

**Antecedents and Outcomes of Career Adaptability:
An Empirical Study in the Hotel Industry**

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
Tourism Management

Eastern Mediterranean University
August 2017
Gazimağusa, North Cyprus

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ABSTRACT

The purpose of this thesis is to develop and test a research model that examines the interrelationships of high-performance work practices, career adaptability, met expectations, creative performance, and extra-role performance. In the model, career adaptability is treated as a mediator in the abovementioned relationships. In other words, high-performance work practices influence met expectations, creative performance, and extra-role performance through the mediating role of career adaptability. These relationships were tested with data collected from full-time customer-contact employees and their immediate supervisors in the four- and five-star hotels in Mashhad in Iran. Data were collected with a time lag of two weeks in three waves. The aforementioned relationships were tested using structural equation modeling.

The results demonstrate that selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance as the indicators of high-performance work practices jointly trigger career adaptability. The results also indicate that career adaptability increases met expectations, creative performance, and extra-role performance. Career adaptability has a mediating role in these relationships. Specifically, career adaptability fully mediates the effects of high-performance work practices on met expectations, creative performance, and extra-role performance.

The abovementioned findings are discussed and their theoretical and managerial implications are given in this thesis. Limitations and future research directions are also provided in this thesis.

Keywords: Career adaptability, Creative performance, Extra-role performance, High-performance work practices, Hotel employees, Met expectations

ÖZ

Bu tezin amacı, yüksek performanslı insan kaynakları uygulamaları, işgörenlerin kariyer uyumu, karşılanmış beklentiler, yaratıcı performans ve ekstra performans arasındaki ilişkileri ele alan bir araştırma modelini geliştirip test etmektir. Bu modelde, işgörenlerin kariyer uyumu aracı bir role sahiptir. Bir diğer deyişle, yüksek performanslı insan kaynakları uygulamaları karşılanmış beklentileri, yaratıcı performansı ve ekstra performansı işgörenlerin kariyer uyumu yoluyla etkilemektedir. Bu ilişkiler, İran'ın Maşad kentinde faaliyet gösteren dört ve beş yıldızlı otel işletmelerindeki tam zamanlı sınır birim işgörenleri ve onların bağlı olduğu yöneticilerinden toplanan veri vasıtasıyla test edilmiştir. Veri, üç dalgada iki haftalık zaman diliminde toplanmıştır. Yukarıda verilen ilişkiler, yapısal eşitlik modellemesi ile test edilmiştir.

Bulgular, seçici ve dikkatli personel alımı, iş güvenliği, eğitim, güçlendirme, ödüllendirme, takım çalışması, kariyer olanakları ve iş-yaşam dengesinden oluşan yüksek performanslı insan kaynakları uygulamalarının işgörenlerin kariyer uyumunu tetiklediğini göstermektedir. Yine bulgular, işgörenlerin kariyer uyumunun karşılanmış beklentileri, yaratıcı performansı ve ekstra performansı artırdığını ortaya koymaktadır. Bu arada, işgörenlerin kariyer uyumu aracı bir role sahiptir. Bir diğer anlatımla, yüksek performanslı insan kaynakları uygulamaları karşılanmış beklentileri, yaratıcı performansı ve ekstra performansı sadece işgören kariyer uyumu yoluyla etkilemektedir.

Bu tezde, yukarıda verilen bulgular tartıřılmıř ve teorik ve ynetsel belirlemeler zerinde durulmuřtur. Aynı zamanda tezde, alıřmanın sınırları ve gelecek arařtırmalara ynelik belirlemelere yer verilmiřtir.

Anahtar Kelimeler: Ekstra performans, Kariyer uyumu, Karřılanmıř beklentiler, Otel alıřanları, Yaratıcı performans, Yksek performanslı insan kaynakları uygulamaları

DEDICATION

TO MY SUPERMAN



**MY
SUPER FATHER**

ACKNOWLEDGMENT

I wish to express my thanks to Prof. Dr. Osman M. Karatepe for his guidance, understanding, patience, and most importantly, his friendship during my graduate studies in Eastern Mediterranean University, Department of Tourism. His mentorship was paramount in providing a well-rounded experience consistent my long-term career goals. For everything you've done for me, Prof. Dr. Karatepe, I thank you and I am truly indebted to you more than you can imagine.

I would like to acknowledge the members of the department for providing opportunities for people like me to bloom. I would like to appreciate my committee for their patient, advice, and guidance for finalizing this thesis.

My appreciation goes to my family. Without them, my life would be meaningless. My mom who is an angel, my sister who is my wonderful gift of God, my brother-in-law, Yunus, who is truly my brother.

My special thanks to my Father. I am who I am because of him. I cannot put my feeling into words. I love him and I owe him a lot.

Furthermore, I want to thank Mona, my wife, my friend and my soul-mate, for her support, encouragement, patience, and unconditionally love for the past ten years of my life.

Love You All Till The End Of My Life. Live Long and God bless you.

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LIST OF ABBREVIATIONS

AVE	Average variance extracted
CFI	Comparative fit index
CR	Composite reliability
FHEs	frontline hotel employees
HPWPs	High-performance work practices
LISREL	Linear structural relations
PNFI	Parsimony normed fit index
RMSEA	Root mean square error of approximation
SIA	Singapore Airlines
SPSS	Statistical package for the social science
SRMR	Standardized root mean square residual

Chapter 1

INTRODUCTION

The thesis starts with ‘Introduction’ chapter. The introduction chapter is the main part of the empirical inquiry that provides critical information about a number of issues. Precisely, this chapter starts with the main reason of why this thesis uses deductive approach. This is followed by the purpose of the empirical study and its potential contributions to the extant hospitality research. Then the thesis focuses on the methodology used. Information about the subject profile and procedures and the measuring instruments as well as data analysis is demonstrated in this chapter. It concludes with a shortened outline of the whole thesis.

1.1 Research Philosophy

1.1.1 HPWPs, Career Adaptability, and Employee Outcomes

Due to the competitive hospitality environment, in this sector managers require having a pool of talented employees (Karatepe, 2013a). However, this is not an easy task. Long work hours, work overload, organizational politics, emotional dissonance, and/or conflicts in the work-family interface lead to a stressful work environment (Karatepe, Beirami, Bouzari, & Safavi, 2014; Karatepe & Uludag, 2008; Zhao, 2016). In such situation, employees have to handle complex tasks, work harder and longer as well as be ready to manage predicted and unpredicted tasks to satisfy customers (cf. Savickas, 1997). High-performance work practices (HPWPs) which comprise various human resource activities fostering employee performance appear

to be a probable solution to this problem (Aryee, Walumbwa, Seidu, & Otake, 2012; Karatepe, 2013b; Karatepe & Vatankhah, 2014). For instance, managers should propose a number of human resource practices that inspire employees to reach better performance at work. Selective staffing (e.g., Hinkin & Tracey, 2010; Karatepe & Olugbade, 2016), employment security (e.g., Karatepe & Olugbade, 2016; Lee, Kim, & Park, 2017), training (e.g., Kim, Choi, & Li, 2016; Suan & Nasurdin, 2014), empowerment (Karatepe, 2013a, b; Yavas, Karatepe, & Babakus, 2013; Zhao, Ghiselli, Law, & Ma, 2016), rewards (e.g., Chiang & Birtch, 2011; Suan & Nasurdin, 2014), teamwork (e.g., Karatepe & Vatankhah, 2014; Karatepe & Olugbade, 2016; Lee & Hyun, 2016; Lin, Joe, Chen, & Wang, 2015), career opportunities (e.g., Karatepe & Olugbade, 2016), and work-life balance (e.g., Karatepe & Kilic, 2015; Karatepe & Uludag, 2008; Zhao, 2016) are among the most vital human resource practices for service providers in the hospitality industry. Determining these practices is based on a precise evaluation of the current service management literature and success evidence from leading service companies such as the Ritz-Carlton Hotels and Resorts, Singapore Airlines, Four Seasons Hotels, and Starbucks. Table 1 provides definitions for the aforementioned HPWPs.

It seems that the existence of the number of human resource practices may upraise employees' career adaptability, which is defined as "...attitudes, competencies, and behaviors that individuals use in fitting themselves to work that suits them" (Savickas, 2005, p. 45).

Table 1: Definitions of the indicators of HPWPs

Indicators	Definitions
Selective staffing	refers to the presence of rigorous selection procedures to hire the right individuals for customer-contact positions in a workplace (e.g., Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014; Tang & Tang, 2012).
Job security	is associated with a stable employment in a workplace (Zacharatos, Barling, & Iverson, 2005).
Training	is associated with "...training of frontline employees both in job-related skills and behavioral skills to improve their capability to deal with varying customer needs, personalities, and circumstances..." (Babakus, Yavas, Karatepe, & Avci, 2003, p. 275).
Empowerment	refers to "the freedom and ability to make decisions and commitments" (Forrester, 2000, p. 67).
Rewards	are associated with the distribution of financial and/or non-financial rewards to employees whose behaviors are valued by the management of the organization (Babakus et al., 2003; Karatepe, 2013a, b; Chiang & Birtch, 2011).
Teamwork	refers to "...a willingness to cooperate and indicate that this could be applied to different levels from the workgroup to inter-organizational activities..." (Coyle-Shapiro & Morrow, 2003, p. 322).
Career opportunities	refer to the presence of various organizational practices that enable employees to have career growth and development (Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014).
Work-life balance	"...an individual's subjective appraisal of the accord between his/her work and non-work activities and life more generally" (Brough et al., 2014, p. 2728).

Concern, control, curiosity, and confidence are the indicators of career adaptability. Employees are “...(a) becoming *concerned* about the vocational future, (b) taking *control* of trying to prepare for one’s vocational future, (c) displaying *curiosity* by exploring possible selves and future scenarios, and (d) strengthening the *confidence* to pursue one’s aspirations” (Savickas & Porfeli, 2012, p. 663). The manifestation of various training programs may help employees prepare for the future and carry out job-related tasks efficaciously. Similarly, the presence of teamwork enables employees to learn various techniques of doing things and obtaining new skills. By doing so, management is able to keep such employees in the organization and motivate them to report better performance at work. These employees also perceive that their expectations have been met.

As claimed earlier, employees’ met expectations and performance outcomes are deliberated in this study. That is, creative performance and extra-role performance, as well as met expectations, are the outcomes of career adaptability. Career adaptability is considered as the association between HPWPs and the aforementioned outcomes. Creative performance refers to “...the generation of new ideas to be used in the service delivery process and novel behavior to be displayed in challenging service encounters...” (Karatepe & Vatankhah, 2014, p. 28), while extra-role performance refers to “...the degree to which the service employee goes the extra mile and helps customers beyond job requirements...” (Netemeyer & Maxham, 2007, p. 132). Employees’ perceptions of how their “...actual job experience corresponds to expectations at the time of employment” (Grant, Cravens, Low, & Moncrief, 2001, p. 171) confer to met expectations.

1.1.2 Career Construction Theory

To justify to relationships between the study constructs, career construction theory is applied. Explicitly, career construction theory defines human development as driven by adaptation to a social environment with the goal of person-environment integration (Savickas, 2005). The theory considers a contextual and cultural perspective for adaptation to the social environment. For mankind, adaptation to social life for both main role and peripheral role is indispensable. As individuals design their lives, they have to have an adaptation for their work and develop relationships (Savickas et al., 2009). The main focus of career construction is in the work role. It addresses social expectations that individuals prepare for entering and participating in the role and then dealing with career transitions between occupational positions (Savickas & Porfeli, 2012).

Career adaptability is embedded in career construction theory (Savickas, 2013) and refers to the psychosocial resources that enable individuals to manage their career developmental tasks, transitions, and work traumas (Savickas, 1997). This theory is applied in numerous studies (e.g., Uy, Chan, Sam, Ho, & Chernyshenko, 2015; Taber & Blankemeyer, 2015; Ohme & Zacher, 2015). For example, Uy et al. (2015) applied career construction theory to examine the role of entrepreneurialism in careers in the information society and global economy. Taber and Blankemeyer (2015) used this theory to observe the motivational resource of future work self-salience and the additive effect of career adaptability dimensions in the prediction of career planning, proactive skill development, and proactive career networking.

1.1.3 Deductive Approach

As argued previously, the present inquiry uses deductive approach. In other words, by using deductive approach, researchers are able to develop a model before an empirical observation. The constructs or ideas enable researchers to make and test deductions from the constructs (Graziano & Raulin, 1993). A research model is developed in this study. By applying career construction theory and the existing evidence in the relevant studies, the relationships in the model are developed. Explicitly, HPWPs increase service workers' career adaptability that in turn results in positive outcomes namely met expectations, higher creative and extra-role performances. In order to achieve this, data came from frontline hotel employees (FHEs) with a time lag of two weeks and their immediate supervisors in, Mashhad, Iran.

1.2 Purpose and Significance of the Empirical Study

1.2.1 Purpose

This thesis develops and tests a research model that tests career adaptability as a mediator of the effects of HPWPs on met expectations, creative performance, and extra-role performance. Specifically, the thesis examines: (1) the effects of HPWPs on career adaptability; (2) the effect of career adaptability on met expectations, creative performance, and extra-role performance; and (3) career adaptability as a mediator of the impacts of HPWPs on these outcomes. Selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance represent HPWPS, whereas concern, control, curiosity, and confidence represent career adaptability.

1.2.2 Significance of the Empirical Study

The current study bears three potential contributions. First, career adaptability is related with individuals' personal resources (Savickas & Porfeli, 2012). That is, concern, control, curiosity, and confidence are career adaptability resources that can be used to achieve challenges in career development (Karatepe & Olugbade, 2017). Although career adaptability has been a hot research topic in the literature since many years back, as the evidence shows, there is still a need to scrutinize its antecedents and consequences (Rudolph, Lavigne, & Zacher, 2017). This is also obvious in the case of hospitality management literature (Karatepe & Olugbade, 2017). Consequently, this study uses HPWPs as the antecedents of career adaptability. This study also uses met expectations, creative performance, and extra-role performance as the consequences of career adaptability.

Second, there are still calls for more research about the underlying mechanism through which HPWPs are associated with employee outcomes (e.g., Aryee et al., 2012; Karatepe, 2013a, b; Karatepe & Olugbade, 2017; Karatepe & Vatankhah, 2014; Lin & Liu, 2016). For that reason, this thesis uses career adaptability as the association between HPWPs and the aforesaid outcomes.

Third, the results are likely to propose a number of valuable and practical implications for both managerial and non-managerial employees. This is significant since career adaptability is a fairly novel concept and managers can avail themselves of the implications of this study where they are able to offer an environment that contains HPWPS fostering FHEs' career adaptability and outcomes.

1.3 Methodology

1.3.1 Sample

Judgmental sampling is applied in this thesis. As a non-probability sampling technique, by using judgmental sampling, researchers are able to determine the sample based on numerous criteria and is considered to characterize the population (Kothari, 2004). Explicitly, full-time employees in customer-contact positions (e.g., front desk agents, food servers, bell attendants, guest relation representatives, door attendants) were selected as the study sample. Such employees have close interactions with customers and help management deal with a number of problems emerging from challenging service encounters (e.g., customer complaints) (Karatepe & Uludag, 2008; Sun, Aryee, & Law, 2007). They also represent the organization to customers and other parties (Robinson, Kralj, Solnet, Goh, & Callan, 2016).

Only four- and five-star hotels in Mashhad are selected for gathering relevant data. This is due to the fact that the thesis focuses on a number of HPWPs. The existence and application of such HPWPs seems to be limited in other hotels (e.g., three-star hotels).

Data came from Mashhad, which is the most important religious destination for tourists in Iran. The city attracts almost 20 million pilgrims every year (Bizzarri & López, 2014). Most of them visit Mashhad for Nowruz (the Iranian New Year), the Birth of Imam Reza (the eighth Imam of Twelve Shiites), and summer vacation. According to the Iran's Cultural Heritage, Handicraft and Tourism Organization, there is a substantial rise in the number of tourist arrivals in Mashhad. Generally speaking, the total number of 21,078,830 tourists visited this city in 2012. It also increased to 26,028,592 in 2015. As stated by Saghaei and Javanbakht (2013), the

number of pilgrims who are probable to visit Mashhad has been estimated to be 27,5000,000 by 2016. Such request has encouraged a number of entrepreneurs to invest in the hotel industry in Mashhad.

In short, data came from a judgmental sample of full-time frontline employees in the four- and five-star hotels in Mashhad, Iran to assess career adaptability as a mediator of the effects of HPWPs on met expectations, creative performance, and extra-role performance.

1.3.2 Procedures

According to the Iran's Cultural Heritage, Handicraft and Tourism Organization at the time of the current research, there were 19 four-star and 8 five-star hotels in Mashhad. The researcher contacted management of each hotel in advance via a letter. Totally, management of 12 four-star and six five-star hotels allowed their employees to participate in the study.

To collect data, the following ways were applied. First, the current study used four different questionnaires: the Time 1, Time 2, Time 3, and supervisor questionnaires. This was done to minimize common method bias (Podsakoff, MacKenzie, Podsakoff, & Lee, 2003). Specifically, data were collected from FHEs by introducing a time lag of two weeks between the predictor (i.e., selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance), mediating (i.e., concern, control, curiosity, and confidence), and criterion variables (i.e., met expectations). In addition, data were collected from the immediate supervisor of FHEs for the evaluation of FHEs' creative and extra-role performances. This referred to the use of multiple sources of data. All of the questionnaires were

matched with each other based on an identification number. This data collection is restricted to the hospitality management literature and is observed among a limited number of empirical studies in the current service research (Bouzari & Karatepe, 2017; Karatepe & Choubtarash, 2014; Karatepe & Karadas, 2014; Karatepe & Olugbade, 2017; Min, Park, & Kim, 2016).

Second, each questionnaire was accompanied by a cover page. This page provided important information to respondents. That is, “There are no right or wrong answers in this questionnaire.” “Any sort of information collected during our research will be kept in confidential.” “Participation is voluntary but encouraged.” “Management of your hotel fully endorses participation.” Respondents were assured of anonymity. Anonymity and confidentiality were also supported by the use of sealed envelopes and boxes. In other words, respondents were asked to seal the questionnaires and then put them in a special box that has been provided for such purpose.

Third, each respondent was invited to fill out the questionnaires during their break time at work. Fourth, all the items relating to demographic variables were put at the end of the Time 1 questionnaire. In addition to strong support and cooperation given by management of each hotel, the aforementioned practices contributed to reaching a very good response rate. What has been applied in this study is consistent with the works of Bouzari and Karatepe (2017), Karatepe and Karadas (2014), Karatepe and Olugbade (2017), and Ozturk and Karatepe (2017).

Table 2: The number of items, the scale range, and sources

Construct	Scale range	Source
<i>Indicators of HPWPs</i>		
Selective staffing	1 – 5	Sun et al. (2007)
Job security	1 – 5	Delery and Doty (1996)
Training	1 – 5	Boshoff and Allen (2000)
Empowerment	1 – 5	Hayes (1994)
Rewards	1 – 5	Boshoff and Allen (2000)
Teamwork	1 – 5	Coyle-Shapiro and Morrow (2003)
Career opportunities	1 – 5	Delery and Doty (1996)
Work-life balance	1 – 5	Brough et al. (2014)
<i>Indicators of career adaptability</i>		
Concern	1 – 5	Savickas and Porfeli (2012)
Control	1 – 5	Savickas and Porfeli (2012)
Curiosity	1 – 5	Savickas and Porfeli (2012)
Confidence	1 – 5	Savickas and Porfeli (2012)
<i>Outcomes</i>		
Met expectations	1 – 5	Lee and Mowday (1987)
Creative performance	1 – 5	Wang and Netemeyer (2004)
Extra-role performance	1 – 7	Netemeyer and Maxham (2007)

Notes: HPWPs: High-performance work practices; 1 – 5 (strongly disagree *to* strongly agree for the indicators of HPWPs); 1 – 5 (not strong *to* strongest for the indicators of career adaptability); 1 – 5 (less than expected *to* much more than expected for met expectations); 1 – 5 (never *to* almost always for creative performance); and 1 – 7 (never *to* always for extra-role performance).

1.3.3 Measures

All of the questionnaires were prepared using the guidelines of the back-translation method (e.g., Bouzari & Karatepe, 2017; Parameswaran & Yaprak, 1987; Yavas et al., 2013). Ten FHEs and ten supervisors participated in a pilot study to ensure the

items are comprehensible and understandable for respondents. The researcher did not make any changes in the questionnaires as a result of these pilot studies.

The number of items used to measure a specific variable, their sources, and the scale range are presented in Table 2. Age, gender, education, organizational tenure, and marital status were used as the control variables.

1.3.4 Data Analysis

Applying the procedures of two-step approach (Anderson & Gerbing, 1988), the measurement model was tested through confirmatory factor analysis regarding convergent and discriminant validity and composite reliability (e.g. Fornell & Larcker, 1981). At that time, the structural model was tested through structural equation modeling. All of these analyses were made using Statistical Package for the Social Science (SPSS) and Linear Structural Relations (LISREL) 8.30 (Joreskog & Sorbom, 1996). Model fit statistics used in this thesis was as follows: χ^2/df , comparative fit index (CFI), parsimony normed fit index (PNFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR) (Karadas, 2016; Karatepe & Olugbade, 2017; Karatepe & Vatankhah, 2014). Frequencies were applied for showing respondents' profile. Means, standard deviations, and correlations of all observed variables were also reported.

1.4 Content of the Thesis

Chapter one comprises information about the deductive approach, research gaps in the current literature, participants, procedures, measurement, and data analysis. The second chapter focuses on theoretical background that includes information about the antecedents (i.e., HPWPs) and outcomes (i.e., met expectations, creative and extra-role performances) of career adaptability in the literature. The third chapter consists

of hypotheses developed based on career construction theory and the findings borrowed from the relevant studies. The fourth chapter gives detailed information about methodology (i.e., research philosophy, research approach, research methodology, sample, procedures, and measures). The fifth chapter presents the findings conducted with FHEs in Mashhad, Iran. The sixth chapter contains a discussion of the findings and management implications as well as methodological concerns and future research directions. The conclusion section is in the seventh chapter.

Chapter 2

LITERATURE REVIEW

This chapter presents the theory and variables used in this study. Career construction theory is applied to clarify the relationships between the constructs. Furthermore, in this chapter, substantial information is presented about HPWPs, which are manifested by selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance. This is followed by career adaptability with the indicators of concern, control, confidence, and curiosity. Met expectations, creative performance, and extra-role performance are considered as the outcomes for FHEs.

2.1 Career Construction Theory

Career construction theory (Savickas, 2005) describes human development as driven by adaptation to a social environment with the goal of person-environment integration. The theory considers a contextual and cultural perspective for adaptation to the social environment. For human beings, adaptation to social life for both main role and peripheral role is essential. As individuals design their lives, they have to adapt themselves to their work and develop relationships (Savickas et al., 2009). The career construction concentrates on the work role. It addresses social expectations that individuals prepare for entering and participating in the role and then dealing with career transitions between occupational positions (Savickas & Porfeli, 2012). Career construction theory is embedded in career adaptability (Savickas, 2013) and

various researchers applied this theory while they investigated the antecedents or consequences of career adaptability (e.g., Uy et al., 2015; Taber & Blankemeyer, 2015; Ohme & Zacher, 2015). For example, Tolentino, Sedoglavic, Lu, Garcia, and Restubog (2014) argue that based on career construction theory, career adaptability is a self-regulatory resource that increases the possibility to start an entrepreneurial business. They also reported that career adaptability fostered entrepreneurial intentions and entrepreneurial self-efficacy mediated this relationship. Ohme and Zacher (2015) also claimed that a successful adaptation to the work environment enabled individuals to accomplish career success. They sought the relative importance of career adaptability on job performance and reported that individuals who were able to possess better career adaptability displayed better job performance ratings.

As mentioned before, this thesis links various HPWPs to employees' met expectations, creative performance, and extra-role performance through career adaptability. The following sections provide justification about the selection of selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance as the indicators of HPWPs and the factors influencing career adaptability and met expectations, creative performance, and extra-role performance as the outcomes of both HPWPs and career adaptability.

2.2 HPWPs

Human resource activities which are performance-enhancing are considered as HPWPs (Karatepe & Vatankhah, 2014). It is intended to increase employees' competencies, motivation, and opportunities for providing customer satisfaction (Batt, 2002; Liao, Toya, Lepak & Hong, 2009). HPWPs are designed to affect the

quality and motivation of human capital within the firm as well as produce higher levels of social capital, communication, and collaboration (Evans & Davis, 2005; Takeuchi, Lepak, Wang & Takeuchi, 2007; Messersmith & Guthrie, 2010). The existence of HPWPs sends signals to employees that the organization cares about human capital to improve service capacity, productivity, and overall organizational performance (e.g., Tang & Tang, 2012; Sun et al., 2007).

Researchers confirm that there are various indicators of HPWPs such as career opportunities, teamwork, job security, selective staffing, work-life balance, training, empowerment, participation in decision-making, rewards, profit sharing, and performance appraisals (Karatepe & Vatankhah, 2014; Kusluvan, Kusluvan, Ilhan, & Buyruk, 2010; Murphy & Murrmann, 2009; Tang & Tang, 2012). This study would apply job security, selective staffing, training, empowerment, rewards, teamwork, career opportunities, and work-life balance due to their importance in customer-contact positions and other similar jobs (e.g., Jiang & Liu, 2015; Karatepe & Vatankhah, 2014; Ramdani, Mellahi, Guermat, & Kechad, 2014). There are limited studies that have used similar indicators of HPWPs for frontline employees. Specifically, Karatepe and Vatankhah (2014) conceptualized HPWPs through job security, selective staffing, training, empowerment, rewards, teamwork, and career opportunities for flight attendants. Karadas (2016) used the same indicators for conceptualizing HPWPs for hotel employees. In Karatepe and Olugbade's (2016) study, selective staffing, job security, teamwork, and career opportunities represented HPWPs for hotel service workers. In past empirical studies, Karatepe (2013a, b) measured training, empowerment, and rewards representing HPWPs.

Studies show that HPWPs (e.g., training, selective staffing) foster productivity and decrease turnover (Sun et al., 2007). Studies further indicate that HPWPs (e.g., empowerment, rewards) enhance employees' work engagement (Karatepe, 2013a) and increase their job embeddedness (Karatepe, 2013b). According to the findings reported in Zacharatos et al. (2005), HPWPs (e.g., job security, teamwork) activate employees' trust in organization and lead to favorable perceptions of a safety climate in the organization. In short, the relevant studies are likely to show positive associations between HPWPs and employee outcomes. Lin and Liu (2016) show that various HPWPs (e.g., training and appraisal) positively influence service performance through the mediating role of service climate.

2.2.1 Selective Staffing

Hiring individuals who do not have specific skills and knowledge required for their positions, increase cost in the organization. Such individuals are unable to serve customers based on management expectations, create erosion in service operations, and cause customer dissatisfaction. These individuals are likely to quit the job or the organization and lead to higher replacement costs. Therefore, selective staffing is a vital issue in customer-contact positions in the hospitality industry.

Selection is concerned with hiring those individuals who are best qualified for the specific position which is based on knowledge, skills, and abilities. Wirtz, Heracleous, and Pangarkar (2008) report that there is stringent selection process at Singapore Airlines. Management of this leading airline company uses the following process:

“Cabin crew applicants are required to meet a multitude of criteria starting with an initial screening looking at age ranges, academic qualifications, and physical attributes. After these baseline requirements, they undertake three rounds of interviews, uniform checks, a water confidence test, a psychometric test and even attend a tea party... After the initial training, new crew are carefully monitored for the first six months of flying through monthly reports from the in-flight supervisor during this probationary period. Usually, around 75 percent are confirmed for an initial five-year contract, some 20 percent have their probation extended, and the rest leave the company” (p. 8).

Wirtz et al. (2008) also reported that management paid attention to the selection of candidates who were humble, cheerful, and friendly. Such a detailed process appears to be the case in successful/leading service companies such as The Ritz-Carlton Hotels and Resorts, Harrah’s Entertainment, and Starbucks (Hinkin & Tracey, 2010; Solnet, Kandampully, & Kralj, 2010). Selective staffing is highlighted as one of the managerial implications in a number of empirical studies (e.g., Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014; Lin & Liu, 2016; Robinson et al., 2016; Tang & Tang, 2012).

2.2.2 Job Security

In developed economies, individuals are most likely to balance their need for economic security in an imperfect economy by getting and keeping a stable job in an organization. However, job insecurity is an important problem in the hotel industry and employees have the fear of potential job loss in the future (Karatepe, 2013c). Without a stable employment, management is incapable to attract and retain competent individuals in the organization. When there is low employee turnover rate

in an organization, this gives positive messages about the issue of job security. This is because of the fact that employees like working for such an organization, enjoy doing their jobs, and appreciate the organization's performance assessment process. These can be observed in companies such as The Ritz-Carlton Hotels and Resorts and Southwest Airlines (cf. Solnet et al., 2010).

Job security is emphasized as one of the managerial implications in a number of empirical studies (e.g., Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014; Vujičić, Jovičić, Lalić, Gagić, & Cvejanov, 2015).

2.2.3 Training

Training is related to the systematic acquisitions of skills and knowledge that result in improved performance in the working environment. Investments in employee training enhance the human capital of the firm. More specifically, monitoring and evaluating training and linking it to career option schemes has been linked to improved firm performance (Brown & Heywood, 2005). From employees' perspective, training is perceived as a signal of being valued by the firm. It is also perceived that the company cares about career development of its employees.

Training is used to understand whether the newcomers can easily adapt to the work environment (Wirtz et al., 2008). Training is also used to enable employees to develop their technical and behavioral skills (Babakus et al., 2003). However, it is important to note that training is a continuous process and management should focus on the planning and implementation of continuous training programs (cf. Karatepe, 2013a). Though measuring the outcomes of training is not easy, low employee

turnover rates and an increase in customer retention rate can be considered as positive outcomes of training programs.

Successful/leading service companies do invest in human resources through training. For instance, flight attendants, before promotion, are subjected to a comprehensive on-line training program that lasts 29 months at Singapore Airlines (Wirtz et al., 2008). At Four Seasons Hotels, the newly hired employees are subjected to a training program that lasts 12 weeks and these programs consist of experiential activities or exercises (Hinkin & Tracey, 2010).

Training is emphasized as one of the managerial implications in plenty of empirical studies (e.g., Golubovskaya, Robinson, & Solnet, 2017; Guchait, Hamilton, & Hua, 2014; Karatepe, 2013b; Karatepe & Vatankhah, 2014; Tang & Tang, 2012).

2.2.4 Empowerment

Delegating authority to customer-contact employees and quitting control over many aspects of service delivery and complaint-handling processes explains the nature of empowerment (Babakus et al., 2003). However, it should be highlighted that empowerment cannot produce the intended positive outcomes without training (Karatepe, 2013a). That is, employees who are not trained how to use empowerment in service encounters will cause substantial tangible costs for the organization

Takeuchi et al. (2007) argue that when there is empowerment, employees are regarded as strategic partners for the survival and success of the organization and are recognized for their value to the organization. Empowered individuals can fulfill

their duties, use their creative personal judgment, and provide quick and fair responses to the complaining customers (Yavas, Karatepe, & Babakus, 2010).

At the Ritz-Carlton Hotels and Resorts, any employees can spend up to \$2,000 to solve a customer problem or exceed a customer's expectations (Solnet et al., 2010).

An implementation of empowerment at Singapore Airlines is as follows:

“...senior management emphasizes that staff must have a clear concept of the boundaries of their authority and that it is the responsibility of management to communicate and explain the empowerment limits. For example, the usual baggage allowance is 20 kg but front-line staff at SIA are empowered to raise it to 25 or 50 kg if they feel that it is right and justifiable” (Wirtz et al, 2008, p. 13).

Empowerment is stressed as one of the managerial implications in plenty of empirical studies (e.g., Golubovskaya et al., 2017; Karatepe, 2013a, b; Karatepe & Vatankhah, 2014; Kong, Sun, & Yang, 2016; Kruja, Ha, Drishti, & Oelfke, 2016; Tang & Tang, 2012; Yavas et al., 2010).

2.2.5 Rewards

Management should make sure that employees who are empowered to solve customers' problems successfully and exceed customers' expectations have to be given financial and/or non-financial rewards. Otherwise, it seems impossible to expect such employees to manage service encounters successfully (Babakus et al., 2003; Karatepe, 2013a, b). Rewards reinforce employees' behavior and performance and can influence expectations positively. It appears that training, empowerment, and rewards should be implemented simultaneously to enable employees to have

positive attitudinal (e.g., job satisfaction) and behavioral (e.g., service recovery performance) outcomes (Babakus et al., 2003; Karatepe, 2013a, b; Rod & Ashill, 2010).

Recognition and rewards are among the critical HPWPs in successful/leading service companies. Specifically, flight attendants are given rewards based on some criteria (e.g., service orientation, image, and safety and security) as a result of performance appraisal at Singapore Airlines (Wirtz et al., 2008). An analysis of various empirical studies underscores the need for the successful implementation of recognition and rewards (e.g., Chiang & Birtch, 2011; Golubovskaya et al., 2017; Karatepe, 2013a, b, c; Karatepe & Choubtarash, 2014; Lin & Liu, 2016; Tang & Tang, 2012).

2.2.6 Teamwork

Problem-solving, healthy competition, and developing relationships and using other unique qualities are some of the major points that can be considered within the boundaries of teamwork. Each team member has a responsibility to contribute and offer their unique perspective on a problem to arrive at the best possible solution. Teamwork can lead to better decisions, products, or services. A productive team environment leads to an emotional bond between the team members and motivates them to perform for the good of the team and their common purpose.

Teamwork motivates employees to reach high levels of performance in the workplace (Boshoff & Allen, 2000). However, customer-contact employees are in need of full support that should emerge from 'back of the house'. Without the full support of employees in 'back of the house', customer-contact employees are unlikely to manage a number of service encounters in a smooth way.

At Singapore Airlines, effective teamwork among flight attendants is a must. Wirtz et al. (2008) provide the following details about teamwork in this company:

“The 6,600 crew members are formed into teams of 13 individuals where team members are rostered to fly together as much as possible, allowing them to build camaraderie and better understand each others’ personalities and capabilities. The team leader learns about individuals’ strengths and weaknesses and acts as a counselor to whom they can turn to for help or advice. There are also “check trainers” who oversee 12 to 13 teams and often fly with them to inspect performance and generate feedback that aids the team’s development” (p. 11).

Teamwork is one of the critical HPWPs that make customer-contact employees perform better in the organization and is emphasized in many empirical studies (e.g., Guchait et al., 2014; Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014; Kruja et al., 2016).

2.2.7 Career Opportunities

The presence of career opportunities in an organization makes employees believe that their tasks and chances for advancement are consistent with their own career goals and interests. In short, career opportunities are related to individuals’ general perceptions of the extent to which career opportunities with their current organizations are congruent with their career goals and interests (Lu, Sun, & Du, 2015). Without career opportunities, it seems impossible to attract and retain competent employees in the organization (cf. Hinkin & Tracey, 2010). Establishing and maintaining long-term relationships with these employees without career opportunities also seems impossible. Offering career opportunities to employees can

be considered an important mechanism that results in better outcomes in the organization.

Creating an environment that offers career opportunities to employees is emphasized in various empirical studies (e.g., Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014; Kong, Wang, & Fu, 2015; Kruja et al., 2016).

2.2.8 Work-Life Balance

Work-life balance has become a popular concept among employees, employers, policymakers, and academicians. An environment which is not family-supportive demoralizes employees and makes them become dissatisfied with the job. This also diminishes their commitment to the organization. Managers are now aware of the importance of having a family-supportive work environment (Karatepe & Kilic, 2015). This environment can have family-supportive supervisors and offer on-site child care services and sufficient paternity leave. In such an organization, employees will have the chance to establish a balance between their work and family (life) roles.

Employees having the chance to balance their work and family (life) roles report positive outcomes such as job and family satisfaction and diminished quitting intentions (Brough et al., 2014). A number of studies observed in the relevant literature offer implications to managers about the critical role of work-life balance (cf. Karatepe & Kilic, 2015; Karatepe & Uludag, 2008; Zhao, 2016).

2.3 Career Adaptability

To adapt comes from the Latin meaning to fit or to join (Savickas & Porfeli, 2012). Career adaptability is a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their

occupational roles (Savickas, 1997). Career adaptability resources are the self-regulation strengths or capacities that a person may draw upon to solve the unfamiliar, complex, and ill-defined problems presented by developmental vocational tasks, occupational transitions, and work traumas. These resources are not at the core of the individual, they reside as the intersection of person-in-environment. Thus, adaptabilities are psycho-social constructs. Adaptability resources have been viewed as human capital which refers to what individuals know (Savickas & Porfeli, 2012) and it is defined as accumulated competencies and knowledge gained through education and experience.

Adaptability as psychosocial resources or transactional competencies is more changeable than traits and it develops through interactions between the inner and outer worlds of the person. They relate strongly to specific roles and contextual contingencies. This means that culture and context place boundary conditions around adaptability. Countries vary in the degree to which they prompt the formation of adaptability because they provide different opportunities and imperatives to develop and express psychosocial resources and transactional competencies. Adaptability resources help to form the strategies that individuals use to direct their adaptive behaviors and they shape a characteristic style of adapting. Thus, adaptability resources shape self-extension into the social environment because they condition the actual adopting behaviors that constitute the functions of orientation, exploration, establishment, management, and disengagement. In sum, career adaptability resources should be viewed as self-regulatory, psychosocial competencies that shape adaptive strategies and actions aimed at achieving adaptation goals (Savickas & Porfeli, 2012).

Career adaptability assesses four distinct career adaptability dimensions (concern, control, curiosity, and confidence) that can be combined to indicate overall career adaptability (Savickas & Porfeli, 2012). *Concern* is the extent to which individuals prepare for future career tasks and it helps them look ahead and prepare for what might come next. *Control* is about the extent to which individuals take personal responsibility in terms of influencing their development and work environment. *Curiosity* is the extent to which individuals explore future possibilities and it prompts a person to think about self in various situations and roles. *Confidence* is the extent to which individuals believe that they can realize their career goals (Savickas & Porfeli, 2012).

Table 3: Summary of some career adaptability-related studies

Author(s)	Sample	Findings
Sibunruang, Garcia, and Tolentino (2016)	265 supervisor-subordinate dyads from three different organizations in Thailand	Ingratiation mediated the positive relationship between career adaptability and promotability.
Karatepe and Olugbade (2016)	287 full-time frontline employees in the international five- and four-star chain hotels in Abuja, the capital city of Nigeria	Work social support positively influenced career adaptability. Career adaptability increased quitting intentions, while it had no significant effect on career satisfaction.
Guan, Yang, Zhou, Tian, and Eves (2016)	220 full-time Chinese human resource management professionals	Career adaptability served as a mediator of the effects of professional identification, organizational support, and career variety on strategic competence.
Coetzee and Stoltz (2015)	321 employees in South Africa automotive manufacturing company	Career adaptability, especially career concern, significantly explained the participants' level of satisfaction with their experiences of the career opportunities, work-life balance, training and development opportunities and characteristics of the jobs offered by the company.
Fiori, Bollmann, and Rossier (2015)	1671 employees in Switzerland	Employees with higher career adaptability experienced higher job satisfaction and lower work stress than those with lower career adaptability. The effect of career adaptability on job satisfaction and work stress was accounted for by negative affect: Individuals higher on career adaptability experienced less negative effect, which led to lower levels of stress and higher levels of job satisfaction beyond previous levels of job satisfaction and work stress.
Cai et al. (2015)	305 university students in China	Self-esteem and proactive personality positively predicted future work self and career adaptability, with these relationships mediated by career exploration.
Celen-Demirtas, Konstam, and Tomek (2015)	184 unemployed living in the United States	The results of a multivariate analysis of variance indicated that the frequency of relaxation, achievement, and social leisure activities had no effect on subjective well-being and career adaptability. However, regression analyses indicated that the quality of social leisure activities significantly predicted subjective well-being and the quality of achievement and social leisure activities significantly predicted career adaptability. The quality of relaxation leisure activities was not associated with subjective well-being and career adaptability. Findings indicate that counselors who work with unemployed emerging adults can use leisure activities to promote subjective well-being and career adaptability.
Guan, Zhou, Ye, Jiang and Zhou (2015)	654 employees in China	Career adaptability played a unique role in predicting salary after controlling for the effects of demographic variables and perceived organizational career management. It was also found that both perceived organizational career management and career adaptability were negatively correlated with turnover intention. These relationships were mediated by career satisfaction. The results further showed that career adaptability moderated the relationship between perceived organizational career management and career satisfaction such that this positive relationship was stronger among employees with a higher level of career adaptability.
Konstam, Celen-Demirtas, Tomek, and Sweeney (2015)	184 unemployed emerging adults residing within the United States	Adults with higher levels of control and confidence had higher life satisfaction. Control was positively related to positive affect while it was negatively related to negative affect. Control was the most consistent informant of subjective well-being.

Table 3 presents summary of some career adaptability-related studies. As can be seen in the table, there is only one study that has focused on hotel employees (Karatepe & Olugbade, 2016). The other empirical studies do not test the effects of the indicators of HPWPs simultaneously on career adaptability and the joint effects of concern, control, curiosity, and confidence on met expectations, creative performance, and extra-role performance.

2.4 Employee Outcomes

This thesis proposes that met expectations, creative performance, and extra-role performance are the outcomes of career adaptability investigated. It also proposes that HPWPs positively influence these outcomes through career adaptability. There are other employee outcomes such as in-role performance, organizational commitment, job satisfaction, and voluntary turnover. However, this thesis focuses on met expectations, creative performance, and extra-role performance due to the lack of empirical research about the effect of career adaptability on these outcomes (e.g., Rudolph et al., 2017; Zacher, 2015).

2.4.1 Met Expectations

Employees' met expectations reflect their feelings about whether the job has to turn out as expected in terms of the amount and kind of work, financial aspects, and work social support (Grant et al., 2001). Met expectations can vary between newcomers and current employees. Newcomers develop expectations based on feedback they have obtained and based on what they have seen during the orientation program (cf. Yao, Ma & Yue, 2010). Current employees' met expectations are related to their organizational experiences and tenure as well as education (cf. Lee & Mowday, 1987).

The recent literature demonstrates that the factors affecting met expectations have received little empirical attention. Evidence comes from past studies. For example, Grant et al. (2001) found that role ambiguity decreased salespeople's met expectations, while job satisfaction increased their met expectations. Babakus, Cravens, Johnston, and Moncrief (1996) showed that compensation, perceived organizational support, and job satisfaction positively affected salespeople's met expectations, while role conflict diminished their met expectations. Lee and Mowday's (1987) study showed that job involvement and job satisfaction were positively correlated with met expectations among employees in the financial services industry.

The relationship between career adaptability and met expectations among FHEs has not been tested so far. This is easily seen in the career adaptability literature. As career construction theory proposes (Savickas & Porfeli, 2012), employees who learn and gain new skills to do the better (confidence), are prepared for the future (concern) and are curious about new opportunities in the organization, and accept responsibility for their actions (control) may find that their expectations in terms of training and development, job autonomy, and career opportunities are met. This suggests a positive relationship between the indicators of career adaptability and met expectations.

2.4.2 Creative Performance

Employees in customer-contact positions are expected to contribute to service operations not only through in-role performance but also via creative performance. According to Lages and Piercy (2012), generation of new ideas and solutions to novel customer problems are encouraged in leading service companies such as

Starbucks, Singapore Airlines, and the JetBlue Airlines. Idea generation and implementation also signal that management really invests in human resources and is much interested in their contributions to the whole service operations.

Studies have focused on the factors influencing frontline employees' creative performance. For example, Karatepe and Vatankhah (2014) reported that HPWPs positively influenced flight attendants' creative performance through job embeddedness. Karatepe and Olugbade (2016) showed that FHEs reported high levels of creative performance due to the presence of HPWPs and high levels of work engagement. Lages and Piercy (2012) indicated that reading of customer needs as well as job satisfaction and affective organizational commitment increased frontline employees' generation of new ideas (similar to the concept of creative performance). According to Hon (2012), employees' creative performance is predicted by competency-based pay (.e.g, reward for knowledge) and individual characteristics (e.g., need for achievement). Karadas (2016) reported that psychological capital was linked to creative performance only through work engagement.

Although it appears that there are studies investigating the factors that influence creative performance, very little is known about the joint effects of concern, control, curiosity, and confidence as the indicators of career adaptability on creative performance. FHEs who make decisions by themselves (control), solve problems (confidence), are interested in doing things via different ways (curiosity), and make plans to accomplish their goals (concern) are likely to make suggestions for service improvement and generate new ideas for better service operations. This is consistent

with career construction theory (Savickas & Porfeli, 2012). The discussion and evidence presented above refer to a positive association between career adaptability and creative performance.

2.4.3 Extra-Role Performance

Employees' in-role performance, as well as their creative performance, is not enough. They should also make sure that customers are satisfied with what FHEs have served. It is not possible to find the details of extra-role performance in a standard job description. However, it is expected from FHEs and taught to them during training programs. Meeting customer expectations as well as exceeding their expectations can be achieved via extra-role behaviors shown in plenty of service encounters. Specifically, Four Seasons Hotel operates in the luxury hotel segment and "...embodies true home away from home experience with exceptional personal service; ranked number two in recent *Business Week* survey of best customer service" (Solnet et al., 2010, p. 894). This can be accomplished via a successful management and employees who are always willing to and go beyond the role requirements of the job.

Karatepe and Vatankhah (2014) reported that HPWPs influenced job embeddedness that in turn led to higher extra-role performance. Karatepe (2013a) showed that HPWPs were linked to extra-role performance via work engagement among FHEs. Karatepe (2013c) found that work engagement mediated the effects of perceived organizational politics on extra-role performance among FHEs. In Karadas's (2016) study conducted with FHES, it was observed that the impact of psychological capital on extra-role performance was mediated by work engagement. Mulki and

Wilkinson's (2017) recent study indicated that understanding others' emotions triggered employees' extra-role performance.

The extant literature does not present evidence about the effect of career adaptability or the effects of the indicators of career adaptability on extra-role performance among FHEs or service workers. Consistent with career construction theory, employees who learn and gain new skills through training programs (confidence), plan to achieve their goals (concern), rely on themselves (control), and do the job through different ways (curiosity) display extra-role performance. As a result, this refers to a positive association between career adaptability and extra-role performance.

Chapter 3

RESEARCH HYPOTHESES

The current chapter presents the research model. The model consists of hypotheses that refer to the effects of HPWPs on career adaptability, the influence of career adaptability on met expectations, creative performance, and extra-role performance, and the mediating role of career adaptability in these associations. As mentioned in in the previous chapter, career construction theory provides clear guidelines to develop these hypotheses. This chapter also underlines the significance of the topic and the relationships to be tested among FHEs.

3.1 Research Model

Figure 1 presents the research model. The model shows respondents' demographic variables as the control variables. This is critical because these variables (e.g., education and gender) may function as statistical confounds (e.g., Karatepe & Vatankhah, 2014; Ramdani et al., 2014; Tolentino et al., 2014). As the model proposes, the eight indicators of HPWPs foster FHEs' career adaptability simultaneously. This suggests that the ones who have favorable perceptions of HPWPs report higher career adaptability.

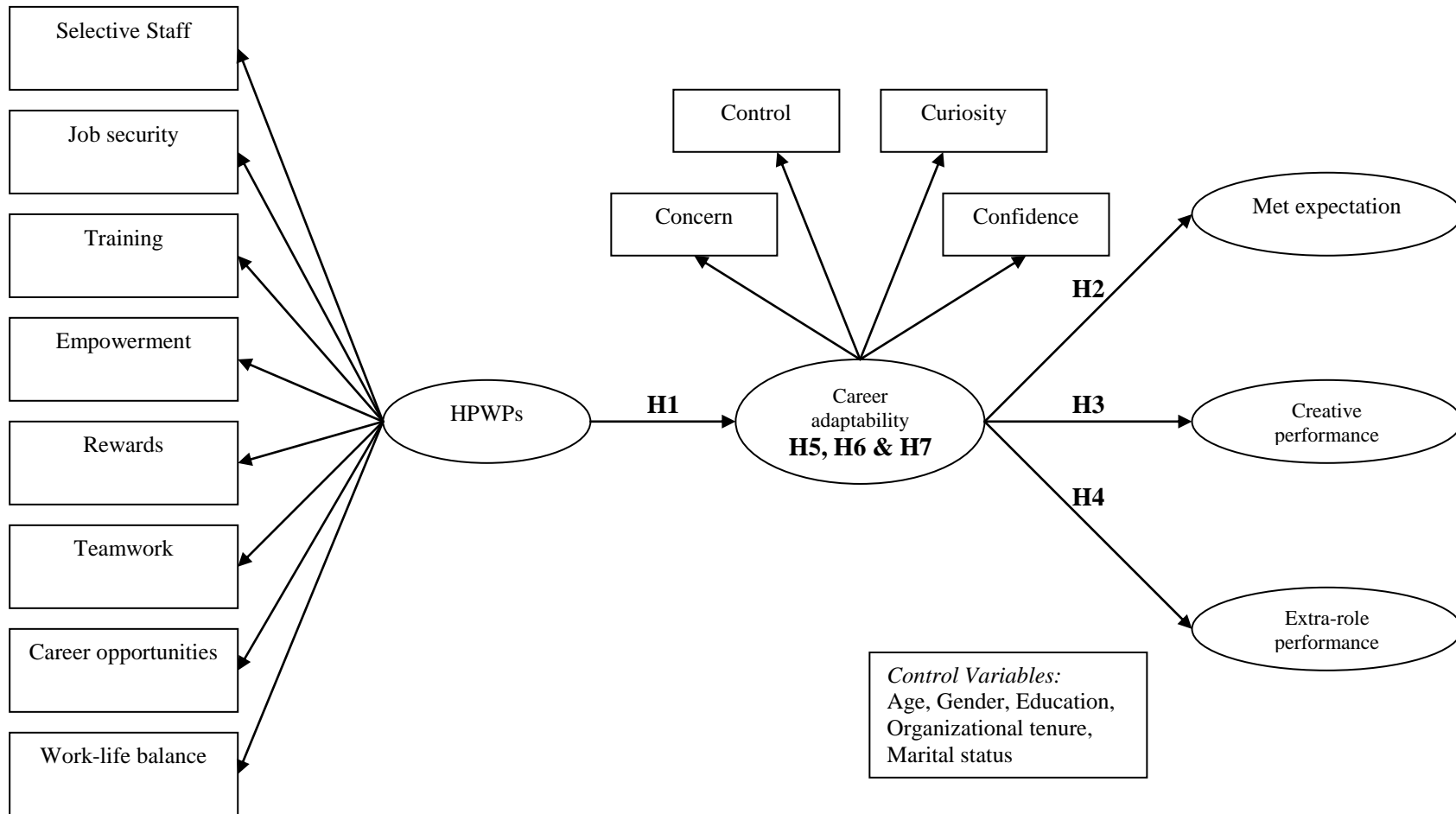


Figure 1: Research model

FHEs' favorable perceptions of career adaptability, as manifested by concern, control, curiosity, and confidence, positively influence their performance in terms of creative performance and extra-role performance. Such favorable perceptions also lead to higher levels of met expectations.

The model also proposes that career adaptability is a mediator between the indicators of HPWPs and the aforementioned employee outcomes. Specifically, HPWPs positively influence met expectations, creative performance, and extra-role performance indirectly only via career adaptability. This refers to the full mediating role of career adaptability.

3.1.1 HPWPs and Career Adaptability

Since continuous adaptation to the work environment is crucial to the accomplishment of work and career success (Ohme & Zacher, 2015), organizations need to strive to increase individual career adaptability. It seems that organizations could elevate employees' career adaptability by applying several policies and organizational practices. This study would suggest that HPWPs are among those policies and practices that would influence employees' sense of career adaptability.

As shown in Figure 1, HPWPs foster FHEs' career adaptability. It is very common that managers have specific criteria during the hiring process. This is important because FHEs should have the skills and knowledge needed to do the job based on various criteria (e.g., delivery of superior quality). FHEs who find that the organization uses strict standards to select the right individuals for the job are motivated to do the job effectively (Karatepe & Vatankhah, 2014; Sun et al., 2007). These employees would take responsibility for their actions (control) and perform

their duties successfully (confidence). They would also make plans to achieve their goals in the organization (concern) and be motivated to make observations about different ways of doing the job (curiosity). They possess higher career adaptability because they find that the organization tries to hire or hires the right individuals.

Offering job security to FHEs would also enable them to have low levels of stress associated with the probability of losing the job in the future (Zacharatos et al., 2005). Employees are aware of the fact that if they shape their behavior and performance based on organizational standards, they will remain in the organization. The presence of job security makes FHEs focus on the accomplishment of goals (concern), do what is right for them (control), become curious about opportunities in the current organization, and do the job successfully (confidence).

FHEs need proper training to prepare themselves for customer requests, which are predictable or unpredictable. Employees who receive continuous training programs foster their technical and behavioral skills need to have the power to handle customer requests (Aryee et al., 2012; Boshoff & Allen, 2000). Empowered employees are expected to be able in involving in decision-making. Therefore, they can respond quickly to customers' requests and/problems. Because of this practice, they can easily adapt themselves to situations and have an innovative mind while managing problems. Empowerment should be supported by rewards in the organization (Karatepe, 2013a). Otherwise, empowerment does not give the expected outcomes without financial and/non-financial rewards. In addition, empowerment does not function as expected without proper training programs. In short, training,

empowerment, and rewards should be in practice simultaneously (Babakus et al., 2003; Tang & Tang, 2012).

FHEs would prepare for the future (concern), learn new skills and work up to their full capacity (confidence), be interested in new opportunities (curiosity), take more responsibility for the job (control) because they participate in continuous training programs and have the authority to do the job better and respond to customers on the spot and obtain rewards in return for their positive outcomes. In short, the presence of these practices would enable FHEs to manage their careers in the organization.

The spirit of teamwork is very important in customer-contact positions. The harmony between employees can generate a novel idea, problem-solving, and fair competition. Because employees should perform well in a team, being adaptable for each employee is a must. They have to share their knowledge and experience with each other. Consequently, these employees adapt themselves to reach a common goal which leads to personal and organizational success. By doing so, FHEs would learn new skills and knowledge (confidence), observe new ways of doing things (curiosity), prepare for the future as a team member in the organization (concern), and count on themselves to make contributions to the team (control).

Not surprisingly, FHEs look for opportunities to have a better position in the organization. They continuously seek opportunities to reach a higher level and better positions (Kong et al., 2015; Kusluvan et al., 2010). If organizations send the signal that they care about employees' career, FHEs will concentrate more on their work and enhance their performance in the workplace (Karatepe & Vatankhah, 2014).

Career opportunities that have been explained to FHEs during the selection process and training programs enable them to make plans for their future (concern), do the right thing for themselves (control), become curious about other career-related options, and increase their potential to reach the position (confidence).

Creating a balance between work and family (life) responsibilities/roles is of great importance to employees and the company (Deery & Jago, 2015). The absence of work-life balance leads to conflicts in the work-family interface. If this is the case, FHEs lose their motivation, cannot concentrate on their work, and become stressed in the workplace (Karatepe & Karadas, 2014). They are also stressed in their family life (Karatepe & Karadas, 2014). The presence of work-life balance enables them to give utmost attention to their work, organize time for family responsibilities, and manage conflict between work and family roles successfully (cf. Brough et al., 2014). Work-life balance would make FHEs think about their future in the current organization (concern), do the right thing for themselves and their family (control), become curious about new family-friendly programs, and solve work- and family-related problems (confidence).

As career construction theory contends, individuals design their lives, adapt themselves to their work and develop relationships (Savickas et al., 2009). The previously mentioned HPWPs would assist FHEs in designing their lives, adapting themselves to the work, and developing relationships with individuals within and outside the organization. In light of what has been discussed so far, it is proposed that:

H1. Selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance as the indicators of HPWPs will be positively related to career adaptability, as manifested by concern, control, curiosity, and confidence.

3.1.2 Career Adaptability and Met Expectations

The positive association between career adaptability and met expectations is given in Figure 1. Employees bring sets of expectations to their employment situation. Their attitudes and behaviors are outcomes of a process in which they compare their level of expectations with their perceived realities (Irving & Montes, 2009; Wanous, Poland, Premack, & Davis, 1992). One of the strategies to minimize the mentioned discrepancy is to promote more realistic pre-entry job expectations among newcomers by means of a realistic job preview. Newcomers receive orientation information through booklets, films, or other means.

The findings of previous studies suggest that if the discrepancy between expectations and reality is reduced, employees' level of job satisfaction, organizational commitment, adjustment to the work environment, and psychological contract (Caligiuri, Phillips, Lazarova, Tarique, & Burgi, 2001; Irving & Meyer, 2009). Therefore, the extent to which employees' job expectations are met has important consequences for organizations.

FHEs are future oriented and prepare themselves for upcoming career tasks and challenges (concern), take personal responsibility to influence their development and work environment (control), explore possible future selves and opportunities

(curiosity), and believe they can turn their career goals into reality and successfully solve problems and overcome obstacles (confidence) (Savickas & Porfeli, 2012).

As career construction theory proposes, employees display positive outcomes as a result of favorable perceptions of career adaptability in terms of concern, control, curiosity, and confidence (Savickas et al., 2009). Such employees possess greater competence that enables them to adapt to the work environment and manage career-related expectations (cf. Zacher, 2015). This thesis contends that the joint presence of concern, control, curiosity, and confidence will trigger FHEs' met expectations. Based on the above discussion, the following hypothesis is proposed:

H2. FHEs' perceptions of career adaptability will be positively related to their met expectations.

3.1.3 Career Adaptability and Creative Performance

As shown in Figure 1, career adaptability enhances FHEs' creative performance, which is a significant performance outcome in the service industries (e.g., Karatepe & Olugbade, 2016; Karatepe & Vatankhah, 2014; Wang & Netemeyer, 2004). Not surprisingly, management of hotel companies expects its frontline employees to make significant contributions to the organization through novel ideas for service improvement and new approaches for managing customer problems (Hinkin & Tracey, 2010). When management creates a climate that enables employees to make such contributions, it can have a successful differentiation strategy that may result in the accomplishment of a competitive advantage. In a competitive market environment, successful frontline employees should identify and meet the real and specific needs of customers (Lages & Piercy, 2012). Since FHEs are confronted with unpredictable and unexpected requests in service encounters, it seems that they have

to generate new ideas for service improvement and show creative performance to handle customer demands.

Consistent with career construction theory, (Savickas & Profeli, 2012), when FHEs make decisions by themselves and take responsibility for their actions (control), they can be considered among the individuals who have the relevant skills to show creative performance. They can show better creative performance when they focus on planning to accomplish their work-related goals (concern). They can also exhibit better creative performance when they try to do things from a different perspective (curiosity) and fulfill the requirements of the job successfully (confidence). Consequently, FHEs high on career adaptability are able to create novel ideas to provide better service to customers. This thesis contends that the joint presence of concern, control, curiosity, and confidence will enhance FHEs' creative performance. Accordingly, the following hypothesis is proposed:

H3. FHEs' perceptions of career adaptability will be positively related to their creative performance.

3.1.4 Career Adaptability and Extra-Role Performance

Figure 1 presents the positive association between career adaptability and extra-role performance. Frontline employees frequently go beyond the role requirements to satisfy customers and/or exceed their expectations. That is, they show high levels of extra-role performance (Karatepe & Vatankhah, 2014; Solnet et al., 2010; Tang & Tang, 2012). Despite the importance of understanding employees' tendency to share knowledge and display extra-role behaviors, empirical studies on the influence of performance measurement systems on this behavior have been limited. Therefore, understanding how performance management system design affects individuals'

willingness to show extra-role performance is highly important (Cheng & Coyte, 2014).

FHEs display extra-role performance when they perceive that management offers an environment that makes them learn new skills (confidence). They show extra-role performance when they are concerned about their future and have some opportunities for career progress as a result of the accomplishment of work-related goals (concern). They also display extra-role performance when they obtain a chance to do things differently (curiosity) and take responsibility for their actions (control). This is consistent with career construction theory (Savickas & Profeli, 2012; Zacher, 2015) because such employees possess greater competence to manage their careers in the organization. Consequently, FHEs have high levels of extra-role performance due to career adaptability at elevated levels. This thesis contends that the joint presence of concern, control, curiosity, and confidence will increase FHEs' extra-role performance. Accordingly, the following hypothesis is proposed:

H4. FHEs' perceptions of career adaptability will be positively related to their extra-role performance.

3.1.5 Career Adaptability as a Mediator

The previously stated hypotheses (1, 2, and 3) suggest that career adaptability mediates the effects of HPWPs on met expectations, creative performance, and extra-role performance. A work environment that offers a number of HPWPs to FHEs will positively influence career adaptability. For example, the presence of selective staffing practice and job security suggests that management pays attention to the acquisition and retention of competent employees (Kusluvan et al, 2010; Sun et al., 2007). When management teaches FHEs how to use empowerment and rewards

these employees in return for good performance at work, FHEs understand that management invests in human resources due to the fact that it aims to increase the level of service quality (cf. Karatepe, 2013a, b). Offering career opportunities to FHEs and enabling them to work in teams effectively motivates them to contribute to the organization (Hinkin & Tracey, 2010; Karatepe & Vatankhah, 2014). Offering family-friendly programs to FHEs in light of work-life balance motivates them to have a better concentration on their work (cf. Karatepe & Uludag, 2008).

When FHEs obtain such HPWPs, they have favorable perceptions of career adaptability. Employees high on career adaptability find that their expectations in terms of the amount of work, the relationship with supervisors and coworkers, career progress, and pay are met. Such employees are also motivated to be better creative and extra-role performers. This is not surprising because what they expect from the organization in terms of HPWPs is provided. That increases their career adaptability that in turn results in better performance outcomes. Consequently, this discussion leads to the following hypotheses:

- H5.** Career adaptability will fully mediate the effects of HPWPs on met expectations.
- H6.** Career adaptability will fully mediate the effects of HPWPs on creative performance.
- H7.** Career adaptability will fully mediate the effects of HPWPs on extra-role performance.

Chapter 4

METHODOLOGY

This chapter presents the details about the methodological part of the thesis. Specifically, the explanation about the empirical inquiry based on deductive approach is given. This is followed by the sample of the study. The sampling strategy and the reason why FHEs are selected as the sample is explained. The procedures used in data collection are presented. This chapter provides explanations about the structures of the Time 1, Time 2, Time 3, and the supervisor questionnaires as well as the back-translation and pilot studies. The final part includes information about data analysis.

4.1 Deductive Approach

Deductive approach “entails the development of a conceptual and theoretical structure prior to its testing through empirical observation” (Gill & Johnson, 2002, p. 34). Deductive approach enables the researcher to develop hypotheses or specific relationships among the relevant variables using specific theoretical underpinning(s) and empirical evidence in the literature. This makes the researcher test the existing theory in a different industry and/or in a different country.

In this thesis, a research model that includes hypotheses is developed. This is done using the career construction theory and the empirical studies in the literature. For example, to specify eight indicators of HPWPs, the marketing, human resource

management, and industrial psychology literature as well the leading service companies' human resource practices were examined. To develop hypotheses among the study variables (e.g., the mediating role of career adaptability), career construction theory was used. To test these hypotheses, primary data were used and such data came from the hotel industry in Iran.

4.2 Sample and Data Collection

This thesis obtained data from full-time customer-contact employees in the four- and five-star hotels in Mashhad, Iran's holy city of the Shiites. To specify the sample of the empirical study, judgmental sampling technique was used. It is a non-probability sampling technique and enables the researcher to specify the sample by using criteria needed for the research. As a result, it ensures that the sample represents the population (Bouzari & Karatepe, 2017; Kothari, 2004). Specifically, the sample contained full-time customer-contact employees in the four- and five-star hotels. Such full-time employees (e.g., front desk agents, food servers, bell attendants, guest relation representatives, door attendants) had intense contact with customers and contribute to the company regarding management of problems that occur in various service encounters (Karatepe & Uludag & 2008; Sun et al., 2007). These employees are also the face of the organization to outsiders (Robinson et al., 2016). In addition, the hotels in which they work seems to make investments in their employees via various HPWPs.

It has been estimated that approximately 27.5 million pilgrims will visit Mashhad in 2016 (Saghaei & Javanbakht, 2013). Such demand has led to a significant rise in the total number of hotels in the city. Information received from Iran's Cultural, Heritage, Handicraft, and Tourism Organization at the time of this study showed that

the Mashhad city had 19 four-star and eight five-star hotels. The researcher contacted management of these hotels with a letter. This letter had explanations about the purpose of the study and asked for permission to collect data directly from FHEs. Twelve four-star and six five-star hotels allowed the researcher to collect data.

Common method bias is a serious problem in empirical studies. If not controlled, it results in measurement error, which "...threatens the validity of the conclusions about the relationships between measures and is widely recognized to have both a random and a systematic component... Although both types of measurement error are problematic, systematic measurement error is a particularly serious problem because it provides an alternative explanation for the observed relationships between measures of different constructs that is independent of the one hypothesized..." (Podsakoff et al., 2003, p. 879). With this realization, this study took several precautions to reduce the threat of common method bias. First, this study used a time-lagged design. That is, this study included the Time 1 (i.e., HPWPs), Time 2 (i.e., career adaptability), and Time 3 (i.e., met expectations) questionnaires. Data were collected using a time lag of two weeks in three waves. Second, this study used multiple sources of data. FHEs' creative and extra-role performances were assessed by their direct supervisors. Identification codes were used for the issue of matching (Bouzari & Karatepe, 2017; Karatepe & Vatankhah, 2014).

Third, the cover page of each questionnaire included such information to reduce the risk of common method bias (Podsakoff et al., 2003). Specifically, it included: "There are no right or wrong answers in this questionnaire." "Any sort of

information collected during our research will be kept in confidential.” “Participation is voluntary but encouraged. Management of your hotel fully endorses participation.” Respondents sealed the questionnaires in envelopes and put them in a box. Items about respondents’ profile were placed at the end of the Time 1 questionnaire. As a result, anonymity and confidentiality were guaranteed. What has been done for reducing common method bias is consistent with the works of Bouzari and Karatepe (2017), Karadas (2016), and Karatepe and Olugbade (2017).

Three hundred and forty questionnaires were distributed to FHEs at Time 1. Three hundred and thirty-three questionnaires were returned. The same 333 FHEs received the Time 2 questionnaires. Three hundred and twenty questionnaires were returned at Time 2. The number of questionnaires received at Time 3 did not change. The response rate was 92.1% (313 divided by 340). The direct supervisors of FHEs also filled out 313 questionnaires. Management of each hotel provided strong support for data collection and respondents self-administered the questionnaires during their break time. As written above, the envelopes were sealed and then placed in a box. These enabled the researcher to increase the response rate of the study (Karatepe & Karadas, 2014; Karatepe & Olugbade, 2017).

4.3 Measures

4.3.1 HPWPs

Training contained six and rewards contained five items. These items came from Boshoff and Allen (2000). Sample items for training are “I receive training on how to serve customers better” and “I receive training on how to deal with complaining customers”. Sample items for rewards are “If I improve the level of service I offer

customers, I will be rewarded” and “The rewards I receive are based on customer evaluations of service”.

Empowerment was measured with five items. These items were adapted from Hayes (1994). Sample items for empowerment are “I am empowered to solve customer problems” and “I am encouraged to handle customer problems by myself”. Job security and career opportunities each included four items. These items were taken from Delery and Doty (1996). Sample items for job security are “Employees in this job can expect to stay in the organization for as long as they wish” and “It is very difficult to dismiss an employee in this organization”. Sample item for career opportunities are “Employees have clear career paths within the organization” and “Employees’ career aspirations within this company are known by their immediate supervisors”.

A four-item scale was taken from Sun et al. (2007) to measure selective staffing. Sample items for selective staffing are “Great effort is taken to select the right person” and “Long-term employee potential is emphasized”. Five items to measure teamwork came from Coyle-Shapiro and Morrow (2003). Sample items for teamwork are “Employees in my workgroup work together effectively” and “There is a strong team spirit in my workgroup”. Four items were received from Brough et al. (2014) to measure work-life balance. Sample items for work-life balance are “I currently have a good balance between the time I spend at work and the time I have available for non-work activities” and “Overall, I believe that my work and non-work life are balanced”.

Training, empowerment, and rewards which are frequently used as the indicators of HPWPs or management commitment to service quality are consistent with the works of Babakus et al. (2003), Rod and Ashill (2010), and Karatepe (2013a, b). The seven indicators of HPWPs used in this study are consistent with that of Karatepe and Vatankhah (2014). Work-life balance was added to these indicators. Response to items that belonged to the indicators of HPWPs were measured using a five-point scale (5 = strongly agree to 1 = strongly disagree).

4.3.2 Career Adaptability

The indicators of career adaptability are concern, control, curiosity, and confidence (Savickas & Porfeli, 2012). Each indicator was measured with six items. These items were taken from Savickas and Porfeli (2012). Sample items for concern are “Thinking about what my future will be like” and “Realizing that today’s choices shape my future”. Sample items for control are “Keeping upbeat” and “Making decisions by myself”. Sample items for curiosity are “Observing different ways of doing things” and “Probing deeply into questions I have”. Sample items for confidence are “Learning new skills” and “Working up to my ability”.

The scale that has been developed and validated by Savickas and Porfeli (2012) is widely used in the extant literature (e.g., Karatepe & Olugbade, 2017; Rudolph et al., 2017; Zacher, 2015). Responses to items in the indicators of career adaptability were rated through a five-point scale (5 = strongest to 1 = not strong).

4.3.3 Met Expectations

This thesis used nine items from Lee and Mowday (1987) to measure FHEs’ met expectations. Similar items for met expectations were also used in other studies (e.g., Ababneh, 2016). Sample items for met expectations are “the kind of work that

I do have been” and “the financial aspects (e.g., pay, benefits) have been”. Responses to items in met expectations were rated through a five-point scale (5 = much more than expected to 1 = less than expected).

4.3.4 Creative Performance

Wang and Netemeyer (2004) developed a creative performance scale for salespeople. Six items were adapted from Wang and Netemeyer (2004). Items adapted were also used in past studies (e.g., Karatepe, Kilic, & Isiksel, 2008; Karatepe & Vatankhah, 2014). Sample items are “This employee comes up with new ideas for satisfying customer needs”, and “This employee improvises methods for solving a problem when an answer is not apparent”. Responses to these items were rated via a five-point scale (5 = almost always to 1 = never).

4.3.5 Extra-Role Performance

To operationalize extra-role performance, three items came from Netemeyer and Maxham (2007). Recent and past studies assessed FHEs’ extra-role performance by using items developed by Netemeyer and Maxham (2007) (e.g., Karadas, 2016). Sample items are “How often did this employee go above and beyond the “call of duty” when serving customers?” and “How often did this employee willingly go out of his/her way to make a customer satisfied?” Responses to the extra-role performance items were rated through (7 = always to 1 = never).

4.3.6 Control Variables

Consistent with the studies in the extant literature, respondents’ demographic items were used as control variables. This is done to avoid statistical confounds (e.g., Guan et al., 2015; Karadas, 2016; Karatepe, 2013c; Zacher, 2015). Gender was coded as a binary variable (0 = male and 1 = female). Marital status was coded as a binary variable (0 = single or divorced and 1 = married). Age was measured using

four categories and organizational tenure was measured with five categories. Education was also measured with five categories.

4.4 Back-Translation and Pilot Studies

Each questionnaire was prepared very carefully based on the back-translation technique. For example, the Time 1 questionnaire was first prepared in English and then translated into Persian using the guidelines of the back-translation technique (e.g., Bouzari & Karatepe, 2017; Karadas, 2016). This was repeated for the Time 2, Time 3, and the supervisor questionnaire.

Ten FHEs participated in a pilot study for the Time 1 questionnaire. Ten FHEs participated in a pilot study for the Time 2 questionnaire. Ten FHEs participated in a pilot study for the Time 3 questionnaire. The researcher did this with different FHEs. The supervisor questionnaire was also checked with ten supervisors. The results demonstrated that there was no need for changes in the questionnaires for issues of readability and understandability.

4.5 Data Analysis

4.5.1 Frequencies

Respondents' profile is reported using frequency analysis. That is, age, gender, education, marital, status, and organizational tenure are reported using frequency analysis.

4.5.2 Test of the Measurement and Structural Models

This thesis uses Anderson and Gerbing's (1988) traditional two-step approach. This includes test of the measurement model and structural model. The first step consists of test of the measurement model through confirmatory factor analysis. Confirmatory factor analysis "...is used to provide a confirmatory test of our

measurement theory. A measurement theory specifies how measured variables logically and systematically represent constructs involved in a theoretical model...The measurement theory may then be combined with a structural theory to fully specify a structural equation modeling model” (Hair, Black, Babin, & Anderson, 2010, p. 693). Confirmatory factor analysis enables the researcher to understand whether the measures possess validity such as convergent and discriminant validity (Fornell & Larcker, 1981; Hair et al., 2010).

Convergent validity is tested with standardized loadings and average variance extracted (AVE) for each latent construct. Each loading should not be below 0.40. However, there are significant loadings below 0.40 and they do not lead to any problems of validity. Therefore, they can be kept in the analysis. This is because of the fact that the researcher should retain as many items as possible as a result of validity and reliability tests. The AVE should be equal or greater than 0.50. For discriminant validity, the shared variances are used. That is, the AVE by two latent variables should be greater than the shared variance between these two variables (Fornell & Larcker, 1981; Nunkoo, Ramkissoon, & Gursoy, 2013).

It is used to provide evidence about composite reliability score for each latent variable (Bagozzi & Yi, 1988). The cut-off value for composite reliability is 0.60 (Bagozzi & Yi, 1988). However, it is important to state that the measurement model should have satisfactory or acceptable fit statistics before reporting the results for issues of validity and reliability. Means, standard deviations, and correlations of observed variables are also given.

The second step is related to test of the study hypotheses in the structural model. For this, structural equation modeling is used. Normality of the data is tested with skewness (Kline, 2011). The skewness values should be lower than 3.00 (Kline, 2011). The structural model proposes a full mediation. With this realization, the structural model is compared with a partially mediated model through the χ^2 difference test. This is followed by test of research hypotheses. All of the mediating effects are analyzed with the Sobel test.

To assess the measurement and structural models, the following fit indices are considered: overall χ^2 measure (χ^2/df), CFI, PNFI, RMSEA, and SRMR (e.g., Hair et al., 2010). CFI "...assumes that all latent variables are uncorrelated (null/independence model) and compares the sample covariance matrix with this null model" (Hooper, Coughlan, & Mullen, 2008, p. 55). The value for CFI is expected to be equal to or greater than 0.90 (Hair et al., 2010).

PNFI "...takes into account the number of degrees of freedom used to obtain a given level of fit. Parsimony is achieved with a high degree of fit for fewer degrees of freedom in specifying the coefficients to be estimated. PNFI is used to compare models with different degrees of freedom..." (Schumacker & Lomax, 2010, p. 90). The value for PNFI is expected to be greater than 0.50 (cf. Bouzari & Karatepe, 2017; Hair et al., 2010; Hooper et al., 2008).

RMSEA "...tells us how well the model, with unknown but optimally chosen parameter estimates would fit the populations covariance matrix...", while SRMR refers to "...the square root of the difference between the residuals of the sample

covariance matrix and the hypothesized covariance model” (Hooper et al., 2008, p. 54). If the value for RMSEA is below 0.08, then it refers to a good fit (Hooper et al., 2008). If the value for SRMR is below 0.05, then it refers to a good fit (Hooper et al., 2008). However, when the value for SRMR is below 0.10, it is also acceptable (cf. Hair et al., 2010). The analyses for the measurement and structural models are employed with LISREL 8.30 (Joreskog & Sorbom, 1996).

Chapter 5

RESULTS

This chapter gives the findings of the empirical study. Specifically, subject profile based on frequency analysis is given. This is followed by test of the measurement model via confirmatory factor analysis for issues of convergent and discriminant validity as well as composite reliability. Means, standard deviations, and correlations of observed variables are provided. The structural model is compared with a partially mediated model. Then the research hypotheses are tested with structural equation modeling. This is done with the inclusion of control variables in the equation.

5.1 Subject Profile

Table 4 presents demographic breakdown of the sample. The sample was comprised of 183 (59%) female employees and 130 (41%) male employees. It appeared that the sample has well-educated employees. Specifically, 271 (87%) respondents two-year or four-year college degrees, while 20 (6%) had graduate degrees. Twenty (6%) respondents had secondary and high school education and the rest had primary school education. The majority of the respondents (172 employees, 55%) had tenures five years or less. The sample included 73 (23%) respondents with tenures between six and ten years. The rest has tenures longer than ten years.

Table 4: Respondents' profile ($n = 313$)

	Frequency	%
<i>Age</i>		
18-27	92	29.4
28-37	94	30.0
38-47	85	27.2
48-57	42	13.4
<i>Gender</i>		
Male	130	41.5
Female	183	58.5
<i>Education</i>		
Primary school	2	0.6
Secondary and high school	20	6.4
Vocational school	91	29.1
College graduate	180	57.5
Graduate degree	20	6.4
<i>Organizational tenure</i>		
Less than 1 year	78	24.9
1-5	94	30.0
6-10	73	23.3
11-15	50	16.0
16-20	18	5.8
<i>Marital status</i>		
Single or divorced	110	35.1
Married	203	64.9

In terms of respondents' age, 92 (29%) were aged between 18 and 27 years. The sample included 94 (30%) respondents who were aged between 28 and 37 years. The rest were older than 37 years. Thirty-five percent of the respondents were single or divorced and 65% were married.

5.2 Test of the Measurement Model

The results of confirmatory factor analysis underscored a need for deleting several items because of low standardized loadings (lower than 0.40), non-significant t-values, and correlation measurement errors. When the indicators of HPWPs were considered, one item each from the teamwork and work-life balance and two items from career opportunities item were deleted. When the indicators of career adaptability were considered, two items each from the concern and control measures, three items from the curiosity measure, and one item from the confidence measure were deleted. When the outcome variables were taken into account, two items each from the met expectations and creative performance measures were deleted. As a result of deleting these items, the following fit statistics were quite satisfactory: $\chi^2 = 2181.86$ $df = 1724$; $\chi^2 / df = 1.27$; CFI = 0.94; PNFI = 0.74; RMSEA = 0.029; SRMR = 0.043. For example, the values for RMSEA and SRMR were lower than 0.05 and the value for PNFI was much greater than 0.50, and the value for CFI was greater than 0.90 (e.g., Hair et al., 2010; Hooper et al., 2008).

Table 5 gives the findings for standardized loadings (λ s) and their t-values. Table 5 also presents the AVE. As shown in Table 5, all loadings were above 0.50. With the exception of the AVE for selective staffing, all of the AVEs were larger than 0.50 (Fornell & Larcker, 1981; Nunkoo et al., 2013). Specifically, the AVEs for the study constructs were as follows: selective staffing 0.45, job security 0.62, training 0.66, empowerment 0.62, rewards 0.58, teamwork 0.67, career opportunities 0.65, work-life balance 0.67, concern 0.53, control 0.69, curiosity 0.62, confidence 0.59, met expectations 0.60, creative performance 0.60, and extra-role performance 0.73. The AVE for selective staffing was 0.45. However, the loadings for its indicators were

significant. Overall, the findings indicated that the measurement model possessed convergent validity.

The shared variances between pairs of variables (e.g., selective staffing and job security, selective staffing and met expectations, creative performance extra-role performance) were calculated. The results showed that none of the shared variances between pairs of variables was greater than the AVEs for the two variables. Overall, the measurement model possessed discriminant validity (Fornell & Larcker, 1981; Nunkoo et al., 2013).

Table 5 also gives the findings for composite reliability. Each of them was greater than 0.60, providing support for the issue of reliability (Bagozzi & Yi, 1988). Specifically, the findings for composite reliability were as follows: selective staffing 0.77, job security 0.87, training 0.92, empowerment 0.89, rewards 0.88, teamwork 0.89, career opportunities 0.78, work-life balance 0.86, concern 0.82, control 0.90, curiosity 0.83, confidence 0.88, met expectations 0.90, creative performance 0.86, and extra-role performance 0.89.

Table 5: Confirmatory factor analysis results

Items	Loadings	t-value
<i>Selective staffing (AVE = 0.45; CR = 0.77)</i>		
Great effort is taken to select the right person	0.67	12.09
Long-term employee potential is emphasized	0.69	12.51
Considerable importance is placed on the staffing process	0.65	11.58
Very extensive efforts are made in selection	0.68	12.24
<i>Job security (AVE = 0.62; CR = 0.87)</i>		
Employees in this job can expect to stay in the organization for as long as they wish	0.79	15.90
It is very difficult to dismiss an employee in this organization	0.84	17.23
Job security is almost guaranteed to employees in this organization	0.79	15.77
If this company were facing economic problems, employees in this job would be the last to get cut	0.72	13.90
<i>Training (AVE = 0.66; CR = 0.92)</i>		
I receive continued training to provide good service	0.80	16.64
I received extensive customer service training before I come into contact with customers	0.83	17.73
I receive training on how to serve customers better	0.80	16.65
I receive training on how to deal with complaining customers	0.81	16.85
I receive training on dealing with customer problems	0.81	17.01
I was trained to deal with customer complaints	0.81	16.86
<i>Empowerment (AVE = 0.62; CR = 0.89)</i>		
I am empowered to solve customer problems	0.75	15.01
I am encouraged to handle customer problems by myself	0.77	15.62
I do not have to get management's approval before I handle customer problems	0.82	17.16
I am allowed to do almost anything to solve customer problems	0.78	15.92
I have control over how I solve customer problems	0.80	16.28
<i>Rewards (AVE = 0.58; CR = 0.88)</i>		
If I improve the level of service I offer customers, I will be rewarded	0.70	13.64
The rewards I receive are based on customer evaluations of service	0.81	16.74
I am rewarded for serving customers well	0.76	15.03
I am rewarded for dealing effectively with customer problems	0.80	16.17
I am rewarded for satisfying complaining customers	0.75	14.87
<i>Teamwork (AVE = 0.67; CR = 0.89)</i>		
Employees in my workgroup work together effectively	0.81	16.61
There is a strong team spirit in my workgroup	0.80	16.23
There is a lot of cooperation in my workgroup	0.85	17.91
Employees in my workgroup are willing to put themselves out for the sake of the group	0.83	17.15
Employees in my workgroup encourage each other to work as a team	-	-
<i>Career opportunities (AVE = 0.65; CR = 0.78)</i>		
Employees have clear career paths within the organization	0.74	10.79
Employees have very little future within this organization (-)	-	-
Employees' career aspirations within this company are known by their immediate supervisors	-	-
Employees who desire promotion have more than one potential position they could be promoted to	0.86	11.86

Table 5: Continued

Items	Loadings	t-value
Work-life balance (AVE = 0.67; CR = 0.86)		
I currently have a good balance between the time I spend at work and the time I have available for non-work activities	0.76	14.85
I have difficulty balancing my work and non-work activities (-)	-	-
I feel that the balance between my work demands and non-work activities is currently about right	0.94	19.77
Overall, I believe that my work and non-work life are balanced	0.73	14.13
Concern (AVE = 0.53; CR = 0.82)		
Thinking about what my future will be like	0.68	12.64
Realizing that today's choices shape my future	0.81	15.77
Preparing for the future	0.80	15.54
Becoming aware of the educational and career choices that I must make	-	-
Planning how to achieve my goals	0.62	11.26
Concerned about my career	-	-
Control (AVE = 0.69; CR = 0.90)		
Keeping upbeat	0.70	13.68
Making decisions by myself	0.85	18.18
Taking responsibility for my actions	0.88	18.98
Sticking up for my beliefs	0.87	18.82
Counting on myself	-	-
Doing what is right for me	-	-
Curiosity (AVE = 0.62; CR = 0.83)		
Exploring my surroundings	0.72	13.51
Looking for opportunities to grow as a person	0.83	16.24
Investigating options before making a choice	-	-
Observing different ways of doing things	-	-
Probing deeply into questions I have	0.81	15.77
Becoming curious about new opportunities	-	-
Confidence (AVE = 0.59; CR = 0.88)		
Performing tasks efficiently	-	-
Taking care to do things well	0.75	14.92
Learning new skills	0.78	15.54
Working up to my ability	0.78	15.51
Overcoming obstacles	0.78	15.54
Solving problems	0.75	14.81
Met expectations (AVE = 0.60; CR = 0.90)		
In general, my experiences with...		
my supervisor have been	-	-
the kind of work that I do have been	-	-
the amount of work that I do have been	0.79	16.19
my coworkers have been	0.75	15.00
the physical conditions have been	0.80	16.65
the financial aspects (e.g., pay, benefits) have been	-	-
matters affecting my career future have been	0.70	13.64
matters affecting my identification with the hotel have been	0.75	15.16
all in all, have your expectations been met?	0.83	17.34

Table 5: Continued

Items	Loadings	t-value
<i>Creative performance (AVE = 0.60; CR = 0.86)</i>		
This employee carries out his/her routine tasks in ways that are resourceful	-	-
This employee comes up with new ideas for satisfying customer needs	-	-
This employee generates and evaluates multiple alternatives for novel customer problems	0.70	13.43
This employee has fresh perspectives on old problems	0.77	15.49
This employee improvises methods for solving a problem when an answer is not apparent	0.82	16.99
This employee generates creative ideas for service delivery	0.79	16.13
<i>Extra-role performance (AVE = 0.73; CR = 0.89)</i>		
How often did this employee go above and beyond the “call of duty” when serving customers?	0.86	18.48
How often did this employee willingly go out of his/her way to make a customer satisfied?	0.86	18.23
How often did this employee help customers with problems beyond what was expected or required?	0.84	17.67
Model fit statistics: $\chi^2 = 2181.86$ $df = 1724$; $\chi^2 / df = 1.27$; CFI = 0.94; PNFI = 0.74; RMSEA = 0.029; SRMR = 0.043		

Notes: All loadings are significant at the 0.01 level. AVE = Average variance extracted; CR = Composite reliability; CFI = Comparative fit index; PNFI = Parsimony normed fit index; RMSEA = Root mean square error of approximation; SRMR = Standardized root mean square residual. * Dropped. (-) Reverse-scored item.

5.3 Correlation Analysis

Table 6 provides means, standard deviations, and correlations of observed variables. As can be seen in Table 6, the overwhelming majority of the correlations among study variables were significant ($p < 0.05$). In the correlation analysis, marital status has a significant positive correlation with work-life balance. Education has a significant negative correlation with creative performance and extra-role performance. It seems that better educated FHEs report lower creative and extra-role performances. Such employees might not have found HPWPs sufficient to contribute to the organization through these performance outcomes.

Table 6: Means, standard deviations, and correlations of observed variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Age	-																			
2. Gender	-.116*	-																		
3. Education	.135*	.093	-																	
4. Organizational tenure	.791**	-.072	.232**	-																
5. Marital status	.448**	.045	.238**	.424**	-															
6. Selective staffing	-.034	.042	-.067	-.050	-.019	-														
7. Job security	.095	.095	.086	.071	.050	.096	-													
8. Training	-.028	.023	-.012	-.047	.030	.309**	.082	-												
9. Empowerment	-.018	-.015	-.034	-.105	-.040	.237**	.023	.146**	-											
10. Rewards	.033	.002	-.100	.019	-.012	.293**	.154**	.167**	-.063	-										
11. Teamwork	-.091	-.008	-.001	-.072	-.049	.098	.111*	.111*	.225**	.110*	-									
12. Career opportunities	.037	.038	-.057	-.018	-.012	.111*	.115*	.113*	.211**	.152**	.080	-								
13. Work-life balance	.072	-.058	-.039	.118*	.017	.177**	.159**	.153**	.115*	.053	.013	.103	-							
14. Concern	-.030	.036	.044	.011	.014	.141*	.052	.218**	.140*	.180**	.031	.023	.183**	-						
15. Control	-.024	.062	-.035	-.056	.003	.144*	.019	.163**	.148**	.061	.093	.115*	.104	.099	-					
16. Curiosity	-.043	.005	-.085	-.005	.045	.163**	-.099	.237**	-.140*	.032	-.067	-.105	.147**	.199**	.077	-				
17. Confidence	.010	.100	.009	-.004	-.018	.309**	.149**	.207**	.097	.144*	.143*	.194**	.039	.111*	.160**	.016	-			
18. Met expectations	.026	.013	-.054	-.019	-.010	.335**	.002	.220**	.200**	.300**	.095	.209**	.208**	.225**	.207**	.185**	.137*	-		
19. Creative performance	.057	.017	-.143*	.010	.030	.423**	.008	.341**	.070	.416**	.086	.131*	.039	.395**	.049	.307**	.228**	.377**	-	
20. Extra-role performance	.004	-.015	-.140*	-.059	-.005	.508**	.110*	.367**	.218**	.355**	.059	.164**	.095	.275**	.145*	.260**	.274**	.409**	.603**	-
Mean	2.24	.59	3.63	2.48	.65	3.58	3.88	3.31	3.38	3.44	3.52	3.38	3.19	3.00	3.01	3.33	3.52	2.80	3.00	4.10
Standard deviation	1.03	.49	.73	1.19	.48	.88	.95	1.10	1.05	1.02	1.12	1.19	1.23	.98	1.20	1.11	.97	1.02	1.06	1.79

Notes: Age was measured in four categories, while education and organizational tenure were measured in five categories. Gender was coded as a binary variable (0 = male and 1 = female). Marital status was also coded as a dichotomous variable (0 = single or divorced and 1 = married).

* $p < 0.05$, ** $p < 0.01$ (two-tailed test)

5.4 Test of the Relationships in the Structural Model

Normality of the data was checked with skewness. The skewness values (selective staffing -1.087, job security -1.109, training -0.500, empowerment -0.569, rewards -0.495, teamwork -0.635, career opportunities -0.472, work-life balance -0.257, concern 0.182, control -0.090, curiosity -0.315, confidence -0.865, met expectations 0.421, creative performance -0.128, extra-role performance -0.308) were below 3.00 (Kline, 2011). Accordingly, there was no evidence of non-normality.

The structural model (fully mediated model) was compared with the partially mediated model. It seemed that the fully mediated model ($\chi^2 = 575.35$, $df = 371$) showed a better fit than the partially mediated model ($\chi^2 = 566.10$, $df = 368$). That is, the result was not significant ($\Delta\chi^2 = 9.25$, $\Delta df = 3$). Overall, fit statistics for the fully mediated model was quite satisfactory. They were as follows: $\chi^2 = 575.35$, $df = 371$; $\chi^2 / df = 1.55$; CFI = 0.93; PNFI = 0.72; RMSEA = 0.042; SRMR = 0.053. For example, the value for CFI was greater than 0.90, while the value for RMSEA was lower than 0.05. The value for SRMR was lower than 0.08 and the value for PNFI was much beyond the 0.50 level (Hair et al., 2010; Hooper et al., 2008).

The findings from structural equation modeling in Table 7 provide support for direct and mediating effects. Specifically, HPWPs depict a positive association with career adaptability ($\beta = 0.92$, $t = 5.85$). Therefore, hypothesis 1 is supported. Career adaptability exerts a positive effect on met expectations ($\beta = 0.57$, $t = 5.82$). This finding supports hypothesis 2. Hypothesis 3 is supported because career adaptability is positively

associated with creative performance ($\beta = 0.79$, $t = 6.37$). There is also empirical support for hypothesis 4 since career adaptability is positively related to extra-role performance ($\beta = 0.84$, $t = 6.82$).

In addition to direct effects, the results provide support for the mediating effects. Career adaptability is a full mediator between HPWPs and met expectations ($z = 4.05$). Hence, hypothesis 5 is supported. Hypothesis 6 is supported because career adaptability fully mediates the effects of HPWPs on creative performance ($z = 4.33$). Hypothesis 7 is also supported since career adaptability is a full mediator between HPWPs and extra-role performance ($z = 4.44$).

As shown in Table 7, selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance are significant indicators of HPWPs, while concern, control, curiosity, and confidence are significant indicators of career adaptability. None of the control variables were found to be significantly related to study variables. The results explain 2% in HPWPs, 86% in HPWPs, 32% in met expectations, 64% in creative performance, and 71% in extra-role performance. The results regarding the significance of the effects do not change with or without the control variables.

Chapter 6

DISCUSSION

This chapter presents discussions of the findings. Specifically, summary of findings is presented and theoretical implications are given. This is followed by management implications. Limitations and future research directions are given.

6.1 Summary of Findings and Theoretical Implications

This thesis developed and tested a research model that focused on an investigation of career adaptability as a mediator of the effects of selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance as the indicators of HPWPs on met expectations, creative performance, and extra-role performance. Career construction theory was used as the theoretical underpinning to develop the abovementioned relationships. Data obtained from FHEs with a two-week time lag and their direct supervisors in Iran were used to gauge these relationships. The empirical data provided full support for the hypotheses proposed in this study.

The results presented in this thesis suggest that selective staffing, job security, training, empowerment, rewards, teamwork, career opportunities, and work-life balance are significant indicators of HPWPs. This finding is important because there is still a need to understand which human resources practices are relevant and significant in customer-contact positions (Karadas, 2016; Karatepe & Vatankhah,

2014; Sun et al., 2007). Another important finding is related to the indicators of career adaptability. The findings suggest that concern, control, curiosity, and confidence are significant indicators of career adaptability. This is consistent with the studies in the extant literature (e.g., Karatepe & Olugbade, 2017; Savickas & Porfeli, 2012; Zacher, 2015).

As hypothesized, the indicators of HPWPs jointly enhance FHEs' career adaptability. The presence of selective staffing or rigorous selection practices and guaranteeing a stable employment to FHEs as well as offering them various career opportunities for advancement in the organization makes them possess higher career adaptability. That is, they are prepared for the future in the current organization (concern), do what is right for them (control), are curious about new opportunities at work, and work up to their ability to take advantage of opportunities (confidence).

The presence of continuous training programs, empowerment, and recognition and rewards as well as effective teamwork and work-life balance leads to higher career adaptability. In such environment, FHEs take responsibility for their actions and decisions (control), prepare plans to reach their goals (concern), enhance their technical and behavioral skills (confidence), and try to do the job using different tools (curiosity). As career construction theory proposes, FHEs take advantage of these HPWPs to adapt to the work environment (cf. Savickas & Porfeli, 2012). In short, the finding regarding HPWPs as antecedent of career adaptability contributes to the extant research.

As hypothesized, career adaptability results in higher met expectations, creative performance, and extra-role performance. This is consistent with career construction theory (Savickas & Porfeli, 2012). That is, FHEs' expectations in terms of different aspects of the job are met when they take advantage of their psychosocial resources such as concern, control, curiosity, and confidence. When they take advantage of these resources, they also come up with new ideas for service improvement and make customers become delighted by going beyond the role requirements. FHEs contribute to the organization through creative and extra-role performances when they are prepared for the future in the organization (concern), make their own decisions (control), learn and gain new skills (confidence), and are curious about new opportunities in the workplace. Their expectations in terms of the amount and the kind of work, financial aspects of the job, and/or communication with supervisors and coworkers are also met. This thesis enhances the understanding about the joint effects of these psychosocial resources on met expectations, creative performance, and extra-role performance.

This thesis contributes to the extant research by treating career adaptability as an underlying mechanism that links the eight indicators of HPWPs to met expectations, creative performance, and extra-role performance. That is, FHEs' favorable perceptions of HPWPs increase their career adaptability. These employees in turn report high levels of met expectations, creative performance, and extra-role performance. This finding implicitly refers to the full mediating role of career adaptability.

6.2 Management Implications

Based on the findings of this thesis, several implications are recommended for the hospitality industry. First, management should use stringent selection to hire the right individuals. Then it should provide them with a stable employment and sufficient opportunities for career progress. Job security is important, especially in most of the Middle Eastern countries. This is because of the fact that nepotism and favoritism are prevalent in these countries (e.g. Iran) (cf. Karatepe, 2013c). Under these circumstances, such employees can take advantage of their psychosocial resources. For example, they can focus on their future in the current organization. This decreases their intentions to leave. They can focus on new opportunities for career progress in the organization. This also decreases their intentions to quit.

Second, management should provide ongoing training programs to FHEs. These programs make FHEs gain new skills, learn how to use empowerment, and understand the importance of teamwork. Management should also recognize and reward high performers in the organization. By doing so, FHEs can take advantage of their psychosocial resources. Specifically, they can make their own decisions. They can count on themselves. They can make plans to achieve work-related goals.

Third, management should focus on work-life balance as one of the important indicators of HPWPs. This is because of the fact that FHEs experience higher conflicts in the work-family interface (e.g., Karatepe et al., 2008; Karatepe & Karadas, 2014). Therefore, management can arrange various family gatherings throughout the year and send positive messages to FHEs and their families that it cares about the balance between work (family) and family (work) roles. Such FHEs

can take advantage of their psychosocial resources (e.g., concern and control) by focusing on their work and career at the same time.

Fourth, some FHEs may still display poor performance because they may think that their expectations associated with different aspects of the job are not met. They may also think that the existing HPWPs do not motivate them. When management tries to retain these employees in the organization despite their poor performance, there are substantial costs that will influence the whole operation deleteriously. Employees with poor performance will also demoralize other employees and newcomers will be negatively affected by such poor performers. Therefore, letting them leave the organization instead of trying to retain them would be preferable.

6.3 Limitations and Future Research Directions

There are several limitations that need to be highlighted. These limitations also underscore a need for future research. First, this thesis used eight indicators of HPWPs. These practices were selected based on a careful study of the relevant studies in the literature and a number of leading companies' best practices (e.g., Hinkin & Tracey, 2010; Karatepe, 2013a, b; Karatepe & Vatankhah, 2014; Solnet et al., 2010; Tang & Tang, 2012). Other important indicators of HPWPs can also be taken into account. For instance, information sharing and participation in decision-making are among the HPWPs that can be considered relevant and important in the hotel industry. FHEs with such HPWPs can manage their career successfully. Including these practices as the indicators of HPWPs in future research and testing their effects on career adaptability and considering career adaptability as a mediator of the effects of these HPWPs on outcomes such as met expectations, creative performance, and extra-role performance would enrich our understanding.

Second, a careful study associated with the career adaptability literature indicates that there are several important outcomes that have received little empirical attention or have not been tested so far. Work engagement and its relationship with career adaptability needs to be investigated further. Service recovery performance and nonattendance intentions such as intention to leave work early and their relationship with career adaptability have not been tested so far. These outcomes are critical in customer-contact positions (e.g., Babakus et al., 2003; Boshoff & Allen, 2000; Karatepe & Olugbade, 2016; Ozturk & Karatepe, 2017). Based on this, including these outcomes in a career adaptability-related research would be useful.

Third, the effect of career adaptability on employee outcomes can also be moderated by several important motivational variables. For example, job embeddedness as a retention strategy and a motivational variable (e.g., Karatepe, 2013b) can strengthen the positive effect of career adaptability on met expectations, creative performance, and extra-role performance. In addition to job embeddedness, work social support can also act as a moderator though recent research has used it as an antecedent of career adaptability (Karatepe & Olugbade, 2017). Specifically, the positive effect of career adaptability on extra-role performance can be stronger among FHEs who receive sufficient support (e.g., emotional support) from their supervisors and coworkers.

Fourth, the question of whether career adaptability decreases FHEs' stress (e.g., work-family conflict and family-work conflict) and strain (i.e., burnout) would add to current knowledge on career adaptability. Fifth, this study's time-lagged design provides some evidence about the issue of temporal causality. However, this is not

enough (e.g., Karatepe, 2013b; Karatepe & Vatankhah, 2014). Therefore, future research can apply a longitudinal research to provide evidence about the issue of causality (e.g., career adaptability → met expectations and met expectations → career adaptability). Lastly, replication studies are needed to obtain support from different studies that are conducted with different samples and with different sample sizes.

Chapter 7

CONCLUSION

This thesis set out to examine career adaptability as a mediator of effects of HPWPs on met expectations, creative performance, and extra-role performance with data obtained from FHEs with a two-week time lag in three waves and their direct supervisors. By examining these relationships, this thesis enhances current knowledge in various ways. Specifically, little is known about the factors influencing career adaptability and the outcomes of career adaptability in the extant hospitality research (Karatepe & Olugbade, 2017). As a matter of fact, this void is also seen in the extant research (Rudolph et al., 2017). There is still a lack of empirical research that gauges met expectations, creative performance, and extra-role performance as the outcomes of career adaptability among hotel service workers (Karatepe & Olugbade, 2017). In addition, empirical research that links the HPWPs to attitudinal and performance outcomes is sparse. That is, what links the indicators of HPWPs (e.g., job security, selective staffing, and career opportunities) to employee outcomes need to be investigated (e.g., Aryee et al., 2012; Karatepe & Vatankhah, 2014; Lin & Liu, 2016). Here this thesis responds to this call by treating career adaptability as a mediator of the effects of HPWPs on met expectations, creative performance, and extra-role performance.

The findings are in support of the aforementioned relationships. First, selective staffing, job security, training, empowerment, rewards, teamwork, career

opportunities, and work-life balance act as the indicators of HPWPs and career adaptability is represented by concern, control, curiosity, and confidence. Second, the presence of HPWPs enables FHEs to possess higher career adaptability. In other words, FHEs with favorable perceptions of HPWPs are motivated to make plans to achieve their goals (concern), make decisions by themselves (control), make a deep investigation about new opportunities (curiosity), and try to do things well (confidence). This is due to the fact that FHEs perceive that management uses rigorous selection practices, guarantees a stable employment to employees, provides continuous training programs and delegates adequate authority to employees, rewards employees in return for their successful performance and effective teamwork, offers employees career opportunities for advancement, and enables them to balance their work and life roles through family-friendly programs.

The findings further suggest that FHEs' perceptions of career adaptability lead to met expectations, creative performance, and extra-role performance. FHEs with psychosocial resources such as concern, control, curiosity, and confidence manage their career successfully. For example, when FHEs perceive that they can make their own decisions and take responsibility for these decisions (control), obtain new skills (confidence), try to do things using different ways (curiosity), and are prepared for the future (concern), their expectations in terms of career future, financial aspects, and the amount and kind of work are met. They also display better creative performance and high levels of extra-role performance.

The findings given above clearly highlight career adaptability as a full mediator. That is, the presence of HPWPs enhances career adaptability that in turn leads to met

expectations, creative performance, and extra-role performance. In short, career adaptability is still a hot topic that is investigated in a number of industries (e.g., Guan et al., 2016; Karatepe & Olugbade, 2017; Tolentino et al., 2014; Zacher, 2015).

Career adaptability as an underlying mechanism linking HPWPs to employee outcomes provides management with various implications. One of the management implications is that management should invest in human resources in terms of training, teamwork, empowerment, rewards, and/or selective staffing. By doing so, it is possible to increase FHE's career adaptability and therefore their performance outcomes. Management can also let FHEs with poor performance leave the organization though they have received adequate training programs. Limitations highlighting a need for future research need to be mentioned. For example, this thesis used met expectations, creative performance, and extra-role performance as the outcomes of career adaptability. Using work engagement, service recovery performance, and nonattendance intentions (e.g., intention to leave work early) in future research would add to current knowledge.

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APPENDIX

A FIELD STUDY IN THE HOTEL INDUSTRY IN IRAN

Dear Respondent:

This study which is initiated by university-based researchers is aimed to better understand your daily experiences at work. Therefore, we kindly request that you self-administer this questionnaire.

There are no right or wrong answers in this questionnaire. Any sort of information collected during our research will be kept in confidential. Participation is voluntary but encouraged. Management of your hotel fully endorses participation. We appreciate your time and participation in our research very much.

If you have any questions about our research, please do not hesitate to contact Mr. H. Pasha Safavi through his e-mail address: h_pasha_safavi@yahoo.com.

Thank you for your kind cooperation.

Research Team:

H. Pasha Safavi

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Via Mersin 10, Turkey

SECTION I.

Please indicate your disagreement or agreement with each statement by crossing the number using the following five-point scale:

- (1) I strongly disagree
- (2) I disagree
- (3) I am undecided
- (4) I agree
- (5) I strongly agree

01. Great effort is taken to select the right person.	1	2	3	4	5
02. Long-term employee potential is emphasized.	1	2	3	4	5
03. Considerable importance is placed on the staffing process.	1	2	3	4	5
04. Very extensive efforts are made in selection.	1	2	3	4	5
05. Employees in this job can expect to stay in the organization for as long as they wish.	1	2	3	4	5
06. It is very difficult to dismiss an employee in this organization.	1	2	3	4	5
07. Job security is almost guaranteed to employees in this organization.	1	2	3	4	5
08. If this company were facing economic problems, employees in this job would be the last to get cut.	1	2	3	4	5
09. I receive continued training to provide good service.	1	2	3	4	5
10. I received extensive customer service training before I come into contact with customers.	1	2	3	4	5
11. I receive training on how to serve customers better.	1	2	3	4	5
12. I receive training on how to deal with complaining customers.	1	2	3	4	5
13. I receive training on dealing with customer problems.	1	2	3	4	5
14. I was trained to deal with customer complaints.	1	2	3	4	5
15. I am empowered to solve customer problems.	1	2	3	4	5
16. I am encouraged to handle customer problems by myself.	1	2	3	4	5
17. I do not have to get management's approval before I handle customer problems.	1	2	3	4	5
18. I am allowed to do almost anything to solve customer problems.	1	2	3	4	5
19. I have control over how I solve customer problems.	1	2	3	4	5
20. If I improve the level of service I offer customers, I will be rewarded.	1	2	3	4	5
21. The rewards I receive are based on customer evaluations of service.	1	2	3	4	5
22. I am rewarded for serving customers well.	1	2	3	4	5
23. I am rewarded for dealing effectively with customer problems.	1	2	3	4	5
24. I am rewarded for satisfying complaining customers.	1	2	3	4	5
25. Employees in my workgroup work together effectively.	1	2	3	4	5
26. There is a strong team spirit in my workgroup.	1	2	3	4	5
27. There is a lot of cooperation in my workgroup.	1	2	3	4	5
28. Employees in my workgroup are willing to put themselves out for the sake of the group.	1	2	3	4	5
29. Employees in my workgroup encourage each other to work as a team.	1	2	3	4	5
30. Employees have clear career paths within the organization.	1	2	3	4	5

SECTION I. (Continued)

Please indicate your disagreement or agreement with each statement by crossing the number using the following five-point scale:

- (1) I strongly disagree
- (2) I disagree
- (3) I am undecided
- (4) I agree
- (5) I strongly agree

31. Employees have very little future within this organization.	1	2	3	4	5
32. Employees' career aspirations within this company are known by their immediate supervisors.	1	2	3	4	5
33. Employees who desire promotion have more than one potential position they could be promoted to.	1	2	3	4	5
34. I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	1	2	3	4	5
35. I have difficulty balancing my work and non-work activities.	1	2	3	4	5
36. I feel that the balance between my work demands and non-work activities is currently about right.	1	2	3	4	5
37. Overall, I believe that my work and non-work life are balanced.	1	2	3	4	5

SECTION II.

Please indicate your answer by placing a (√) in the appropriate alternative.

1. How old are you?

- 18-27 ()
- 28-37 ()
- 38-47 ()
- 48-57 ()

2. What is your gender?

- Male ()
- Female ()

3. What is the highest level of education you completed?

- Primary school
- Secondary and high school
- Vocational school (two-year program)
- University first degree
- Master or Ph.D. degree

4. How long have you been working in this hotel?

- () Under 1 year ()
- () 1-5 years ()
- () 6-10 years ()
- () 11-15 years ()
- () 16-20 years ()

5. What is your marital status?

- Single or divorced ()
- Married ()

Thank you for your kind cooperation.

A FIELD STUDY IN THE HOTEL INDUSTRY IN IRAN

Dear Respondent:

This study which is initiated by university-based researchers is aimed to better understand your daily experiences at work. Therefore, we kindly request that you self-administer this questionnaire.

There are no right or wrong answers in this questionnaire. Any sort of information collected during our research will be kept in confidential. Participation is voluntary but encouraged. Management of your hotel fully endorses participation. We appreciate your time and participation in our research very much.

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Different people use different strength to build their careers. No one is good at everything; each of us emphasizes some strength more than others. Please rate how strongly you have developed each of the following abilities using the scale below.

- (1) Not strong
- (2) Somewhat strong
- (3) Strong
- (4) Very strong
- (5) Strongest

01. Thinking about what my future will be like	1	2	3	4	5
02. Realizing that today's choices shape my future	1	2	3	4	5
03. Preparing for the future	1	2	3	4	5
04. Becoming aware of the educational and career choices that I must make	1	2	3	4	5
05. Planning how to achieve my goals	1	2	3	4	5
06. Concerned about my career	1	2	3	4	5
07. Keeping upbeat	1	2	3	4	5
08. Making decisions by myself	1	2	3	4	5
09. Taking responsibility for my actions	1	2	3	4	5
10. Sticking up for my beliefs	1	2	3	4	5
11. Counting on myself	1	2	3	4	5
12. Doing what is right for me	1	2	3	4	5
13. Exploring my surroundings	1	2	3	4	5
14. Looking for opportunities to grow as a person	1	2	3	4	5
15. Investigating options before making a choice	1	2	3	4	5
16. Observing different ways of doing things	1	2	3	4	5
17. Probing deeply into questions I have	1	2	3	4	5
18. Becoming curious about new opportunities	1	2	3	4	5
19. Performing tasks efficiently	1	2	3	4	5
20. Taking care to do things well	1	2	3	4	5
21. Learning new skills	1	2	3	4	5
22. Working up to my ability	1	2	3	4	5
23. Overcoming obstacles	1	2	3	4	5
24. Solving problems	1	2	3	4	5

Thank you for your kind cooperation.

A FIELD STUDY IN THE HOTEL INDUSTRY IN IRAN

Dear Respondent:

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Please choose one response to complete each of the statements shown below.

- (1) less than expected
- (2) somewhat less than expected
- (3) as expected
- (4) somewhat more than expected
- (5) much more than expected

In general, my experiences with...

1. my supervisor have been	1	2	3	4	5
2. the kind of work that I do have been	1	2	3	4	5
3. the amount of work that I do have been	1	2	3	4	5
4. my coworkers have been	1	2	3	4	5
5. the physical conditions have been	1	2	3	4	5
6. the financial aspects (e.g., pay, benefits) have been	1	2	3	4	5
7. matters affecting my career future have been	1	2	3	4	5
8. matters affecting my identification with the hotel have been	1	2	3	4	5
9. all in all, have your expectations been met?	1	2	3	4	5

Thank you for your kind cooperation.

A FIELD STUDY IN THE HOTEL INDUSTRY IN IRAN

Dear Respondent:

This research is initiated by university-based researchers. Its purpose is to obtain information regarding frontline hotel employees' performance under your supervision. Therefore, each questionnaire (to be self-administered by you) will belong to each frontline hotel employee who is supervised by you.

There are no right or wrong answers in this questionnaire. Any sort of information collected during our research will be kept in confidential. Participation is voluntary but encouraged. Management of your hotel fully endorses participation. We appreciate your time and participation in our research very much.

If you have any questions about our research, please do not hesitate to contact Mr. H. Pasha Safavi through his e-mail address: h_pasha_safavi@yahoo.com.

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SECTION I.

Please indicate the frequency which indicates each behavior by crossing the number using the following five-point scale:

- (1) Never
- (2) Seldom
- (3) Sometimes
- (4) Usually
- (5) Almost always

01. This employee carries out his/her routine tasks in ways that are resourceful.	1	2	3	4	5
02. This employee comes up with new ideas for satisfying customer needs.	1	2	3	4	5
03. This employee generates and evaluates multiple alternatives for novel customer problems.	1	2	3	4	5
04. This employee has fresh perspectives on old problems.	1	2	3	4	5
05. This employee improvises methods for solving a problem when an answer is not apparent.	1	2	3	4	5
06. This employee generates creative ideas for service delivery.	1	2	3	4	5

SECTION II.

Please indicate the frequency which describes each behavior by crossing the number using the following seven-point scale:

- (1) Never
- (2) Almost never
- (3) Rarely
- (4) Sometimes
- (5) Often
- (6) Very often
- (7) Always

07. How often did this employee go above and beyond the "call of duty" when serving customers?	1	2	3	4	5	6	7
08. How often did this employee willingly go out of his/her way to make a customer satisfied?	1	2	3	4	5	6	7
09. How often did this employee help customers with problems beyond what was expected or required?	1	2	3	4	5	6	7

Thank you for your kind cooperation.