which types of rewards that senior students preferred. The researcher used the 5-point Likert scale for responses (1. SD = Strongly Disagree, 2. D = Disagree, 3. N = Neutral, 4. A = Agree, and 5. SA = Strongly Agree). Thus, this question was analyzed by using the mean to determine the rank of each factor.

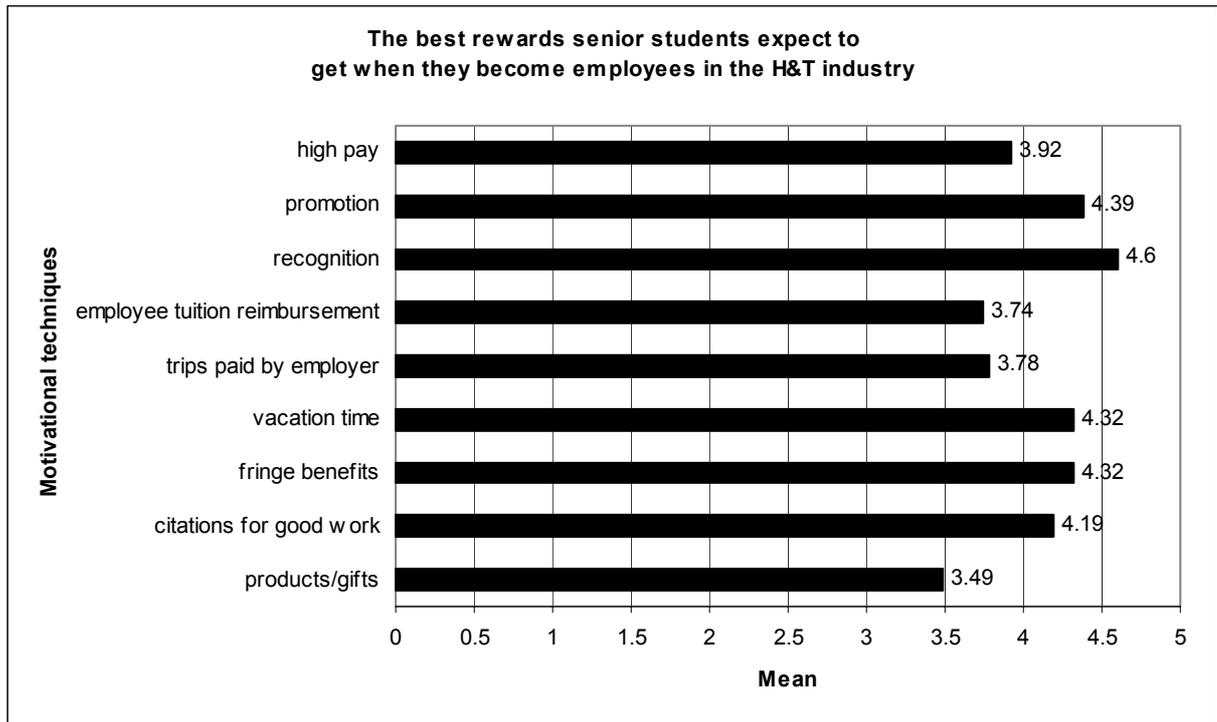
Table 11

The best rewards senior students expected to get when they become employees
in the hospitality and tourism industry

(n = 77)

Motivational Techniques	Mean	Standard	Ranking
	Ranking	Deviation	
Recognition	4.60	.57	1
Promotion	4.39	.54	2
Vacation time	4.32	.68	3
Fringe benefits	4.32	.62	3
Citations for good work	4.19	.69	4
High pay	3.92	.76	5
Trip paid by employer	3.78	.79	6
Employee tuition reimbursement	3.74	.91	7
Products/gifts	3.49	.82	8

Graph 3



From Table 11 and Graph 3, there were seventy-seven respondents.

“Recognition” was ranked first (4.60), “Promotion” was ranked second (4.39), “Vacation time” and “Fringe benefits” was ranked third (4.32), “Citations for good work” was ranked fourth (4.19), “High pay” was ranked fifth (3.92), “Trip paid by employer” was ranked sixth (3.78), “Employee tuition reimbursement” was ranked seventh (3.74), and “Products/gifts” was ranked eighth (3.49).

Summary

The study results determined that the senior students chose to work in the hospitality and tourism industry because of (1) Interest in the profession, (2) I think I can become a manager in this field someday, and (3) Opportunity to meet people

The most effective motivational techniques in improving personal motivation for senior students were (1) Communication between employees and supervisors/managers, (2) Good work conditions, and (3) Harmonious relationship among co-workers

Most of the senior students thought that it was important to reward for good job performance/productivity. Also Most of them thought that the monetary reward was not the best motivational technique.

The best rewards senior students expected to get when they become employees in the hospitality and tourism industry were (1) Recognition, (2) Promotion, and (3) Vacation time and Fringe benefits

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this survey was to investigate and assess employees' attitudes toward motivational factors, to determine the reasons why senior student in Hospitality and Tourism Program at University of Wisconsin-Stout, Menomonie, Wisconsin want to work in the hospitality and tourism industry, and to help the hospitality and tourism managers and hoteliers improve employees' job performance and reduce the turnover and absenteeism through the proper and effective motivational approaches and skills. This chapter would provide conclusions and discussion of the research findings, which were the most significant parts of the study. These conclusions and discussion included the references of the literature review in Chapter Two and the researcher's opinions.

The researcher would summarize and discuss as the following research objectives:

1. To identify the factors that motivate senior students in Hospitality and Tourism Program at UW-Stout to choose to work in the hospitality and tourism industry.
2. To identify the perceptions of senior students toward the motivational technique that is the most effective in improving personal motivation.
3. To identify the perceptions of senior students toward the rewards for good job performance/productivity.
4. To provide information that will assist the hospitality and tourism managers to better understand the motivational constructs of the senior students who want to work in the hospitality and tourism industry.

Objective 1: To identify the factors that motivate senior students in Hospitality and Tourism Program at UW-Stout to choose to work in the hospitality and tourism industry.

Table 12

The most important factors that motivate senior students to choose a career in the hospitality and tourism industry

Factors	Ranking
Interest in the profession	1
I think I can become a manager in this field someday	2
Opportunity to meet people	3
Good pay	4
Reputation of the hospitality company	5

The results of the data analysis indicated that the most of respondents perceived “Interest in the profession” as the most important factor, which influenced them to choose a career in the hospitality and tourism industry. According to Jerald and Robert (1997), job characteristics model can be defined as jobs or tasks having certain kinds of characteristics provide intrinsically greater motivation and job satisfaction than others. This approach identifies how jobs can be designed to help people feel that they are doing meaningful and valuable work. The job characteristics model is based on five critical job characteristics (skill variety, task identity, task significance, autonomy, and feedback) that help lead to certain critical psychological states, which in turn lead to several beneficial personal and work outcomes. Wren (1995) stated that the employees will work

harder and be more satisfied if their tasks are meaningful, provide sufficient feedback, allow considerable freedom in deciding how to accomplish them, and require use of the variety of skills. “Interest in the profession” as the first rank was the same results as the study of Cheng (1995) in the hotel industry in Taipei, Taiwan that “Interest in the profession” was the first rank of main reason why employees choose a career in the hospitality and tourism industry. Thus, the industry should pay more attention to the potential manpower, and try to recruit employees from the colleges because students who majored in this field must have interests in the profession. Moreover, Hospitality and Tourism Program students were more qualified than those who did not.

The second one that senior students perceived was “I think I can become a manager in this field someday”. Wheelhouse (1989) said that the managers should identify the high achievers in their department and keep them challenged with new opportunities for growth and advancement. One of the way in which a person can grow and advance on the job is being promoted. Managers should get to know employees, focusing on their needs and interests. They should know how to place the employees in the right jobs, and determine how they can be integrated into the company’s goals.

The third rank was “Opportunity to meet people”. The senior students perceived “Good pay” as a fourth rank. Wages have also come to represent a method for people to keep score of how well they’re doing on the job. The basic objectives of the wage and salary program are to help the company attract and keep qualified people, provide equal pay for equal work, reward good performance, control labor costs, and maintain a cost equality with direct competitors (Wheelhouse, 1989). Pay constitutes a quantitative measure of an employee’s relative worth. For most employees, pay has a direct attitude

not only on their standard of living, but also on the status and recognition they may be able to achieve both on and off the job. Pay represents a reward received in exchange for an employee's contributions (Bohlander, Snell and Sherman, 2001). And the fifth rank was "Reputation of the hospitality company".

Objective 2: To identify the perceptions of senior students toward the motivational technique that is the most effective in improving personal motivation.

Table 13

The most effective motivational techniques in improving personal motivation

Motivational Techniques	Ranking
Communication between employees and supervisors/managers	1
Good work conditions	2
Harmonious relationship among co-workers	3
Reward of personal skills and productivity	4
Training programs	5

This data revealed that the most effective motivational techniques in improving personal motivation for senior students were "Communication between employees and supervisors/managers". Vallen and Abbey (1987) addressed that communication unites employees, provides the basis for teamwork, and is the method to transmit information. No matter how much technical knowledge and ability managers have, they cannot be good managers if they are not skillful communicators since management's primary job is

to get work done through other people. Brymer (1984) noted that employee performance, which is vital to the success of any enterprise, is importantly affected by how well employees can identify their goals with those of the company. Therefore, the managers should help them to do so as a central objective of effective employee communications.

“Good work conditions” was a second rank in effective motivational techniques in improving personal motivation. The environment provides interesting and challenging work, exciting the individual to succeed, inherent energies and capabilities will be unleashed and job success assured (Zabka, 1971). Brymer (1984) addressed that the organizations, which provide a positive work environment in terms of their employees enjoy improved employee performance, will positively directed increases individual productivity with resultant positive impacts upon profits. Wheelhouse (1989) indicated that the most productive work environment is one that permits employees to find their own motivation—to fulfill their own goals and needs while serving the organization’s best interests. The employer should provide an environment of acceptance, confidence, mutual trust, and openness towards employees.

The third rank was “Harmonious relationship among co-workers” This showed that they did not want to have conflicts with their co-workers at the workplace. The fourth rank was “Reward of personal skills and productivity”. The frequency of the desired behavior will increase if the behavior rewarded (Iverson, 1989). Therefore, the managers should use the reward as an instrument to encourage employees to put out more effort to complete their job tasks. “Training programs” was ranked the fifth. Kasavana and Brooks (1998) said that one of the most effective ways to motivate employees is to get them involved in an effective training program. Training informs employees that

management cares enough to provide the necessary instruction and direction to ensure their success with the organization.

Objective 3: To identify the perceptions of senior students toward the rewards for good job performance/productivity.

Table 14

The importance of rewarding for good job performance/productivity

		Frequency
Valid	Yes	76
	No	1
	Total	77

The results determined that most of senior students (76 out of 77) valued the rewards for good job performance/productivity. Only one of them did not perceive the rewards for good job performance/productivity as the important issue. Diaz and Smith (1989) found that employees want to be treated right, positive feedback from their employers. Moreover, they want to be rewarded for hard work. Thus, the hospitality organizations are recommended to use the rewards as both performance motivators and as retention tools. But employees must be able to see clear connection between the rewards they receive and their job performance.

Table 15

Monetary reward was the best motivational technique

		Frequency
Valid	Yes	21
	No	56
	Total	77

The data indicated that most of senior students (56 out of 77) did not value monetary reward as the best motivational technique. Only 21 of them perceived that the best motivational technique was the monetary reward. These results showed that the study was in accordance with the literature review. Tanke (1990) stated that opinions differ widely about the effectiveness of pay as a motivator. Iverson (1989) said that a motivational technique would not work with all employees at all times. One person might be motivated primarily by money, but another individual might have little desire for a pay increase. Jerald and Robert (1997) addressed that today's work ethic motivates people to seek interesting and challenging jobs, instead of just money. Zabka (1971) mentioned that money may have some effect on performance, but the effect does not last. Money as a motivator is misleading, or temporary.

Table 16

The best rewards senior students expected to get when they become employees
in the hospitality and tourism industry

Motivational Techniques	Ranking
Recognition	1
Promotion	2
Vacation time	3
Fringe benefits	3
Citations for good work	4

The results of this finding was the most senior students perceived “Recognition” as the best reward they expected to get when they become employees in the hospitality and tourism industry. Wheelhouse (1989) stated that appropriate recognition and appreciation can certainly contribute to confidence and a sense of competence. It can be the easiest, cheapest, and fastest way to improve production. Effective recognition must be deserved, prompt, perceived as fair to all employees, appropriate for the effort expended, and attainable.

The second rank was “Promotion”. As the researcher mentioned before, people want to achieve in their works and want to get advancement on their jobs. “Vacation time” was ranked the third. People need to take a rest after they work so hard. They need to refresh their physical and mental parts as same as recharging the batteries. Then they

will have more power and encouragement to perform their tasks effectively. Also “Fringe benefits” was ranked the third as same as “Vacation time”. Benefits programs are used by hospitality organizations as recruitment, motivational and retention tools. Each organization must carefully plan its benefits program so that it meets the goals of the organization while at the same time maintaining competitiveness with other organizations. The plan has to be flexible enough to accommodate changes based upon employee needs. The fourth rank was “Citations for good work”.

Objective 4: To provide information that will assist the hospitality and tourism managers to better understand the motivational constructs of the senior students who want to work in the hospitality and tourism industry.

Motivation is the responsibility of supervisors and managers. The effective managers must have the ability to motivate subordinates to perform good jobs or productivity, to achieve their goals, and also to attain organizational objectives. The managers and hospitality industry need to know the effective motivational approaches and skills that could maintain the good employees and ultimately reduce turnover and absenteeism. To motivate employees in proper manners and effective ways, the managers and human resources department must improve their skills in the areas of motivation and management. The managers and human resources department should consider and develop the following factors to respond to the employees’ needs, especially the senior students who will soon become the employees in the hospitality and tourism industry in the future:

- The management should provide the type of environment or organizational climate, which will allow the employee to always see their jobs are interesting and challenging.
- The managers should promote the employee who has a good job performance or productivity since people want to grow and advance on their jobs.
- The management should carefully consider the most appropriate communication program for the organization. They should listen to their employees' opinions and also they should open communication channels among all departments.
- The management should create a good work conditions that help employees to unleash their energies and capabilities, and increase the individual productivity. The employer should provide an environment of acceptance, confidence, mutual trust, and openness towards employees.
- Also the management should promote the harmonious relationship among employees.
- The management should value the importance of rewarding for good job performance/productivity. They must provide the appropriate reward system to the entire organization.
- The management should realize that monetary reward is not always the best motivational technique. On the other hand, they should concern about the effective rewards such as recognition, promotion, vacation time, fringe benefits, and citations for good work.

- The human resources department should do surveys to investigate and assess the needs of employees every year to provide the proper and efficient motivational factors.

Recommendations for further study

1. This study focused only on senior students, further study can be conducted on students at other levels.
2. Further study may also focus on the graduate level in the Hospitality and Tourism Program.
3. To promote validity and establish the effective generalization of the results, a larger sample size is recommended for further study.
4. The hospitality and tourism researchers can conduct the study by using the employees in the hospitality and tourism industry.
5. Further study on whether gender, age, educational background, work experience influence a person's perceptions toward motivation.

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QUESTIONNAIRE

Survey of Motivation on Senior Students in H&T Program at UW-Stout to work in Hospitality and Tourism Industry

The purpose of this study is to identify the most important factors that motivate senior students in H&T Program to work in hospitality and tourism industry. Your participation in this survey is voluntary. By completing this survey, you are giving your consent to participate in the study. All responses will be kept strictly anonymous.

Part I: Demographics

Please circle the most appropriate response for each question.

1. Gender a. Male b. Female
2. Age a. 18-20 years b. 20-22 years c. 23-25 years d. 26 years and over
3. When will you graduate?
 - a. Spring 2002 d. Winter 2002
 - b. Summer 2002 e. Other (Specify) _____
 - c. Fall 2002
4. Do you have any work experience in hospitality and tourism industry?
 - a. Yes b. No
 If **yes**, how long?
 - a. 1-3 months c. 7 months-1 year
 - b. 4-6 months d. 1 year and over
 What is your position(s)? Please briefly state your duties.

Part II: Motivation on senior students to work in hospitality and tourism industry

5. Please rate by circle the level of importance to the following factors that motivate you to choose a career in hospitality and tourism industry.

- | | |
|----------------------------|-----------------------------|
| 1. NI = Not Important | 4. VI = Very Important |
| 2. SI = Somewhat Important | 5. EI = Essential Important |
| 3. I = Important | |

Items	NI	SI	I	VI	EI
a. Good pay	1	2	3	4	5
b. Interest in the profession	1	2	3	4	5
c. Somebody in my family works in the hospitality industry	1	2	3	4	5
d. My good friend(s) work in the hospitality industry	1	2	3	4	5
e. I think I can become a manager in this field someday	1	2	3	4	5
f. I could not find any other job	1	2	3	4	5
g. Parents wanted me to work in this field	1	2	3	4	5
h. Reputation of the hospitality company	1	2	3	4	5
i. Opportunity to meet people	1	2	3	4	5

6. Please rate by circle the level of agreement to the following motivational techniques you think will be the most effective in improving personal motivation.

1. SD = Strongly Disagree 4. A = Agree
 2. D = Disagree 5. SA = Strongly Agree
 3. N = Neutral

Items	SD	D	N	A	SA
a. Communication between employees and supervisors/ managers	1	2	3	4	5
b. Harmonious relationship among co-workers	1	2	3	4	5
c. Participation in the management decision-making	1	2	3	4	5
d. Reward of personal skills and productivity	1	2	3	4	5
e. Equitable pay	1	2	3	4	5
f. Good work conditions	1	2	3	4	5
g. Benefits programs	1	2	3	4	5
h. Reasonable working hours / flexible shifts	1	2	3	4	5
i. Training programs	1	2	3	4	5

7. Do you think it is important to reward for good job performance/productivity?

- a. Yes b. No

8. Do you think monetary reward is the best motivational technique?

- a. Yes b. No

9. Please rate by circle the level of agreement to the following types of motivational technique you expect to get when you become an employee in the hospitality and tourism industry.

1. SD = Strongly Disagree 4. A = Agree
 2. D = Disagree 5. SA = Strongly Agree
 3. N = Neutral

Items	SD	D	N	A	SA
a. High pay	1	2	3	4	5
b. Promotion	1	2	3	4	5
c. Recognition	1	2	3	4	5
d. Employee tuition reimbursement	1	2	3	4	5
e. Trips paid by employer	1	2	3	4	5
f. Vacation Time	1	2	3	4	5
g. Fringe benefits	1	2	3	4	5
h. Citations for good work	1	2	3	4	5
i. Products / gifts	1	2	3	4	5