



Employee Perceptions of Brand Identity and Organizational Strategy: An Exploratory Study

The University of Stavanger

The Norwegian School of Hotel Management

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The completion of this Master Thesis represents a milestone in my life. Conducting this research project has been a challenging period of my life, putting my willpower to the test, teaching me about the value of life and existence. As this is the end of my studies, there are some people I would like to thank.

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My fellow master students; congratulations, and good luck.

- Jan Tore Hansen -

CITATION

“If you can find a path with no obstacles, it probably doesn't lead anywhere.” – Frank A. Clark

“If I had given up,
I would not have had
that sunset.
See? That? That
is something.
Light between
the cracks of pain;
pain that cracks the
numbing
flesh
beneath the stone.
This tree,
these leaves
are testimony:

Winter does not last
forever.

And neither does
summer.

And neither
does winter.”

– Karyn Milos, 1999

ABSTRACT

To stay competitive in a demanding and dynamic business environment, organizations must rely on capabilities and commitment of their human resources. Organizations realize strategic success through employee contributions that are aligned with the organizational identity and strategic approach.

This research project focuses on employees in the hotel industry, and seeks to describe their perceptions of brand identity and organizational strategy. Based on this, it further seeks to examine whether organizational behavior influences these perceptions.

The employee perceptions of brand identity and organizational strategy are measured as consciousness and knowledge of four variables: organizational goals, vision statement, values, and individual goals.

The organizational behavior is measured as perceptions of six variables: individual empowerment, internal marketing, leadership practiced by leaders, empowerment practiced by leaders, strategic change, and employee satisfaction.

Two research questions are specified through an extensive theoretical framework:

Q1: "How do employees perceive their hotel's *brand identity and organizational strategy*?"

Q2: "Do the six *organizational behavior-oriented variables* influence employee perceptions of *brand identity and organizational strategy*?"

The findings for the first research question indicate that there is a generally high employee consciousness and knowledge of *organizational goals, vision statement, values, and individual goals*. However, concerning the vision, a minority of the sample seems to disrespect their organizational vision and the philosophy behind it. Concerning the values, a small portion of the sample seems to think that clear organizational values are *not* important for them to increase their work efficiency and motivation. Additionally, regarding the individual goals, a small portion of the sample has seemingly replied that their individual goals do not align well with their organizational goals.

The findings for the second research question indicate that a positive perception of *individual empowerment and internal marketing* both will result in a *partly* increased employee consciousness and knowledge of brand identity and organizational strategy. Furthermore, a positive perception of *strategic change* will result in an increased employee consciousness and knowledge of brand identity and organizational strategy. Last, a positive perception of *leadership practiced by leaders, empowerment practiced by leaders, and employee satisfaction* will *not* result in an increased employee consciousness and knowledge of brand identity and organizational strategy.

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1.0 INTRODUCTION

1.1 Research Objective

This research project is describing how consciousness and knowledge of *brand identity and organizational strategy* is characterized among employees in hotels in Stavanger, and further seeks to examine whether six organizational behavior-oriented variables – *individual empowerment, internal marketing, leadership practiced by leaders, empowerment practiced by leaders, strategic change, and employee satisfaction* – influence this consciousness and knowledge of brand identity and organizational strategy.

1.2 Background

At the most basic level, all organizations are composed of people (Colvin & Boswell, 2007). The employees of an organization have been recognized as a resource that has the potential to be valuable and unique, providing organizations with a foundation for sustainable competitive advantage (Colvin & Boswell, 2007).

Since the 1980s, when companies started realizing the financial value of brands, branding has attracted substantial interest among both researchers (Shocker, Srivastava, and Ruekert, 1994; as cited in de Chernatony, 1999) and consultants (MacRae, 1996; as cited in de Chernatony, 1999). There has been a large focus on interactions between brands and consumers (Cowley, 1991; Keller, 1998; as cited in de Chernatony, 1999), with less about the role of organizations' *employees*.

From the industrial age, which stressed tangible assets, we have moved to the information age, which seeks to make the most of intangibles like ideas, knowledge, and

information. This new business model emphasizes value through employees' involvement, provides the strategic focus for a clear positioning, facilitates greater coherence in organizational communication (Siegel, 1994; as cited in de Chernatony, 1999), and enables employees to better understand the organization they work for, thus providing inspiration about desired styles of behavior (Smythe, Dorward, and Reback, 1992; as cited in de Chernatony, 1999).

In order to stay competitive in a demanding and dynamic business environment, organizations must rely on capabilities and commitment of their human resources (Boswell, 2006). Empirical research has recent years been examining the role of human resources in facilitating the attainment of an organization's strategic goals, and scholars have argued the importance of strategic alignment (Boswell, 2006).

1.3 Problem Definition

Human resource management research has generally focused on the alignment between HRM *practices* and organizational strategy (Boswell, 2006). On the other hand, organizations realize strategic success through *employee* contributions that are aligned with the organizational identity and strategic approach (Boswell, 2006). Other recent research suggests we need a better understanding of the role of *employees* when linking HRM to organizational outcomes (e.g., Delery & Shaw, 2001; Fulmer, Gerhart, and Scott, 2003; Wright & Boswell, 2002) (Boswell, 2006).

1.3.1 Problem Statement

This study will seek to develop a better understanding of the role of employees in organizations through a theoretical framework. The research project will focus specifically

on the hotel business, and seeks to learn about how employees apprehend the hotel that they work in. Are they familiar with its brand identity and organizational strategy? What factors may have an influence on their apprehensions?

1.4 Purpose of the Study

The purpose of this research project is to learn about the role of employees in organizations, and more specifically their consciousness and knowledge of their hotel's brand identity and organizational strategy. Furthermore, it is to examine whether organizational behavior-oriented variables have an influence on this consciousness and knowledge.

The study may based on this be able to indicate factors that *increase* employee consciousness and knowledge of brand identity and organizational strategy. As an understanding of this increased consciousness and knowledge may be a first step into what Boswell (2006) refers to as developing a better understanding of the role of employees, this project may serve as an initial exploratory study in order to build a theoretical conception of the role of employees in an organization, describe employees' consciousness and knowledge of brand identity and organizational strategy, explore how an increased consciousness and knowledge may contribute positively to organizational outcomes, and examine specific variables that may influence this consciousness and knowledge.

An increased employee consciousness and knowledge of brand identity and organizational strategy may furthermore result in e.g., (1) a sustainable competitive advantage for the organization, (2) an increased organizational loyalty and job longevity, (3) an increased level of employee empowerment, as they are better able to act according to

brand values and vision, (4) an increased level of employee efficiency, work quality, and motivation, (5) a brand differentiation which is characterized by service excellence among employees. Organizational outcomes like these contribute to the purpose of this study, as it together with other projects may contribute to an overall increased comprehension of the phenomenon under study, in this case supporting and developing the organizations of tomorrow.

1.5 Structure of the Thesis

The written thesis is divided into five chapters. The first chapter, 1.0 Introduction, presents a short background of the study, the research problem, and the purpose of the study.

The second chapter, 2.0 Theoretical Framework, will based on the background and problem statement of the first chapter define a theoretical frame that seeks to create specific research questions and hypotheses, in order to make the project more focused.

The third chapter, 3.0 Research Methodology, illustrates how the research project has been conducted, explains the choice of methodology used to investigate the research questions, presents the structure of the empirical findings, and discusses the quality of the study.

The fourth chapter, 4.0 Results / Empirical Findings, contains the analysis of all collected data.

The fifth chapter, 5.0 Discussion, starts out with a short initial summary of major findings, followed by key discoveries/theoretical implications. Then, limitations of the study

are discussed, as well as the usefulness. Managerial implications follow, before the need for future research is described.

After the fifth chapter, a conclusion closes the thesis.

2.0 THEORETICAL FRAMEWORK

This section will present theory and empirical research that are relevant to this research project, and seeks to define focused research questions that are based on the background and problem statement of the introduction. Theoretical concepts will be presented in an eclectic manner, looking at subjects from various perspectives, in order to build an as extensive comprehension as possible, providing a solid fundament for the following research methodology, empirical findings, and discussion.

The theoretical frame starts out by presenting *brand identity* and *organizational strategy*. Then, *leadership* and *empowerment* are presented, followed by *alignment*, *service excellence*, and *line of sight*. *Internal marketing* and *internal customers* are then presented, followed by *employee satisfaction* and *turnover*. *Concluding thoughts* sums up core attributes for effective leadership. *Incorporation of theoretical framework in the research* presents the research questions and hypotheses that are shaped based on the theoretical frame.

2.1 Brand Identity

In the pioneer corporate brands (e.g., Virgin and Body Shop), entrepreneurs had a visionary philosophy for the existence of their brand, and recruited employees with values that matched theirs (Collins & Porras, 1996; Buchanan & Hurczynski, 1997; as cited in de Chernatony, 1999). A low number of competent employees in contact with customers were likely to give the impression of a consistent corporate brand. As success resulted in expansions, the more successful companies shared their brand philosophy through a culture that focused on specific core values, allowing peripheral values and practices to develop and

adapt both for existing and new employees. The less successful companies lost consciousness of their core values as a result of discomfort with corporate culture and brand visions (Kotter & Heskett, 1992; as cited in de Chernatony, 1999). New employees became less confident about the organization's core values, and different styles of behavior evolved.

In corporate branding, employees are critical contributors to the organizational values, as they represent most of the brand cues (Hansen, 1972; as cited in de Chernatony, 1999). Staff must understand their organization's vision and be totally committed to delivering it. An organizational vision statement is regarded the commencement and foundation of an organization, and the communication of a sense of organizational direction to its members (Allen, 1995; as cited in Teare, 1997). A clear vision of what the organization could accomplish or become helps employees understand the purpose, goals, and priorities of the organization, giving the work meaning and fostering a sense of common purpose (Yukl, 2010). Moreover, as it contributes as a guidance of actions and decisions for employees, it becomes especially important when individuals or groups are empowered in their work decisions (Hackman, 1986; Raelin, 1989; as cited in Yukl, 2006).

A vision is strengthened by leadership behavior that is consistent with it. Concerns for values or objectives are reflected by managers' own actions, as well as by the questions they ask and actions they reward (Yukl, 2010). The vision and values encouraged by a leader should be reflected in his or her own behavior, consistently, not just when convenient (Yukl, 2010).

The success of a vision depends on how well it is communicated (Awamleh & Gardner, 1999; Holladay & Coombs, 1993, 1994; as cited in Yukl, 2006). Hence, more

emphasis should be placed on internal communication (Mottram, 1998; as cited in de Chernatony, 1999). Companies must pay more attention to their organizational culture, as it contains values and practices that influence employees' behavior and perceptions, and subsequently customers' impressions.

2.2 Organizational Strategy

A person-organization (PO) fit can be described as the “compatibility between people and the organizations in which they work” (Kristof, 1996, p. 1; as cited in Da Silva, Hutcheson, and Wahl, 2010). This suggests that attitudes and behaviors of individuals are influenced by whether the individual and the organization are similar or have a match on specific attributes. Attributes that are often examined are the values, goals, and traits of the individual and the environment (Cable & Judge, 1996; Ferris, Youngblood, and Yates, 1985; Furnham & Walsh, 1991; Judge & Cable, 1997; Muchinsky & Monahan, 1987; O'Reilly, Chatman, and Caldwell, 1991; as cited in Da Silva et al., 2010). The match between the individual and the organization has been connected to various attitudinal and behavioral outcomes, like job satisfaction, organizational commitment, intention to quit, turnover, and task performance (Hoffman & Woehr, 2006; Kristof-Brown, Zimmerman, and Johnson, 2005; Verquer, Beehr, and Wagner, 2003; Wheeler, Gallagher, Brouer, and Sablynski, 2007; as cited in Da Silva et al., 2010). On the other hand, the match between the individual and the organization has not been researched concerning organizational strategy.

Organizational strategy is an organizational trait which may play a part in applicants' and employees' perceptions of an organization. As size and culture of a company varies, so does the type of strategy they adopt in order to stay competitive in their environment. Organizational strategies comprise decisions in fields such as product development,

production, delivery, and administrative policies (Da Silva et al., 2010). Related to organizational performance, some strategies are more successful than others (Hambrick, 1983; as cited in Da Silva et al., 2010), and as organizational performance may have a direct impact on employees' payments, bonuses, and stock benefits, it would be astute for a job applicant to examine potential companies' strategies.

For the purpose of this study, strategy is defined as a framework of important decisions that (1) direct the organization in relation to its environment, (2) influence the organization's internal structure and processes, and (3) affect the organization's overall performance (Hambrick, 1980; as cited in Da Silva et al., 2010).

This study supposes that employees have precedence for the type of strategy their organization adopts. Thus, expanding on previous research findings, this study suggests that the greater is a fit or congruence between the organization's actual strategy and the employee's ideal strategy, the more committed the employee will be to the organization.

2.3 Leadership

Hackman & Johnson (2009, p. 11) give the following definition of leadership, based on communication: "Leadership is human (symbolic) communication, which modifies the attitudes and behaviors of others in order to meet shared group goals and needs." Hogg (2005, p. 53) defines leadership as a relational term: "It identifies a relationship in which some people are able to persuade others to adopt new values, attitudes and goals, and to exert effort on behalf of those values, attitudes and goals."

Compared to the term *management*, which by Harris & Nelson (2008) is described as the process of getting work done through others by planning, organizing, coordinating,

delegating and controlling, *leadership* is the process of providing vision, direction and meaning to the followers. Leaders may often need to take on managerial tasks and roles, but they also give answers to the questions; “Where are we going? What are our objectives? What are we trying to achieve? *Why are we here?*” (Messick, 2005, pp. 82-83) Hence, learning how to communicate effectively becomes an important part of the role as a leader (Clampitt, 2005a, 2005b).

Javidan (1992) describes five dimensions that describe effective leaders. The two first relate to a leader’s personal attributes; (1) goal-oriented, and (2) perseverant. The three last relate to abilities to communicate; (3) the ability to convey expectations and provide feedback, (4) the ability to mobilize and support co-workers and followers, and their abilities, and (5) the ability to function as an ambassador in relation to the organization’s environments.

Technological change and our modern scientific progress have resulted in highly effective transportation- and communication-systems. This have allowed for a higher degree of international businesses and markets, which in turn have resulted in an increased competition. As such, leaders in the most flourishing organizations of today have recognized that internal changes must respond to what is happening in the external environment (Daft, 2005b). It reflects a change from the stable environment of *great man leadership (Era 1)* and *rational management (Era 2)*, towards the more chaotic approach of *team leadership (Era 3)* which focuses on empowerment, and finally *learning leadership (Era 4)*, which operates a shared vision, and facilitates change and adaptation on a macro level (Daft, 2005a, pp. 595-597). This is by Daft (2005b) referred to as *leading change*; and he claims that a critical aspect of modern leadership is to understand how to overcome organizational resistance

towards change. “Leaders use communication and training, participation and involvement, and – as a last resort – coercion to overcome resistance.” (Daft, 2005b, p. 659)

Bass (1997) says that charisma (also called *idealized influence*) is marked by four important factors; (1) display of conviction, (2) emphasis on values and trust, (3) setting high standards and challenging goals, and (4) inspiring emulation and identification. Leaders who combine these qualities with *inspirational motivation* (articulate a vision for the future), *intellectual stimulation* (questioning old ways and stimulating exploration of new ones), and *individualized consideration* (respecting individual needs, abilities and aspirations) are regarded *transformational leaders* (Goethals, 2005). Followers want to identify with these leaders, and fulfill the goals set forth by them (Bass, 1997). On the other hand, we have *transactional leaders*, who adopt an exchange perspective where they recognize employee needs, and administer rewards and punishments in exchange for an increased employee motivation and effort (Barge, 2005a).

2.3.1 Empowerment

In learning leadership (Daft, 2005a), or leading change (Daft, 2005b), a leader’s power is reflected by the digital information age. Leading change equals to giving up the traditional mean of control, and instead influence through vision, values, alignments and relationships. In this sense, power is brought to a completely new level, where leaders stop controlling details, and rather focus on developing an organizational culture built on a shared set of vision and values (Argenti & Forman, 2002), and developing relationships in place of hierarchal control, making the workplace a community of shared purpose with common goals, as well as the freedom and individual responsibility to reach these organizational goals.

Empowerment probably has the same type of consequences on a psychological level as high intrinsic motivation and self-efficacy (Yukl, 2006). Beneficial consequences include (1) stronger commitment to tasks, (2) greater personal initiative when performing positional responsibilities, (3) greater persistency when facing obstacles and setbacks, (4) more individual and organizational innovation and learning, and a stronger optimism about the potential success of the work, (5) higher work satisfaction, (6) stronger commitment to the organization, and (7) decreased turnover (Block, 1987; Howard, 1998; Thomas & Velthouse, 1990; as cited in Yukl, 2006).

2.3.2 Leadership and Empowerment in Empirical Findings

In the last section of the analysis, which focuses on multiple regression, a medium-high collinearity was detected between the variable measuring leadership practiced by leaders, and the variables measuring empowerment practiced by leaders (Appendix 5A). As leadership practiced by leaders and empowerment practiced by leaders both are tightly interrelated concepts, the two variables were combined for the multiple regression analysis of this study.

2.4 Alignment

The task of strategic management is to keep the organization aligned, both internally and externally (Dickson, Ford, and Upchurch, 2006).

Externally, strategic decisions are influenced by the need to align organizational resources with opportunities and threats in the environment (Miles & Snow; as cited in Dickson et al., 2006). Internally, working towards a coherent congruence between mission

statement, actions, policies, and procedures of the organization and its leadership can significantly improve organizational performance (Dickson et al., 2006).

The best way for organizations to accomplish a sustainable competitive advantage is to strengthen its chosen strategy with a host of activities (Dickson et al., 2006). Nadler & Tushman (1997) present five specific areas that organizations should establish and monitor when a fit is critical for organizational development and success, namely; strategy, work, people, structure, and culture.

Research examining the relevance of alignment to the success of an organization has found it important (Dickson et al., 2006). A particular study investigating the connection between organizational mission and financial performance discovered that the extent to which an organization aligns its internal structure, procedures, and policies with its mission statement was positively related with employee behavior. Moreover, employee behavior had the most direct relationship with financial performance (Bart, 1998; Bart et al., 2001; as cited in Dickson et al., 2006).

Substantial efforts have been put into connecting the congruence of HR processes and polices with organizational mission statements, which have become well accepted (Dickson et al., 2006). The relationship between alignment and organizational performance also appears to be firmly settled in management literature, and is even included in most standard texts on strategy (Dickson et al., 2006).

Even though academic discussions include both internal and external alignment, this research project will focus solely on internal alignment.

Too often in consultations and discussions with practicing managers, it is revealed that most practitioners agree with the logic of aligning a carefully developed strategic plan with their mission, when only a few of those managers have spent considerable time and effort to assure that their actions, procedures, and policies are actually aligned with the mission (Dickson et al., 2006). “Most organizations have now learned how to communicate and audit their strategic concerns with their financial goals, but most are still challenged by the need to effectively communicate their commitment to service excellence identified in the mission statement.” (Dickson et al., 2006, p. 465)

2.4.1 *Service Excellence*

If an organization’s management consider it of relevance to have employees focus on its mission of service excellence, an insight of what factors lead to such a focus and how they may be aligned is of importance. Alignment is the development towards better congruence between various cues that managers use to communicate to employees what is important and what is not, what has value to the organization and what does not, and what they should do for their customers and what they should not. Managers have a responsibility to develop an aligned set of cues, processes, and standards that may define a customer-focused culture, which will guide employees towards a comprehension of what the organization’s commitment means in every encounter with every guest or task (Dickson et al., 2006).

Employees quickly recognize inconsistency between what is said to be important and what is measured and rewarded. The better alignment of the organization’s cues on the ideal image, the more likely it is that the organization will approach that image. Bewilderment over organizational mission will misdirect valuable work capacity; it is

important that everyone works towards the same organizational mission (Dickson et al., 2006). Strategic actions, staffing policies, and systems procedures should all share the same focus, which will guide and direct employees' behavior towards the real emphasis of the organization. When organizations with a specific mission emphasis do not communicate this mission in job advertisements, job descriptions, and performance evaluations etc., the relevance and quality of that mission statement is called into question by all members of the organization (Dickson et al., 2006).

Organizations can and often do send conflicting signals about expectations, and managers can reflect inconsistency in what they say, do and reward, which results in mixed messages that dilutes or even distorts the employee focus (Dickson et al., 2006).

Regarding employees commitment to customer service excellence, the research of Dickson et al. (2006) found the following factors relevant when aligning organizational and managerial actions with desired mission outcomes: customer service plan monitoring with appropriate feedback, and empowerment and related training that improve internalization of customer service values, with a minimal emphasis on corrective action when necessary. The data reveal that there are advantageous effects on employees' perceptions of both organizational satisfaction and commitment that is a result of alignment. The extent to which an organization is aligned with its service mission is strongly related with the extent to which its employees believe that they are committed to the organization and feel overall very satisfied with the organization and their jobs (Dickson et al., 2006). Organizations can achieve a sustainable competitive advantage by successfully developing their employees. An organization that is able to effectively develop its employees' perceptions of the brand

image should benefit from high levels of service quality, customer satisfaction, repeat purchase behavior, and lower employee turnover (Mangold & Miles, 2007).

2.4.2 Aligning Employees through “Line of Sight”

Strategic alignment is often considered a vital component among the upper organizational positions. However, in a business environment represented by intense global competition, tumultuous markets, and changing business conditions, organizations should no longer disregard nonexecutive employees as insignificant to organizational success (Boswell, Bingham, and Colvin, 2006). Employee line of sight is often of serious importance at lower organizational levels, where employees are in direct contact with products and customers. Still, evidence exists that line of sight is typically weakest among these employees, and that the management does not share important information, often caused by the feeling that employees are either uninterested or unable to understand the organizational strategy (Boswell & Ramstad, 1997; as cited in Boswell et al., 2006).

Aligning employees with the organizational goals is critical in order to manage human capital efficiently and attain strategic success (Boswell et al., 2006). Employees who are aligned with the organization’s goals become personally engaged in tasks and behaviors that promote tacit learning; *learning by doing* (Hatch & Dyer, 2004; as cited in Boswell et al., 2006). When human resources possess this tacit, organization-specific knowledge, the actions of employees associated with the specific organizational goals become a source of competitive advantage which is valuable, unique, and lead to increased organizational performance. Achieving employee line of sight then becomes the instilling of how to accomplish organizational goals and objectives through an accurately developed, collective awareness of behaviors that contribute to organizational success (Boswell et al., 2006).

This is compatible with the idea of a shared vision that shapes the collective mindset of employees to practice decision-making that coheres with organizational goals (Nelson, 1997; Ulrich, 1992; as cited in Boswell et al., 2006). It is not enough for employees to accept orders literally for an organization to operate well; it is of importance that employees take initiative and apply their personal skills and knowledge in order to boost the achievement of the organization's goals (Simon, 1991; as cited by Boswell et al., 2006). Employee line of sight helps employees engage more efficiently in actions that are not defined or controlled by management.

An essential necessity is that employees *understand* these organizational goals, and then *act* on that knowledge. Recruiting better employees is not the critical factor when seeking to gain competitive advantage; it is managing existing employees so they understand the organization's identity and strategy, thus being able to contribute better (Boswell et al., 2006). Uniting employees toward a shared comprehension of organizational goals produces synergy in organizational direction, and ultimately translates to strategic success. An increased understanding of organizational goals should result in enhanced outcomes, as employees will be more likely to do the right thing (Kristof, 1996; as cited in Boswell et al., 2006).

However, as employees are independent agents, they may not always take initiative in tasks that are not monitored or defined. If an organization fails in promoting employee line of sight to their organizational identity and strategic objectives, employees may create their own. Without a clear understanding of the actual organizational identity and strategic goals, employees may align with goals of lower priority, or in worst case with goals that are contrary to the organization's strategy. A lack of comprehension may thus adversely

decrease performance (Witt, 1998; as cited in Boswell, 2006). Emphasis must be placed on matching employee capabilities with the strategic direction of the organization. Human resource practices help guide employees in making use of the right skills and abilities in order to carry out the chosen strategy. This is not meant to suggest that employee line of sight is the only critical factor in aligning employees with the organization. Employee motivation, competency, and the opportunity to act are other important determinants of effective organizational performance (Boswell & Ramstad, 1997; as cited in Boswell et al., 2006).

2.5 Internal Marketing

Several definitions on internal marketing have been developed, and all are built on the idea of viewing and treating employees as internal customers.

“Internal market of employees is best motivated for service-mindedness and customer-oriented behaviors by an active, marketing-like approach, where marketing-like activities are used internally” (George & Grönroos, 1989; as cited in Papasolomou & Vrontis, 2006, p. 39).

Bekkers & Van Hasstrecht (1993; as cited in Papasolomou & Vrontis, 2006, p. 39) define internal marketing as: “Any form of marketing within an organization which focuses staff attention on the internal activities that need to be changed in order to enhance external market place performance.”

Rafiq & Ahmed (2000; as cited in Papasolomou & Vrontis, 2006, p. 39) define internal marketing as: “A planned effort using a marketing-like approach to overcome organizational resistance to change and to align, motivate, and inter-functionally co-ordinate and integrate

employees towards the effective implementation of corporate and functional strategies in order to deliver customer satisfaction through the process of creating motivated and customer-oriented employees.”

It is clear that companies should invest to create consistent national or even global recognition and preference for its brand. In the service-sector, branding is usually referred to as a challenge, as regardless of the fact that the organization may have established a well conceived positioning for their corporate brand, its successful positioning depends on the careful attention to the role employees play in producing, maintaining and/or delivering the service (Papazolomou & Vrontis, 2006).

A corporate brand’s identity is continuously experienced by customers and stakeholders through every point of contact they have with the organization. As lower-level employees in many cases have the most frequent point of contact with consumers, it is to the organization’s interest that they are able to integrate and align with the service brand in the consumers’ eyes (Papazolomou & Vrontis, 2006). The success of the Ritz-Carlton chain of luxury hotels renowned for outstanding service is based on the philosophy that to take care of customers, the organization must first be able to take care of those who take care of customers. More satisfied employees deliver a higher value of service, which in the end results in more satisfied customers and an enhanced competitive advantage (Papazolomou & Vrontis, 2006).

The organizational culture defines the organizational values, and encourages preferred employee behavior. Management may shape the corporate brand based on which values should be used to position it in the marketplace. Good internal communication is important when managers communicate the brand position and customer expectations so

that employees become aware and knowledgeable to fulfill their role as brand builders (Papasolomou & Vrontis, 2006).

Empirical analyses has found that the actions of employees are not the only fundamental factor to a quality deliverance of the service, also the morale of staff influences consumer satisfaction with a service brand (Schneider & Bowen, 1993; as cited in Papasolomou & Vrontis, 2006). Thus, a customer-oriented service culture, which is needed for delivering consistently services of high quality and for building successful brand identity, must be instilled. This customer-focused culture needs to suffuse the entire organization so that customer satisfaction becomes a natural goal for all employees. This complemented with human resource processes such as employee development and training can encourage an environment with shared organizational values and hence, an enhanced probability of a consistently executed brand service encounter (Papasolomou & Vrontis, 2006).

These basic elements increase the match between the promised and perceived service brand, and reinforces in turn a strong brand image on which greater consumer satisfaction relies. A relationship of trust which has existed for a long period between the organization and its consumers may contribute to the brand identity and service delivery being further embedded into the corporate culture as a natural way of acting. Seeing and treating employees as internal customers can ensure higher employee satisfaction, and eventually the development of a more customer-conscious, market-oriented, and sales-minded work force (Grönroos, 1981; as cited in Papasolomou & Vrontis, 2006).

The logic of considering employees as internal customers is that by fulfilling the needs of internal customers, the organization should be better suited to deliver the quality necessary to satisfy external customers (Papasolomou & Vrontis, 2006). Deducible from this

is the assumption that a higher employee satisfaction enhances both motivation and retention, and subsequently the possibility of achieving external satisfaction and retention.

The integration of internal marketing into an organization is perceived to be a prerequisite for achieving high quality customer service, which is considered important in order to differentiate the brand and retain a competitive advantage with customers in a highly homogenous industry (Berry, 1999; as cited in Papasolomou & Vrontis, 2006). Staff development is essential, as the practice of internal marketing seems aimed at the “mind and soul” of employees, enabling them to better deliver high quality service and achieve organizational goals, one of which in general is customer retention (Papasolomou & Vrontis, 2006). They have further grouped several activities that appear to constitute internal marketing into four major themes: (1) training and education, (2) the image of the internal customer, (3) quality standards, and (4) reward systems. Internal marketing helps to look inside the organization and attempt to align employees’ values and behavior with a brand’s desired values. An organization’s success depends partly on the potential implementation of internal marketing, which helps to look inside the organization and align employees’ values and behavior with the organizational values, and is dependent on how the four elements are integrated and implemented.

2.5.1 Viewing Employees as Internal Customers

In the research of Papasolomou & Vrontis (2006), their analysis of employees’ data reveals that in order to feel valued, employees need to be treated in a caring way by their superiors and the organization. The analysis of the managers’ data shows that a successful implementation of internal marketing can enable managers to practice a caring attitude towards their subordinates, which in turn will motivate employees to reflect positive

attitudes towards customers. Both managers and employees agree that internal marketing generates service mentality. By linking employees to organizational goals of customer focus and service orientation, individuals can see their own contribution to the achievement of the organizational goals, which will infuse a differentiation of the corporate brand. Berry (1999; as cited in Papasolomou & Vrontis, 2006) states that employees who feel as part-owners of the organization they work for are working more motivated towards sustaining the organization's success, since they have more to gain.

2.6 Employee Satisfaction & Work Attendance

Human resources are intangible resources, making them hard to measure (Parasuraman, Zeithaml, and Berry, 1985). According to Zeffane, Ibrahim, and Mehairi (2007) employee satisfaction is a predictor of how much pressure and stress employees can handle while working, which subsequently influences the level of work attendance and employee turnover. When employees are enjoying their work, it is more likely that they will be more effective when handling the daily stressors they experience, and therefore decrease their absence or withdrawal from work. A satisfaction of employee needs has the probability to result in higher job satisfaction providing employees with a positive buffer to handle challenges, decreasing daily stress, mental illness, and work absence (Zeffane et al., 2007).

2.6.1 Turnover

A high turnover of employees may indicate poor work satisfaction. Hurley & Estelami (2005) points out that employee satisfaction is regarded to be driven by perceptions of management variables such as training, communication, and empowerment. Employee

turnover leads to a loss of experienced employees, which translates into a reduction of valuable competence, which in turn leads to a decrease in employee performance. Thus, high employee turnover may be a strong indicator of an unsatisfactory work environment, with subsequent effects on customer satisfaction and organizational profitability.

2.7 Concluding Thoughts

Develop alignment on organizational goals and strategies: Effective performance of a collective task requires a shared perception about what to do and how to do it. By promoting a consensus about this organizational direction is especially relevant in freshly formed groups and organizations in markets that demand strategic change. Effective leadership helps to establish agreement about goals, priorities, and strategies in order to stimulate synergies (Yukl, 2006).

Build task commitment and optimism: Difficult and stressful tasks demand employee commitment and persistency in order to handle obstacles and setbacks. Effective leadership increases work enthusiasm through establishing task commitment and confidence that efforts will be successful (Yukl, 2006).

Develop and empower employees: Organizational or group performance will likely be better when employees are actively involved in problem solving and decision making. Individual relevant skills must be developed to prepare employees for leadership roles, new responsibilities, and major change. Effective leadership support employees in developing their skills, and empowers them to make decisions on behalf of the organization themselves (Yukl, 2006).

Encourage and facilitate collective learning: Continuous organizational learning and change is crucial for generating competitive advantages in a highly competitive and turbulent business market. Employees must collectively develop the processes of working together towards organizational goals. Effective leadership encourages unit interest and supplies necessary resources and support along the way (Yukl, 2006).

2.8 Incorporation of Theoretical Framework in the Research

Based on this theoretical framework, the problem statement supports the following two research questions; the first with supporting sub-questions, and the second with supporting hypotheses:

Q1: “How do employees perceive their hotel’s *brand identity and organizational strategy*?”

Q1.1: “How is employees’ consciousness and knowledge of their hotel’s *organizational goals* characterized?”

Q1.2: “How is employees’ consciousness and knowledge of their hotel’s *vision statement* characterized?”

Q1.3: “How is employees’ consciousness and knowledge of their hotel’s *values* characterized?”

Q1.4: “How is employees’ consciousness and knowledge of their own *individual goals* characterized?”

Q2: "Do the six *organizational behavior-oriented variables* influence employee perceptions of *brand identity and organizational strategy*?"

H1: "A positive perception of *individual empowerment* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

H2: "A positive perception of *internal marketing* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

H3: "A positive perception of *leadership practiced by leaders* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

H4: "A positive perception of *empowerment practiced by leaders* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

H5: "A positive perception of *strategic change* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

H6: "A positive perception of *employee satisfaction* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

3.0 RESEARCH METHODOLOGY

Yin (1994) describes research methodology as logical sequences that connects the empirical data to a study's research questions and, ultimately, to its conclusions. It is a framework for the study, a guide through the process which verifies that the study will be relevant to the problem. According to Gomm (2004) research methodology can be defined as the examination of direction and implication of empirical research, or of the suitability of the techniques employed in it.

This section will illustrate how this research project has been conducted, discussing the alternatives relevant to this particular study, and explaining the choice of methodology used to investigate the research questions. Finally, the structure of the empirical findings section will be presented, followed by a discussion of the quality of the study.

3.1 Research Design

The design of the study will to a large extent shape it, as it connects the empirical data to the study's initial problem statement. According to Bickman (1998) the design functions as the architectural blueprint of a research project by linking data collection and empirical findings to the problem statement, and ultimately the conclusion, ensuring that the entire research plan will be included and followed. The design also affects the quality of a research project. The credibility, usefulness, and feasibility of the research are dependent on the implemented research design (Salkind, 2009). The research design is a plan for investigating an identified phenomenon, and it depends on more than just identifying a problem statement. As data provides the evidence needed to examine the problem

statement, deciding how the data are to be collected and analyzed is most important when developing a research design (Neuman, 2009; Salkind, 2009).

Salkind (2009) divides research design into three main categories: non-experimental, quasi-experimental, and true-experimental. The non-experimental category can be divided further into several subcategories, such as *historical research*, *descriptive research*, and *explanatory research*, and is typically characterized by a static instrument for collecting data (Salkind, 2009). The data may be collected in one cycle, representing a still image of time; or in several cycles, in order to search for changes over time, or in order to search for variations between different samples, or both (Neuman, 2009). The quasi- and true-experimental categories focus on direct cause-and-effect explanations, as they are able to manipulate the sample and variables as the research process develop.

3.1.1 *Choice of Research Design*

Determining a research approach with the appropriate strategy is an essential step in the research process. The chosen research strategy depends on how the development of knowledge is regarded (Sanders, Lewis, and Thornhill, 2000), and on how much is known about the phenomenon to be investigated (Churchill & Brown, 2006).

When thinking of research in general, it may in its simplest form be seen as a process of *discovery* or *finding out*. On the other hand, to advance the knowledge it is also necessary to provide *explanations* – in order to explain *why* things are as they are. A third function of research, *evaluation*, judges the success or value of policies, programs, and strategies (Churchill & Brown, 2006; Neuman, 2009). Particular research projects concentrate on only

one of these functions, but often are two or more included in the same project (Ticehurst & Veal, 2000).

When nothing or relatively little is known about a problem to be investigated, *exploratory research* is used, mainly in order to gather preliminary information that will help define problem statements and determine the best research design, data collection method and selection of subjects for future research (Neuman, 2009). When a problem is precisely and clearly formulated, a *descriptive* or *explanatory* research approach becomes relevant, in which the data collection is based on a pre-defined set of terms in order to answer concrete problem statements or research hypotheses (Churchill & Brown, 2006; Neuman, 2009).

The overall purpose of *descriptive research* is to build a conceptual framework of the problem under study, and describe the characteristics of an existing population or phenomenon as it naturally occurs (Salkind, 2009). Contrary to exploratory studies, it is very inflexible, and requires specifications on how the research will be undertaken. Descriptive research can stand on its own, as it provides a broad picture of the particular phenomenon or population that is focused on (Neuman, 2009). However, “it can also serve as a basis for other types of research in that a group’s characteristics often need to be described before the meaningfulness of any differences can be addressed” (Salkind, 2009, p. 10).

Explanatory research moves beyond description and seeks to explain the patterns and trends observed. The aim is thus to be able to say that, for example, there has been an increase in B because of a corresponding fall in A. Notice however, that it is one thing to discover that B has increased while A has decreased, but to determine that the rise in B has been *caused* by the fall in A is a more demanding task. To establish the likelihood of

causality requires the researcher to be rigorous in the data collection, empirical findings, and discussion of data (Neuman, 2009). Furthermore, it usually requires a theoretical framework in order to connect the phenomenon to wider social, political, or cultural processes (Churchill & Brown, 2006; Salkind, 2009). This explanatory research includes in other words both (1) correlational research, which ventures beyond descriptions and initiate discussions of relationships that particular variables or events might have to one another, in order to provide some indication on how two or more things are related to one another, what they share or may have in common, or how well a specific outcome might be predicted based on the collected data (Salkind, 2009), and (2) causal research, which seeks for direct cause-and-effect-relationships, where a change in one variable directly influences a change in another (Churchill & Brown, 2006; Salkind, 2009).

Evaluation research arises from the need to make judgments on the success or effectiveness of policies, programs, or strategies, and basically involves comparisons (Ticehurst & Veal, 2000).

The main focus of this research project is to (1) measure and describe the characteristics of employees' perceptions of their hotel's *brand identity and organizational strategy*, and (2) measure employees' perceptions of *six organizational behavior-oriented variables*, to examine whether each of these six variables may have an influence on the employees' perceptions of their hotel's brand identity and organizational strategy. This focus is summarized by the two research questions of this study:

Q1: "How do employees perceive their hotel's *brand identity and organizational strategy*?"

Q2: “Do the six *organizational behavior-oriented variables* influence employee perceptions of *brand identity and organizational strategy*?”

The first research question seeks to build a descriptive framework of employees’ consciousness and knowledge of brand identity and organizational strategy. The second research question then seeks to examine whether the six organizational behavior-oriented variables influence this consciousness and knowledge of brand identity and organizational strategy. For the first research question, a descriptive research design is appropriate. For the second research question, an explanatory research design is appropriate. As this research question seeks to examine specific independent variables’ influence on specific dependent variables, a correlational research approach alone will not be sufficient, as it only studies the mutual correlation *between* two variables, without a direction (Salkind, 2009). Hence, a causal research approach will also be included, as it examines the direct effect of one variable on another (Churchill & Brown, 2006). However, considering the complexity of organizations, in that an unimaginably number of variables and their attributes are intertwined, the theoretical and methodological foundation of this research project is not sufficient to draw absolute causal conclusions. Accordingly, the results for the second research question may be considered as an exploratory starting point for further research on organizational behavior-oriented variables’ influence on employee perceptions of brand identity and organizational strategy.

3.1.2 *Quality Assurance*

The project was initiated with an extensive theoretical framework, in order for the researcher to develop an idea of which variables and attributes the data collection should

focus on. To ensure an even better comprehension of what would be pertinent for the data collection to focus on, informal interviews were made with employees in both higher and lower positions in the various hotels. As a result of this, the data would not be collected solely based on the premise of the theoretical framework, but also on qualitative feedback from the hotel business. This contributes to an increased validity of the entire data collection, as it helps assure that the survey includes variables and attributes that are central in the theoretical framework, while being as realistic and relevant as possible for employees to respond to. Furthermore, it increases the reliability as each variable and attribute is developed and enhanced based on feedback from employees, making statements more consistent, hence reducing the chances of participants misinterpreting parts of the survey.

3.1.3 Primary and Secondary Data

Collection of data may consist of either new information or existing data. New information collected as part of a research project is called primary data. Secondary data are information that already exists, which potentially were collected for other purposes, but which may be replicated and referred to in the current project (Ticehurst & Veal, 2000; Salkind, 2009). A relevant part of any research project is to look for existing sources of information, even if the project is to be based mainly on new information (Salkind, 2009). Primary data are necessary to answer the two research questions of this study. Secondary data, which are presented in the theoretical framework, have contributed as a foundation in order to focus the collection of the primary data, and also in order to avoid any potential replications in the data collection.

3.2 Research Methods

There are two main categories of research methods, namely *quantitative* and *qualitative* (Salkind, 2009). They are different in many ways, but are also able to complement each other. The major difference between the two is the nature of the data that are collected (Neuman, 2009).

Quantitative data collection techniques encompass experiments, surveys, content analysis, and existing statistical sources (Salkind, 2009), in which data are collected as *hard data* – numbers. Qualitative data collection techniques include field research, and historical-comparative research, and data are collected as *soft data* – impressions, words, sentences, photos, symbols and so on. People who consider quantitative research by standards of qualitative research will most often get disappointed, and vice versa. The strengths that each style offers must be considered in order to apply the most fitting approach to the phenomenon that is to be researched (Neuman, 2009; Salkind, 2009).

The two research methods adopt different approaches to turn a subject or problem into a focused problem statement. Qualitative research often emphasize conducting detailed examinations of interpretive or critical social science, using a transcendent perspective with an inductive, nonlinear progress path that depends heavily on the actual case and context. Hence, researchers often start out with vague or unclear problem statements. Topics, research questions, and hypotheses are often found and shaped as the research process goes on (Neuman, 2003; Neuman, 2009).

By contrast, quantitative research generally follows a deductive path where focused problem statements, research questions, and hypotheses are defined in advance of the

research process in order to collect hard data that are consistent with the phenomenon that is studied. This guides the study design before any data are collected. An exception is quantitative exploratory research, since it does not seek to answer a pre-defined problem, but investigate the potential for further, more specific research. Hence, they follow a linear progression involving precisely measuring variables and hypotheses that are linked to descriptive, correlational, or causal deductions (Neuman, 2003; Neuman, 2009).

| Quantitative Research | Qualitative Research |
|---|---|
| Test focused hypothesis that the research starts out with | Meaning emerges as the researcher becomes immersed in the data |
| Concepts are framed as distinct variables | Concepts are framed as themes, motifs, generalizations, and taxonomies |
| Measuring variables are systematically created and standardized in advance of data collection | Measurement is based on an ad hoc approach, and is often distinctive to the individual context or researcher |
| Collected data are in the form of numbers from precise measurement | Collected data are in the form of words and images from documents, observations, and transcripts |
| Theory is to a large extent causal and deductive | Theory can be causal or non-causal, and is often inductive |
| Procedures are standard, and replication is assumed, as the research bases itself on previous research | Procedures are particular, and replication is rare |
| Analysis is undertaken through statistics, tables, or charts, and is connected directly to research hypotheses and problem statements | Analysis proceeds by extracting themes or generalizations, organizing the collected data to present a coherent and consistent picture |

Table 1: Quantitative versus Qualitative Research Methods (Adopted from Neuman, 2003)

The choice between collecting qualitative or quantitative data depends to a large extent on whether the research purpose is to investigate the phenomenon in depth or in width (Salkind, 2009). The optimal research would focus on both, but due to a limitation in time and resources, most researchers have to compromise and go for either depth or width. This is related to the balance between how many variables that will be included and how

many respondents that is realistic (Jacobsen, 2000). Qualitative research is often used when the research is of an exploratory nature, and when the focus is on understanding people's perceptions, or the underlying implications of things or events. Quantitative research is preferred when the data collection is focusing on similarities and differences between variables.

As this research project does not focus on the *qualitative understanding* of people's perceptions, but rather seeks to draw a descriptive picture of perceptions, and conduct an explanatory research based on six pre-determined variables that might influence these perceptions, the most suitable approach is clearly quantitative. The project has a large number of clearly defined variables and attributes that are, considering the limited timeframe, most realistically and efficiently measured as hard data. Moreover, the clearly defined research questions and hypotheses support that this study follows a deductive path.

3.3 Measuring Variables

The data are collected using a questionnaire that consists of four sections. The first section collects demographic attributes, the second measures four variables representing perceptions of brand identity and organizational strategy, the third measures perceptions of six organizational behavior-oriented variables, and the fourth section serves as a closure by measuring perceptions of the survey. It is the second and third section of the collected data that will directly contribute to the examination of this project's research questions and hypotheses.

The first section collects four major demographic attributes; *gender (D1)*, *age (D2)*, *number of years in the hotel industry (D3)*, and *number of years in the current hotel (D4)*. As

this research project does not include any demographic variables in its research questions, these are solely included in order to describe the sample, and the results are illustrated in Table 2. The attributes of the four demographic variables are “male / female” for gender, “less than 20 / 20-29 / 30-39 / 40-49 / 50-59 / 60 or more” for age, and “less than 1 / 1-3 / 4-6 / 7-9 / 10-19 / 20-29 / 30 or more” for both number of years in the hotel industry and number of years in the current hotel. The latter are distinctively representing different stages in employees’ existence in the organization, while being easy to relate to.

The second section is made up of the four variables that measures “employee perceptions of brand identity and organizational strategy”, namely *organizational goals (S1.0)*, *vision statement (S2.0)*, *values (S3.0)*, and *individual goals (S4.0)*. These collect data specifically in order to answer the first research question. Each of these four variables consists of several attributes that together model the respective variable. Each attribute is structured as a statement which the participant responds to on a Likert scale that ranges from 1 to 7, where 1 equals “false” and 7 equals “true”. Hence, each statement has a total of six directional categories; three in each direction, as well as a neutral middle option, making it a combination of an agreement scale and a rating scale.

The third section is made up of the six organizational behavior-oriented variables, measuring perceptions of *individual empowerment (S5.0)*, *internal marketing (S6.0)*, *leadership practiced by leaders (S7.0)*, *empowerment practiced by leaders (S8.0)*, *strategic change (S9.0)*, and *employee satisfaction (S10.0)*. For the second research question and its six hypotheses, these six variables are considered the *independent variables*, whereas the four variables in the second section become the *dependent variables*. As with the four variables in the second section, each of these six variables consists of several attributes that

together model the respective variable, structured as statements that are responded to on a scale ranging from 1 to 7.

The fourth section measures perceptions of the survey (S11.0) through three statements. These are not included in any of the research questions, and are as the first section included only in order to describe the sample's overall perception of the survey. The results are illustrated in Table 3.

3.4 Questionnaire

The questionnaire exists in both English and Norwegian (Appendix 1B and 1C respectively). The four parts that collect the four respective sections of data are seamlessly integrated in order to present it as simple as possible for the respondents. All the four parts together contain 112 attributes. Except for the initial demographic part, every single attribute is structured as a statement with a Likert scale that ranges from 1 to 7.

The questionnaire makes use of reversed statements in the second and third part in order to make the participants focus more carefully when selecting their responses. Out of these 105 attributes, 14 are reversed.

As this research project is designed and written in English, the entire questionnaire was developed in that language. However, as the majority of the employees in the involved hotels are of Norwegian origin, the questionnaire was also translated into Norwegian, making it more appealing, and reducing the chance of misinterpretations for respondents with language skills that favor Norwegian over English. The potential importance of this Norwegian translation was discovered through the informal interviews with employees.

The translation-process went through several phases, of which the first phase focused on creating a Norwegian version based on the English version. The second phase focused on developing the Norwegian version further, making it as consistent as possible with the terms of the Norwegian language. The third phase then developed the English version in order to make it as consistent as possible with the Norwegian version, while keeping the consistency with the terms of the English language. This development would continue until both versions sounded native to their own language, while maintaining the consistency between each other.

A pilot survey was then conducted among four conveniently sampled employees in advance of the actual data collection, in order to get oral feedback on the survey itself, as well as the consistency between the two languages.

3.5 Population and Sample

The sampling in this case consists of two phases; picking hotels, and choosing employees in each of these hotels. Six hotels in Stavanger were chosen based on quota sampling, which selects units with the characteristics that is wanted, but does not randomly select a subset from the population (Salkind, 2009). The further selection process of the employees was based on convenience sampling, which gathers information from any respondents who are available. This accidental sampling is easy, cheap, and fast. The downside of it is that it may produce a very unrepresentative sample (Neuman, 2009; Salkind, 2009).

The total sample consists of 120 units in these six hotels, which translates into an average representation of 20 employees per hotel. Salkind (2009) defines a sample as a

subset of the population – and only when the results can be generalized from a sample to the population do the results have meaning beyond the restricted setting in which they were originally obtained. “When results are generalizable, they can be applied to different populations with the same characteristics in different setting.” (Salkind, 2009, p. 89)

The study’s population consists of all relevant units of analysis or data (Frankfort-Nachmias & Nachmias, 1996). It is the group of whom you want to generalize the results of a study (Salkind, 2009). The sample of this study is geographically restricted to employees in hotels in the city of Stavanger. Limiting the population to encompass solely the hotel business in Stavanger would minimize chances of potential extraneous variables that may be related to measured variables without being a part of the data collection, hence increasing the statistical significance (Salkind, 2009). Differences in culture, nationality, geographical demarcations, and other demographics may influence different extraneous variables in various ways (Neuman, 2009).

The first research question seeks to draw a descriptive picture of the sample, and hence, the findings for this question will not be generalized to a population. However, as the second research question and hypotheses are designed to be universally consistent for the hotel business on a general level, the findings for the second research question are ultimately generalized to the hotel business in the conclusion. This supports the exploratory nature of this project, as it seeks to establish a foundation for more specific future research that may include demographic factors, in order to learn more about a specific population, contra this study.

This research project does not seek to compare any of the hotels to each other, but instead draw a picture of the overall situation. As such, the collected data do not include

any information that can trace it back to any specific hotel. Moreover, as this research project collects sensitive data about both employees and hotels' practices that may harm or damage impressions or reputation, the involved hotels were guaranteed complete anonymity.

The following descriptive statistics of demographics and closing statements requires no additional comments.

3.5.1 *Sample Demographics*

| | | Frequency | Percent |
|---|--------------|-----------|---------|
| D1: Gender | Male | 37 | 30.8 |
| | Female | 83 | 69.2 |
| D2: Age | Less than 20 | 5 | 4.2 |
| | 20-29 | 63 | 52.5 |
| | 30-39 | 33 | 27.5 |
| | 40-49 | 16 | 13.3 |
| | 50-59 | 3 | 2.5 |
| D3: Number of years in the hotel industry | Less than 1 | 10 | 8.3 |
| | 1-3 | 22 | 18.3 |
| | 4-6 | 50 | 41.7 |
| | 7-9 | 24 | 20.0 |
| | 10-19 | 9 | 7.5 |
| | 20-29 | 5 | 4.2 |
| D4: Number of years in the current hotel | Less than 1 | 32 | 26.7 |
| | 1-3 | 44 | 36.7 |
| | 4-6 | 22 | 18.3 |
| | 7-9 | 11 | 9.2 |
| | 10-19 | 10 | 8.3 |
| | 20-29 | 1 | 0.8 |

Table 2: Descriptive Statistics of Demographics (D1–D4)

3.5.2 Sample Perceptions of the Survey

| | | Frequency | Percent |
|--|--|-----------|---------|
| S11.1: I was conscious of our hotel's brand identity before taking this survey | 2 | 2 | 1.7 |
| | 3 | 2 | 1.7 |
| | 4 | 18 | 15.0 |
| | 5 | 21 | 17.5 |
| | 6 | 33 | 27.5 |
| | 7 | 44 | 36.7 |
| | S11.2: I will be more conscious of our hotel's brand identity after having taken this survey | 1 | 15 |
| 2 | | 16 | 13.3 |
| 3 | | 13 | 10.8 |
| 4 | | 25 | 20.8 |
| 5 | | 13 | 10.8 |
| 6 | | 16 | 13.3 |
| 7 | | 22 | 18.3 |
| S11.3: This survey has been clear | 3 | 3 | 2.5 |
| | 4 | 16 | 13.3 |
| | 5 | 28 | 23.3 |
| | 6 | 34 | 28.3 |
| | 7 | 39 | 32.5 |

Table 3: Descriptive Statistics of Closing Statements (S11.1–S11.3)

3.6 Data Collection

The data for this research project were collected in two ways; directly from employees through distributing and collecting a pen-and-paper version of the Norwegian and English questionnaire (Appendix 1B and 1C), and online through QuestBack¹ with a digital version of the questionnaire in both languages, by sending a link to this digital questionnaire to a contact person in each hotel, who would forward them to employees.

3.6.1 Response Rate

The link was distributed to averagely 18 employees in each hotel, translating into 108 employees being targeted by the digital questionnaire. Of these, 19 responded.

¹ <http://www.questback.com> A website that offers various methods of collecting data through online survey tools

25 questionnaires were distributed to each of the six hotels, translating into 150 employees being targeted by the pen-and-paper version of the survey. Of these, through several stages, 122 were collected. 21 of these 122 were incomplete, hence discarded from the sample.

This resulted in 120 valid responses of approximately 258 potential respondents, resulting in a response rate of 46.5%. Overlapping might have occurred, in which some respondents may have been targeted by both the digital and pen-and-paper questionnaire. Considering the limited timeframe, the researcher was not able to measure this.

3.6.2 Organizing the Data

All the data gathered in QuestBack were exported automatically into a Microsoft Excel document. The collected pen-and-paper questionnaires were manually entered into this same Excel-document, double-checking every single entry. This entire collection of data was then imported into SPSS Statistics Release 17.0.0. This application was used to analyze the collected data, mainly because it gives good flexibility to perform various statistical analyses, and because the researcher was already familiar with this program and its functions from previously conducted research processes.

In SPSS, the names, labels, and value descriptions for all 112 attributes were enhanced in order to make the following analysis easier to interpret. All attributes had their measuring defined (nominal for demographics, scale for statements). The 14 reversed statements and their data values were inversed to align with the universal direction of the attributes (where a reversed attribution value of “6” would then become a “2”). As the last

step before doing the actual data analysis, a frequency check was conducted on all attributes, which confirmed no missing or extreme values in the sample.

The following procedure of organizing the data in SPSS focuses only on the second and third section of the data collection (see 3.3 Measuring Variables), as they contain the data relevant for examining the two research questions.

In order to answer the first research question which focuses on descriptive statistics, all attributes of the second section of the data collection, *employee perceptions of brand identity and organizational strategy*, were examined individually (S1.1–S4.8). The results are illustrated in Table 4–7 in the empirical findings.

As an initial phase of answering the second research question, the third section of the data collection, *perceptions of the six organizational behavior-oriented variables*, would first have to be described. Instead of describing every attribute, and in order to do it intelligibly, each of the six variables were computed based on the mean value of their respective attributes. E.g., the variable “S7.0 Leadership Practiced by Leaders” was computed based on its seventeen measured attributes, S7.1–S7.17. The results are illustrated in Table 8–13 in the empirical findings.

Then, in order to answer the second research question which focuses on the four dependent and six independent variables, internal consistency was examined among the attributes for each of the ten variables. A total of nine attributes were removed in this process (Appendix 3A-3J). The ten variables were then computed based on the mean of their remaining respective attributes.

A coding sheet of all attributes and variables can be found in Appendix 2A. This also shows what attributes were reversed, and which were removed.

3.6.3 Data Analysis

The data analysis is divided into four sections. The first section (4.1) focuses on the first research question, conducting a descriptive analysis of the four variables *organizational goals, vision statement, values, and individual goals*. Together, these describe the characteristics of *employee perceptions of brand identity and organizational strategy*.

The second section (4.2) lays the foundation for the second research question, by conducting a descriptive analysis of the six organizational behavior-oriented variables *individual empowerment, internal marketing, leadership practiced by leaders, empowerment practiced by leaders, strategic change, and employee satisfaction*.

The third section (4.3) builds a further foundation for the second research question. From this point forward, the four variables measuring *employee perceptions of brand identity and organizational strategy* are regarded the dependent variables, and the six *organizational behavior-oriented variables* are regarded the independent variables. First, a reliability analysis of the four dependent and six independent variables is conducted to increase internal consistency for each of the variables. Then, a Pearson correlation analysis is conducted between dependent and independent variables. Last, a Pearson correlation analysis is conducted between the independent variables themselves.

The fourth section (4.4) focuses on the second research question, using multiple regression. First, a collinearity diagnostics analysis is conducted to analyze the degree of collinearity between the independent variables. Collinearity is confirmed between two of

these variables, which are replaced by one independent variable that merges the two by computing their mean. Then, an R-Square analysis is conducted to analyze how much of the variance in each of the dependent variables is explained by the independent variables. Third, a standardized Beta coefficient analysis is conducted to analyze the impact of each of the independent variables on each of the dependent variables. Finally, a Part correlation coefficient analysis is conducted in order to get an indication of the contribution each of the specific independent variables has on the total R-Square.

Pallant (2005) states that in small samples, moderate correlations may not reach statistical significance at the traditional $p < .05$ level. On the other hand, in large samples small correlations may be statistically significant. As the sample in this research project consists of 120 units, the significance level for the third and fourth section of the analysis has been set to $p < .05$.

The entire structure of the analysis, as described here, is illustrated in Figure 1.

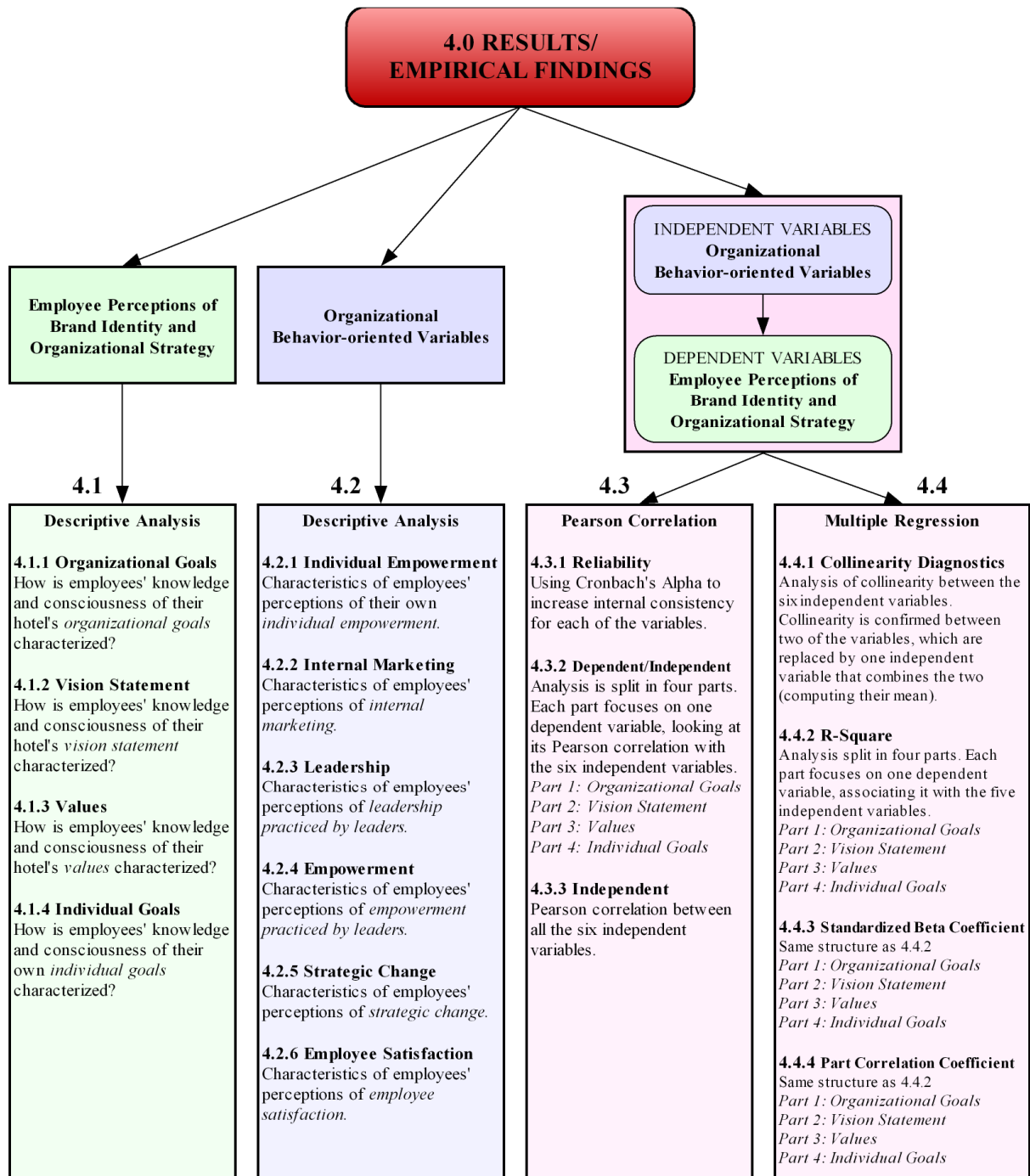


Figure 1: Structure of Results/Empirical Findings

3.7 Evaluation of the Study

The research methodology section has so far covered how the research project has been carried out, why the chosen research design has been used, and how the analysis will be conducted. The remaining part of the section will examine the research quality. According to Trochim & Donnelly (2007) the three most relevant criteria to measure the quality of research are reliability, validity, and objectivity. Perfect reliability and validity is almost impossible to achieve, though most research strive for it (Neuman, 2003).

3.7.1 Reliability

Reliability translates to consistency; a reliable study and reliable results can be reproduced by other researchers (Neuman, 2003). Wilson (1998) points out that reliability can be improved through the usage of objective measurements. An increased reliability helps prevent Type I errors; identifying a conceptual hypothesis as true when it is not, and Type II errors; identifying a conceptual hypothesis as false (accepting the null-hypothesis) when it is not (Salkind, 2009).

The fact that most attributes that are measured and analyzed in this research project are employee *perceptions* may reduce the overall reliability. It is challenging to measure an accurate result based on perceptions, as the alignment of perception may vary based on an individual's temperament, as well as between different individuals (Parasuraman, Zeithaml, and Berry, 1985). Hence, the study's nature and the data it collects will to a certain degree remain subjective, since variance in interpretation or erroneous recalling most likely will occur among the sample. On the other hand, the entire set of attributes were refined into clear statements seeking to measure as concrete features as possible. Furthermore, because

perceptions are in fact what this project seeks to describe and measure, it was considered most relevant and interesting to measure them directly from the minds of the employees themselves, rather than applying hypothetical perceptions to measured hard facts.

Each attribute/statement is measured on a scale from 1 to 7. This has through extensive study by Schall (2003) been determined to be the optimum size for hospitality-industry questionnaires that measure perceptions, in Schall's case customer satisfaction in particular. In addition to this, there are two more key characteristics to consider when scaling a question; the wording of the scales point value, and the presence of a neutral point (Schall, 2003). The possibility for respondents to reply to statements on a 7-point scale with a neutral middle and three rankings in each direction, towards *true* and *false* which is as simple as it can get, will contribute to a consistency (Schall, 2003).

Multiple indicators are necessary to represent abstract theoretical concepts (Frankfort-Nachmias & Nachmias, 1996). Most concepts in social sciences are multifaceted, thus requiring indicators that each reflect a distinct aspect of the involved concept or variable. The variables in the developed survey for this research project is represented by a high number of attributes, that all has been refined multiple times. An important approach in shaping the statements is to never include more than one topic in a question or statement (Schall, 2003). The use of double-barreled questions that ask more than one thing will reduce question consistency and thus reliability. The entire survey was designed with this in mind, making each attribute/statement as precise and easy to comprehend as possible, without complicated language. Also, the Norwegian version of the survey helps contribute to the reliability of the gathered data, since the majority of employees were of

Norwegian origin, according to the feedback from informal interviews with employees in the different hotels.

Reliability might also be affected during data registration and data transfer (Jacobsen, 2000). The portion of the data that was manually entered into Excel was double-checked, and after the data had been imported into SPSS, it was once again checked towards the original Excel-document. An additional frequency check confirmed no missing or extreme values in the sample. This leaves little room for reduced reliability as a result of an error in this process.

The pilot survey which was conducted among four employees increases the reliability, as every variable and attribute were refined towards measuring what they really were intended to measure. The process of getting feedback from employees on the survey contributed to making the data collection as relevant and precise as possible in the timeframe of the project.

A factor that might have decreased the reliability is the organization of data, more specifically the computation of variables based on the mean of their respective attributes. When conducting explanatory analyses, all variations between the attributes themselves are replaced by a mean score for each variable, which results in a simplified approach that is not able to discover certain correlations or indications of influence between single attributes.

3.7.2 Validity

Validity is to what degree a study measures what it is intended to measure (Salkind, 2009).

“When results are not generalizable (when the sample selected is not an accurate representation of the population), the results are applicable only to the people in the same sample who participated in the original research, not to any others.” (Salkind, 2009, pp. 89-90)

As the first research question seeks to draw a descriptive picture of the sample, it will not be generalized to a population. The second research question and its hypotheses focus on six organizational behavior-oriented variables that theoretically are considered universally consistent for the hotel business on a general level. Taking into accordance the exploratory nature of this research project, as it seeks to establish a foundation for more specific future research, findings for the second research question are conclusively generalized as universal theoretical/managerial implications. However, these implications should be considered as *indications* more than final conclusions, simply because causal conclusions cannot be drawn based on the theoretical framework, research methodology, and analysis of this research project. Also, potential extraneous variables have not been accounted for, which may decrease the validity of this research further.

The research methodology itself may also result in a decreased overall validity. Using a convenience sampling method theoretically makes every single employee in all of the included hotels a potential unit. As all responses are anonymous, the control over who replies disappears, making it a non-random sampling approach (Salkind, 2009). Second, quota sampling is not considered when picking out these employees; the various subgroups of the population are not identified, and the sample does not pay attention to represent any of these, which possibly gives a skewed sample (Neuman, 2009). Convenient sampling is as far as one can come from random sampling, and the 120 units that stand out as the sample

may be asymmetrical of the actual subgroups and characterizations. E.g., the majority may be employees in higher positions, skewing the results in their direction. Other subgroups of employees may not even be represented, and there is no way for the researcher to control this distribution of units.

The length of the questionnaire itself may cause skewed results, in that only employees who wanted to make an effort replied to the survey. This positive attitude towards taking the survey could potentially mirror the portion of mainly hard-working, satisfied employees, and would most likely have a correlation to potential extraneous variables that might influence the measured variables in this research project. In this case, data from the less satisfied portion of employees would be diminished.

The data collection was managed this way, as it was the most cost-effective compared to the time available. First, building an employee index of all the six hotels involved for a random sample, or categorizing all employees in order to make a quota sample, would take a lot of time. Second, collecting rather comprehensive responses from carefully pre-chosen participants would be a challenge in itself, based on the researcher's personal impression that most of these employees are pre-occupied with their own work, and additionally get several similar requests from other researchers. This could cause a low response rate, which in turn would give a statistically low significance. The data collection was therefore based on convenience sampling, potentially giving a relatively high number of responses and high statistical significance, at the cost of a reduced validity.

3.7.3 *Researcher Objectivity*

The objectivity related to how well the researcher distances himself from the research can be described as the degree of how neutral the research processes and results turn out (Mehmetoglu, 2004). For every research process, there exist the chance that results might be impacted by the perception and interpretations of the researcher.

Quantitative studies that measure data as numbers leave little room for subjective interpretation by the researcher (Trochim & Donnelly, 2007). However, the survey for collecting data was based on the initial phases of both the literature review as well as informal interviews with employees in hotels. These processes have naturally influenced the entire research project; its context of focus, and its procedure of measuring perceptions directly, in order to examine the research questions and test the hypotheses. But this is also part of defining the research project in its entirety. Although total objectivity is not possible (Singleton & Straits, 1999), having constructed this platform of research methodology and a specific tool for collecting data, it is reasonable to say that the analysis is only affected to a small degree of researcher subjectivity.

4.0 RESULTS / EMPIRICAL FINDINGS

4.1 Employee Perceptions of Brand Identity and Organizational Strategy

This section seeks to describe employee consciousness and knowledge of *organizational goals, vision statement, values, and individual goals*, and focuses on the first research question.

4.1.1 Organizational Goals

Descriptive Statistics – Organizational Goals

| | N | Min. | Max. | Mean | | Std. Dev. | Variance | Skewness | | Kurtosis | |
|---|-------|-------|-------|-------|------------|-----------|-----------|-----------|------------|-----------|------------|
| | Stat. | Stat. | Stat. | Stat. | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S1.1: Clear organizational goals are important for me to increase my work efficiency | 120 | 3 | 7 | 5.89 | .098 | 1.075 | 1.156 | -.771 | .221 | -.005 | .438 |
| S1.2: Clear organizational goals are important for me to increase my work motivation | 120 | 4 | 7 | 6.07 | .081 | .890 | .793 | -.585 | .221 | -.569 | .438 |
| S1.3: I know our organizational goals | 120 | 4 | 7 | 6.17 | .081 | .882 | .779 | -.857 | .221 | -.011 | .438 |
| S1.4: Our organizational goals are clear to me | 120 | 1 | 7 | 5.82 | .147 | 1.614 | 2.605 | -1.612 | .221 | 1.792 | .438 |
| S1.5: I consciously recall our organizational goals when facing new challenges in my work situation | 120 | 2 | 7 | 5.50 | .098 | 1.069 | 1.143 | -.609 | .221 | .228 | .438 |
| S1.6: I consciously recall our organizational goals in my daily work routines | 120 | 3 | 7 | 5.62 | .095 | 1.039 | 1.079 | -.363 | .221 | -.668 | .438 |
| S1.7: Our organizational goals increase my work efficiency | 120 | 3 | 7 | 5.69 | .104 | 1.143 | 1.307 | -.569 | .221 | -.645 | .438 |
| S1.8: Our organizational goals increase my work motivation | 120 | 3 | 7 | 5.82 | .095 | 1.045 | 1.092 | -.567 | .221 | -.468 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 4: Descriptive Statistics of *Organizational Goals*

The descriptive statistics, illustrated in Table 4, shows that S1.1 varies from a minimum of 3 to a maximum of 7, with a mean value of 5.89 and a std. deviation of 1.08. The skewness, which informs how the distribution deviates from symmetry around the

mean², has a value of -0.77. The kurtosis, which informs about the peakedness/flatness of the distribution³, has a value of -0.01. According to De Vaus (2004), a value of ± 1.00 for skewness and kurtosis is considered good, while ± 2.00 is usually an acceptable value.

S1.2 varies from 4 to 7, with a mean value of 6.07 and a std. deviation of 0.89, a skewness value of -0.59 and a kurtosis of -0.57. S1.3 varies from 4 to 7, with a mean value of 6.17 and a std. deviation of 0.88, a skewness value of -0.86 and a kurtosis of -0.01.

S1.4 varies from 1 to 7, with a mean value of 5.82 and a std. deviation of 1.61, a skewness value of -1.61 and a kurtosis of 1.79. S1.5 varies from 2 to 7, with a mean value of 5.50 and a std. deviation of 1.07, a skewness value of -0.61 and a kurtosis of 0.23.

S1.6 varies from 3 to 7, with a mean value of 5.62 and a std. deviation of 1.04, a skewness value of -0.36 and a kurtosis of -0.67. S1.7 varies from 3 to 7, with a mean value of 5.69 and a std. deviation of 1.14, a skewness value of -0.57 and a kurtosis of -0.65.

S1.8 varies from 3 to 7, with a mean value of 5.82 and a std. deviation of 1.05, a skewness value of -0.57 and a kurtosis of -0.47.

² A positive skewness indicates a greater number of smaller values, a negative skewness indicates a greater number of larger values. *0 = symmetric*

³ A positive kurtosis indicates a flatter distribution than normal (more of the values are located in the tails of the distribution instead of around the mean), a negative kurtosis indicates a more peaked distribution than normal (more of the values are located around the mean of the distribution). *0 = normal shape*

4.1.2 Vision Statement

Descriptive Statistics – Vision Statement

| | N | Min. | Max. | Mean | | Std. Dev. | Variance | Skewness | | Kurtosis | |
|--|-------|-------|-------|-------|------------|-----------|-----------|-----------|------------|-----------|------------|
| | Stat. | Stat. | Stat. | Stat. | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S2.1: A clear organizational vision is important for me to increase my work efficiency | 120 | 2 | 7 | 5.43 | .114 | 1.248 | 1.557 | -.802 | .221 | .510 | .438 |
| S2.2: A clear organizational vision is important for me to increase my work motivation | 120 | 2 | 7 | 5.55 | .112 | 1.222 | 1.493 | -.961 | .221 | 1.044 | .438 |
| S2.3: I know our organizational vision | 120 | 3 | 7 | 6.17 | .093 | 1.024 | 1.048 | -1.346 | .221 | 1.688 | .438 |
| S2.4: I understand our organizational vision and the philosophy behind it | 120 | 3 | 7 | 6.07 | .111 | 1.221 | 1.491 | -1.199 | .221 | .362 | .438 |
| S2.5: I respect our organizational vision and the philosophy behind it | 120 | 2 | 7 | 6.23 | .097 | 1.065 | 1.134 | -1.950 | .221 | 4.015 | .438 |
| S2.6: I consciously recall our organizational vision in my daily work routines | 120 | 1 | 7 | 5.35 | .122 | 1.333 | 1.776 | -1.058 | .221 | .890 | .438 |
| S2.7: I consciously recall our organizational vision when facing new challenges in my work situation | 120 | 1 | 7 | 5.25 | .113 | 1.238 | 1.534 | -1.164 | .221 | 1.552 | .438 |
| S2.8: Our organizational vision increases my work efficiency | 120 | 1 | 7 | 5.31 | .118 | 1.295 | 1.677 | -1.208 | .221 | 1.129 | .438 |
| S2.9: Our organizational vision increases my work motivation | 120 | 1 | 7 | 5.63 | .124 | 1.359 | 1.848 | -1.287 | .221 | 1.256 | .438 |
| S2.10: Our organizational vision inspires me on a personal level | 120 | 1 | 7 | 5.54 | .120 | 1.315 | 1.729 | -.949 | .221 | .491 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 5: Descriptive Statistics of *Vision Statement*

The descriptive statistics, illustrated in Table 5, shows that S2.1 varies from 2 to 7, with a mean value of 5.43 and a std. deviation of 1.25, a skewness value of -0.80 and a kurtosis of 0.51. S2.2 varies from 2 to 7, with a mean value of 5.55 and a std. deviation of 1.22, a skewness value of -0.96 and a kurtosis of 1.04.

S2.3 varies from 3 to 7, with a mean value of 6.17 and a std. deviation of 1.02, a skewness value of -1.35 and a kurtosis of 1.69. S2.4 varies from 3 to 7, with a mean value of 6.07 and a std. deviation of 1.22, a skewness value of -1.20 and a kurtosis of 0.36.

S2.5 varies from 2 to 7, with a mean value of 6.23 and a std. deviation of 1.07, a skewness value of -1.95 and a kurtosis of 4.02. S2.6 varies from 1 to 7, with a mean value of 5.35 and a std. deviation of 1.33, a skewness value of -1.06 and a kurtosis of 0.89.

S2.7 varies from 1 to 7, with a mean value of 5.25 and a std. deviation of 1.24, a skewness value of -1.16 and a kurtosis of 1.55. S2.8 varies from 1 to 7, with a mean value of 5.31 and a std. deviation of 1.30, a skewness value of -1.21 and a kurtosis of 1.13.

S2.9 varies from 1 to 7, with a mean value of 5.63 and a std. deviation of 1.36, a skewness value of -1.29 and a kurtosis of 1.26. S2.10 varies from 1 to 7, with a mean value of 5.54 and a std. deviation of 1.32, a skewness value of -0.95 and a kurtosis of 0.49.

4.1.3 Values

Descriptive Statistics – Values

| | N | Min. | Max. | Mean | | Std. Dev. | Variance | Skewness | | Kurtosis | |
|--|-------|-------|-------|-------|------------|-----------|-----------|-----------|------------|-----------|------------|
| | Stat. | Stat. | Stat. | Stat. | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S3.1: Clear organizational values are important for me to increase my work efficiency | 120 | 2 | 7 | 6.09 | .102 | 1.123 | 1.260 | -1.379 | .221 | 1.992 | .438 |
| S3.2: Clear organizational values are important for me to increase my work motivation | 120 | 2 | 7 | 6.14 | .101 | 1.110 | 1.232 | -1.485 | .221 | 2.386 | .438 |
| S3.3: I know our organizational values | 120 | 4 | 7 | 6.31 | .075 | .818 | .669 | -1.002 | .221 | .313 | .438 |
| S3.4: I understand our organizational values and the philosophy behind them | 120 | 4 | 7 | 6.30 | .083 | .913 | .834 | -1.174 | .221 | .444 | .438 |
| S3.5: My personal philosophy align with our organizational values and the philosophy behind them | 120 | 4 | 7 | 6.02 | .087 | .953 | .907 | -.449 | .221 | -.985 | .438 |
| S3.6: I consciously recall our organizational values in my daily work routines | 120 | 2 | 7 | 5.62 | .110 | 1.204 | 1.448 | -.721 | .221 | -.086 | .438 |
| S3.7: I consciously recall our organizational values when facing new challenges in my work situation | 120 | 2 | 7 | 5.48 | .102 | 1.123 | 1.260 | -.755 | .221 | .189 | .438 |
| S3.8: Our organizational values increase my work efficiency | 120 | 2 | 7 | 5.48 | .107 | 1.174 | 1.378 | -.578 | .221 | -.177 | .438 |
| S3.9: Our organizational values increase my work motivation | 120 | 2 | 7 | 5.80 | .111 | 1.220 | 1.489 | -.822 | .221 | -.066 | .438 |
| S3.10: Our organizational values inspire me on a personal level | 120 | 4 | 7 | 5.94 | .096 | 1.056 | 1.114 | -.623 | .221 | -.840 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 6: Descriptive Statistics of Values

The descriptive statistics, illustrated in Table 6, shows that S3.1 varies from 2 to 7, with a mean value of 6.09 and a std. deviation of 1.12, a skewness value of -1.38 and a kurtosis of 1.99. S3.2 varies from 2 to 7, with a mean value of 6.14 and a std. deviation of 1.11, a skewness value of -1.49 and a kurtosis of 2.39.

S3.3 varies from 4 to 7, with a mean value of 6.31 and a std. deviation of 0.82, a skewness value of -1.00 and a kurtosis of 0.31. S3.4 varies from 4 to 7, with a mean value of 6.30 and a std. deviation of 0.91, a skewness value of -1.17 and a kurtosis of 0.44.

S3.5 varies from 4 to 7, with a mean value of 6.02 and a std. deviation of 0.95, a skewness value of -0.45 and a kurtosis of -0.99. S3.6 varies from 2 to 7, with a mean value of 5.62 and a std. deviation of 1.20, a skewness value of -0.72 and a kurtosis of -0.09.

S3.7 varies from 2 to 7, with a mean value of 5.48 and a std. deviation of 1.12, a skewness value of -0.76 and a kurtosis of 0.19. S3.8 varies from 2 to 7, with a mean value of 5.48 and a std. deviation of 1.17, a skewness value of -0.58 and a kurtosis of -0.18.

S3.9 varies from 2 to 7, with a mean value of 5.80 and a std. deviation of 1.22, a skewness value of -0.82 and a kurtosis of -0.07. S3.10 varies from 4 to 7, with a mean value of 5.94 and a std. deviation of 1.06, a skewness value of -0.62 and a kurtosis of -0.84.

4.1.4 Individual Goals

Descriptive Statistics – Individual Goals

| | N | Min. | Max. | Mean | | Std. Dev. | Variance | Skewness | | Kurtosis | |
|--|--|-------|-------|-------|------------|-----------|-----------|-----------|------------|-----------|------------|
| | Stat. | Stat. | Stat. | Stat. | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| | S4.1: Clear individual goals are important for me to increase my work efficiency | 120 | 5 | 7 | 6.68 | .050 | .552 | .305 | -1.493 | .221 | 1.318 |
| S4.2: Clear individual goals are important for me to increase my work motivation | 120 | 5 | 7 | 6.68 | .049 | .537 | .288 | -1.402 | .221 | 1.052 | .438 |
| S4.3: My individual goals are clear to me | 120 | 4 | 7 | 6.28 | .073 | .801 | .642 | -.659 | .221 | -.816 | .438 |
| S4.4: I consciously recall my individual goals in my daily work routines | 120 | 5 | 7 | 6.42 | .055 | .602 | .363 | -.494 | .221 | -.627 | .438 |
| S4.5: I consciously recall my individual goals when facing new challenges in my work situation | 120 | 3 | 7 | 6.11 | .089 | .977 | .955 | -1.100 | .221 | .560 | .438 |
| S4.6: My individual goals increase my work efficiency | 120 | 4 | 7 | 6.46 | .067 | .732 | .536 | -1.225 | .221 | .935 | .438 |
| S4.7: My individual goals increase my work motivation | 120 | 4 | 7 | 6.43 | .063 | .695 | .483 | -.980 | .221 | .323 | .438 |
| S4.8: My individual goals align well with our organizational goals | 120 | 1 | 7 | 5.38 | .175 | 1.914 | 3.665 | -1.062 | .221 | -.236 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 7: Descriptive Statistics of *Individual Goals*

The descriptive statistics, illustrated in Table 7, shows that S4.1 varies from 5 to 7, with a mean value of 6.68 and a std. deviation of 0.55, a skewness value of -1.49 and a kurtosis of 1.32. S4.2 varies from 5 to 7, with a mean value of 6.68 and a std. deviation of 0.54, a skewness value of -1.40 and a kurtosis of 1.05.

S4.3 varies from 4 to 7, with a mean value of 6.28 and a std. deviation of 0.80, a skewness value of -0.66 and a kurtosis of -0.82. S4.4 varies from 5 to 7, with a mean value of 6.42 and a std. deviation of 0.60, a skewness value of -0.49 and a kurtosis of -0.63.

S4.5 varies from 3 to 7, with a mean value of 6.11 and a std. deviation of 0.98, a skewness value of -1.10 and a kurtosis of 0.56. S4.6 varies from 4 to 7, with a mean value of 6.46 and a std. deviation of 0.73, a skewness value of -1.23 and a kurtosis of 0.94.

S4.7 varies from 4 to 7, with a mean value of 6.43 and a std. deviation of 0.70, a skewness value of -0.98 and a kurtosis of 0.32. S4.8 varies from 1 to 7, with a mean value of 5.38 and a std. deviation of 1.91, a skewness value of -1.06 and a kurtosis of -0.24.

4.2 Six Organizational Behavior-oriented Variables

This section seeks to briefly describe the six organizational behavior-oriented variables *individual empowerment, internal marketing, leadership practiced by leaders, empowerment practiced by leaders, strategic change, and employee satisfaction.*

4.2.1 Individual Empowerment

| Descriptive Statistics | | | | | | | | | | | |
|------------------------------|-----------|-----------|-----------|-----------|------------|----------------|-----------|-----------|------------|-----------|------------|
| | N | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S5.0: Individual Empowerment | 120 | 3.67 | 7.00 | 5.7667 | .06788 | .74360 | .553 | -.306 | .221 | -.300 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 8: Descriptive Statistics of *Individual Empowerment*

S5.0 merges all six attributes measuring individual empowerment, illustrated in Table 8. The lowest value of S5.0 is 3.67, while the highest is 7.00 (this highest score equals to giving all six attributes a score of 7 when they are aligned in the same direction). The overall mean of all the 120 units' means is 5.77. This overall mean has a std. deviation of 0.74. The skewness value is -0.31, and the kurtosis value is -0.30.

4.2.2 Internal Marketing

| Descriptive Statistics | | | | | | | | | | | |
|--------------------------|-----------|-----------|-----------|-----------|------------|----------------|-----------|-----------|------------|-----------|------------|
| | N | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S6.0: Internal Marketing | 120 | 3.88 | 7.00 | 5.5167 | .06870 | .75261 | .566 | -.284 | .221 | -.541 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 9: Descriptive Statistics of *Internal Marketing*

S6.0 merges all eight attributes measuring internal marketing, illustrated in Table 9. The lowest value of S6.0 is 3.88, while the highest is 7.00. The overall mean is 5.52, with a std. deviation of 0.75, a skewness of -0.28, and a kurtosis of -0.54.

4.2.3 Leadership Practiced by Leaders

| Descriptive Statistics | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|------------|----------------|-----------|-----------|------------|-----------|------------|
| | N | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S7.0: Leadership Practiced by Leaders | 120 | 4.00 | 7.00 | 5.6966 | .07435 | .81448 | .663 | -.282 | .221 | -.923 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 10: Descriptive Statistics of *Leadership Practiced by Leaders*

S7.0 merges all seventeen attributes measuring leadership practiced by leaders, illustrated in Table 10. The lowest value of S7.0 is 4.00, while the highest is 7.00. The overall mean is 5.70, with a std. deviation of 0.81, a skewness of -0.28, and a kurtosis of -0.92.

4.2.4 Empowerment Practiced by Leaders

| Descriptive Statistics | | | | | | | | | | | |
|---|-----------|-----------|-----------|-----------|------------|----------------|-----------|-----------|------------|-----------|------------|
| | N | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S8.0: Empowerment Practiced by Leaders | 120 | 3.31 | 7.00 | 5.5729 | .08817 | .96588 | .933 | -.441 | .221 | -.746 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 11: Descriptive Statistics of *Empowerment Practiced by Leaders*

S8.0 merges all sixteen attributes measuring empowerment practiced by leaders, illustrated in Table 11. The lowest value of S8.0 is 3.31, while the highest is 7.00. The overall mean is 5.57, with a std. deviation of 0.97, a skewness of -0.44, and a kurtosis of -0.75.

4.2.5 Strategic Change

| Descriptive Statistics | | | | | | | | | | | |
|------------------------|-----------|-----------|-----------|-----------|------------|----------------|-----------|-----------|------------|-----------|------------|
| | N | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S9.0: Strategic Change | 120 | 4.00 | 7.00 | 5.6972 | .06560 | .71863 | .516 | -.499 | .221 | -.362 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 12: Descriptive Statistics of *Strategic Change*

S9.0 merges all nine attributes measuring strategic change, illustrated in Table 12. The lowest value of S9.0 is 4.00, while the highest is 7.00. The overall mean is 5.70, with a std. deviation of 0.72, a skewness of -0.50, and a kurtosis of -0.36.

4.2.6 Employee Satisfaction

| Descriptive Statistics | | | | | | | | | | | |
|------------------------------|-----------|-----------|-----------|-----------|------------|----------------|-----------|-----------|------------|-----------|------------|
| | N | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| S10.0: Employee Satisfaction | 120 | 3.92 | 7.00 | 5.4083 | .07446 | .81565 | .665 | -.094 | .221 | -.909 | .438 |
| Valid N (listwise) | 120 | | | | | | | | | | |

Table 13: Descriptive Statistics of *Employee Satisfaction*

S10.0 merges all thirteen attributes measuring employee satisfaction, illustrated in Table 13. The lowest value of S10.0 is 3.92, while the highest is 7.00. The overall mean is 5.41, with a std. deviation of 0.82, a skewness of -0.09, and a kurtosis of -0.91.

4.3 Correlational Analysis: Pearson Correlation

In this section as well as the next (4.4), the four variables described in 4.1 are considered the dependent variables, and the six variables described in 4.2 are considered the independent variables.

This section first seeks to analyze the internal consistency for each of the ten variables, and remove attributes that decrease Cronbach's Alpha significantly. Then, a Pearson correlation analysis will be conducted between the dependent and independent variables, followed by a Pearson correlation analysis between the independent variables themselves.

4.3.1 Reliability Analysis

The reliability analysis measuring Cronbach's Alpha can be found in Appendix 3A–3J.

S1.0 has an Alpha value of 0.905 with one attribute removed, S2.0 has an Alpha value of 0.925 with no attributes removed, S3.0 has an Alpha value of 0.934 with no attributes removed, S4.0 has an Alpha value of 0.904 with one attribute removed, S5.0 has an Alpha value of 0.739 with one attribute removed, S6.0 has an Alpha value of 0.827 with one attribute removed, S7.0 has an Alpha value of 0.943 with one attribute removed, S8.0 has an Alpha value of 0.946 with one attribute removed, S9.0 has an Alpha value of 0.786 with two attributes removed, and S10.0 has an Alpha value of 0.868 with one attribute removed. In total, nine attributes were removed.

4.3.2 Pearson Correlation between Dependent and Independent Variables

Pallant (2005) ranks correlations between 0.10 and 0.29 as weak, between 0.30 and 0.49 as medium, and between 0.50 and 1.00 as strong.

| | | Correlations | | | | | |
|---|---------------------|--|-----------------------------|--|--|------------------------------|------------------------------------|
| | | S5.0: Individual Empowermen t | S6.0: Internal Marketing | S7.0: Leadership Practiced by Leaders | S8.0: Empowermen t Practiced by Leaders | S9.0: Strategic Change | S10.0: Employee Satisfaction |
| S1.0: Organizational Goals | Pearson Correlation | .523** | .446** | .446** | .482** | .598** | .486** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S2.0: Vision Statement | Pearson Correlation | .150 | .761** | .446** | .442** | .547** | .439** |
| | Sig. (2-tailed) | .103 | .000 | .000 | .000 | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S3.0: Values | Pearson Correlation | .072 | .697** | .471** | .464** | .552** | .476** |
| | Sig. (2-tailed) | .437 | .000 | .000 | .000 | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S4.0: Individual Goals | Pearson Correlation | .335** | .288** | .549** | .558** | .706** | .509** |
| | Sig. (2-tailed) | .000 | .001 | .000 | .000 | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S5.0: Individual Empowerment | Pearson Correlation | 1 | .425** | .093 | .193* | .383** | .238** |
| | Sig. (2-tailed) | | .000 | .311 | .034 | .000 | .009 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S6.0: Internal Marketing | Pearson Correlation | .425** | 1 | .423** | .500** | .571** | .506** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S7.0: Leadership Practiced by Leaders | Pearson Correlation | .093 | .423** | 1 | .913** | .722** | .702** |
| | Sig. (2-tailed) | .311 | .000 | | .000 | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S8.0: Empowerment Practiced by Leaders | Pearson Correlation | .193* | .500** | .913** | 1 | .778** | .789** |
| | Sig. (2-tailed) | .034 | .000 | .000 | | .000 | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S9.0: Strategic Change | Pearson Correlation | .383** | .571** | .722** | .778** | 1 | .760** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |
| S10.0: Employee Satisfaction | Pearson Correlation | .238** | .506** | .702** | .789** | .760** | 1 |
| | Sig. (2-tailed) | .009 | .000 | .000 | .000 | .000 | |
| | N | 120 | 120 | 120 | 120 | 120 | 120 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 2: Pearson Correlations – Simplified Version of Appendix 4A

Part 1: Organizational Goals (S1.0)

S1.0 has a significant correlation at the 0.01 level with the following independent variables, sorted descending by the Pearson correlational value: S9.0 with a correlation of 0.598, S5.0 with a correlation of 0.523, S10.0 with a correlation of 0.486, S8.0 with a correlation of 0.482, S6.0 with a correlation of 0.446, and S7.0 with a correlation of 0.446.

Part 2: Vision Statement (S2.0)

S2.0 has a significant correlation at the 0.01 level with the following independent variables: S6.0 with a correlation of 0.761, S9.0 with a correlation of 0.547, S7.0 with a correlation of 0.446, S8.0 with a correlation of 0.442, and S10.0 with a correlation of 0.439.

The correlation between S2.0 and S5.0 is 0.150, but it is not statistically significant.

Part 3: Values (S3.0)

S3.0 has a significant correlation at the 0.01 level with the following independent variables: S6.0 with a correlation of 0.697, S9.0 with a correlation of 0.552, S10.0 with a correlation of 0.476, S7.0 with a correlation of 0.471, and S8.0 with a correlation of 0.464.

The correlation between S3.0 and S5.0 is 0.072, but it is not statistically significant.

Part 4: Individual Goals (S4.0)

S4.0 has a significant correlation at the 0.01 level with the following independent variables: S9.0 with a correlation of 0.706, S8.0 with a correlation of 0.558, S7.0 with a correlation of 0.549, S10.0 with a correlation of 0.509, S5.0 with a correlation of 0.335, and S6.0 with a correlation of 0.288.

4.3.3 Pearson Correlation between the Independent Variables

S5.0 has a significant correlation at the 0.01 level with the following independent variables, sorted descending by the Pearson correlational value: S6.0 with a correlation of 0.425, S9.0 with a correlation of 0.383, and S10.0 with a correlation of 0.238. S5.0 has a significant correlation at the 0.05 level with S8.0, with a correlation of 0.193. The correlation between S5.0 and S7.0 is 0.093, but it is not statistically significant.

S6.0 has a significant correlation at the 0.01 level with: S9.0 with a correlation of 0.571, S10.0 with a correlation of 0.506, S8.0 with a correlation of 0.500, and S7.0 with a correlation of 0.423. S7.0 has a significant correlation at the 0.01 level with: S8.0 with a correlation of 0.913, S9.0 with a correlation of 0.722, and S10.0 with a correlation of 0.702. S8.0 has a significant correlation at the 0.01 level with: S10.0 with a correlation of 0.789, and S9.0 with a correlation of 0.778. S9.0 has a significant correlation at the 0.01 level with S10.0, with a correlation of 0.760.

4.4 Correlational Analysis: Multiple Regression

This section consists of four analyses that each focus on a specific aspect of the multiple regression, namely *collinearity diagnostics* analysis, *R-Square* analysis, *standardized Beta coefficient* analysis, and *Part correlation coefficient* analysis. As in the previous section (4.3), the four variables described in 4.1 are considered the dependent variables, and the six variables described in 4.2 are considered the independent variables.

The multiple regression is conducted using the “enter” method in SPSS, because this study considers all the independent variables to be an integrated part of the organizational existence, as reflected in the theoretical framework. Using a stepwise method would disregard that all these independent variables co-exist, hence potential relevant impacts from removed independent variables could alter the outcome.

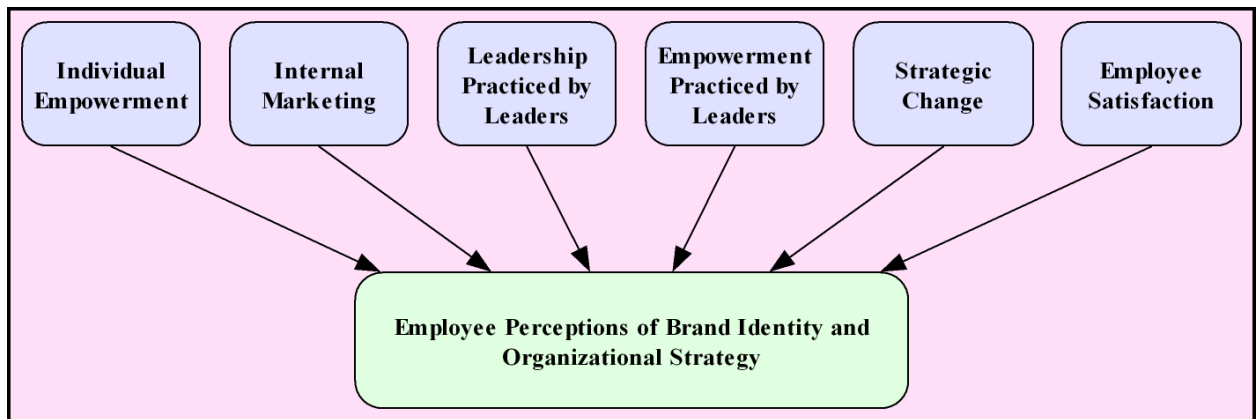


Figure 3: Examined Influence

4.4.1 *Collinearity Diagnostics Analysis*

An analysis of the relationship between the independent variables has been conducted through collinearity diagnostics. The VIF values in the collinearity diagnostics indicate how much of the variability of a specified independent variable is explained by the other independent variables in the cluster (Pallant, 2005), which in this case are S5.0 – S10.0. A large VIF value indicates that multiple correlations with other independent variables are high, proposing the chance of multicollinearity, which according to Bohrnstedt & Knoke (1994) is the condition of high or near perfect correlation among the independent variables in multiple regression equations. A VIF value higher than 10 indicates a high multiple correlation with other independent variables, proposing the possibility of multicollinearity (Pallant, 2005). When this appears, the estimation of one independent variable’s impact on the dependent variable – while controlling for the other independent variables – tends to be less precise than if the independent variables were uncorrelated with one another, and may produce results that seem paradoxical (Pallant, 2005).

As seen in Appendix 5A, the VIF values of both S7.0 “Leadership Practiced by Leaders” and S8.0 “Empowerment Practiced by Leaders” are relatively high, at 6.474 and

8.663 respectively, which may indicate that they are collinear independent variables, resulting in a less precise estimation of the impact of the distinct independent variables on the dependent variables when both S7.0 and S8.0 are present in the model.

In the case when S8.0 is removed from the multiple regression (Appendix 5B) the VIF value of S7.0 decreases from 6.747 to 2.561, with minor changes in the four other independent variables' VIF values. Additionally, in this case, the standardized coefficient (Beta) value of S7.0 is 0.154, the p value is 0.159, and the correlations (Part) value is 0.096.

In the case when S7.0 is removed from the multiple regression (Appendix 5C) the VIF value of S8.0 decreases from 8.663 to 3.427, with minor changes in the four other independent variables' VIF values. Additionally, in this case, the standardized coefficient (Beta) value of S8.0 is 0.098, the p value is 0.438, and the correlations (Part) value is 0.053.

Additionally, in both of these cases, the changes of the R-square as well as of the data for the remaining independent variables are all minor. Furthermore, when both S7.0 and S8.0 are present in the multiple regression, the standardized coefficient (Beta) value of S7.0 is 0.222, the p value is 0.203, and the correlations (Part) value is 0.087, while the standardized coefficient (Beta) value of S8.0 is -0.101, the p value is 0.614, and the correlations (Part) value is -0.034, which seems to be paradoxical from the two cases with only S7.0 or S8.0 included. It is deduced that S7.0 and S8.0 are collinear independent variables in the model.

Based on this, as well as the close interrelation between the theoretical nature of the concepts measured by S7.0 and S8.0, it makes scientific sense to replace S7.0 and S8.0 with an independent variable that measures the mean of the two instead, which prevents a less

precise estimation of the impact of the distinct independent variables on the dependent variables. This new independent variable is called “S7.0/8.0 Leadership and Empowerment Practiced by Leaders”.

As seen in Appendix 6A, the VIF values of the five independent variables are, sorted ascending: S5.0 with a VIF value of 1.368, S6.0 with a VIF value of 1.658, S10.0 with a VIF value of 2.971, S7.0/8.0 with a VIF value of 3.211, and S9.0 with a VIF value of 3.585. This indicates that the five independent variables are uncorrelated, and conclusions regarding single independent variables’ impact on the four dependent variables can thus be drawn without concerns related to other independent variables’ impact on these results.

4.4.2 R-Square Analysis

The R-Square tells how much of the variance in the dependent variable is explained by the independent variables (Pallant, 2005).

Part 1: Organizational Goals (S1.0)

In the model explaining the relationship between the five independent *organizational behavior-oriented variables* and the dependent variable *organizational goals* (Appendix 6A), the R-Square has a value of 0.472, which means that the five organizational behavior-oriented variables explain 47.2% of the variance in employee perceptions of *organizational goals*.

Part 2: Vision Statement (S2.0)

The R-Square in the model explaining the relationship between the five independent variables and the dependent variable *vision statement* (Appendix 6B) has a value of 0.652,

meaning that the five independent variables explain 65.2% of the variance in employee perceptions of *vision statement*.

[Part 3: Values \(S3.0\)](#)

The R-Square in the model explaining the relationship between the five independent variables and the dependent variable *values* (Appendix 6C) has a value of 0.606, meaning that the five independent variables explain 60.6% of the variance in employee perceptions of *values*.

[Part 4: Individual Goals \(S4.0\)](#)

The R-Square in the model explaining the relationship between the five independent variables and the dependent variable *individual goals* (Appendix 6D) has a value of 0.540, meaning that the five independent variables explain 54.0% of the variance in employee perceptions of *individual goals*.

4.4.3 Standardized Beta Coefficient Analysis

The Beta of the Standardized Coefficients shows the impact of each independent variable on the dependent variable, through showing the number of standard deviations that the outcome will change as a result of one standard deviation change in the independent variable (Pallant, 2005). Hence, they provide an insight into the importance of an independent variable (predictor) in the model, when the variance explained by all the remaining predictors in the model is controlled for.

Part 1: Organizational Goals (S1.0)

The Beta values for the five independent organizational behavior-oriented variables' impact on the dependent variable *organizational goals* (Appendix 6A) are, sorted descending:

S5.0 with a Beta value of 0.365, S9.0 with a Beta value of 0.290, S7.0/8.0 with a Beta value of 0.141, S10.0 with a Beta value of 0.055, and S6.0 with a Beta value of 0.030.

The two independent variables S5.0 and S9.0 reach the significance level of .05, making a statistically significant contribution.

Part 2: Vision Statement (S2.0)

The Beta values for the five independent variables' impact on *vision statement* (Appendix 6B) are:

S6.0 with a Beta value of 0.758, S9.0 with a Beta value of 0.315, S7.0/8.0 with a Beta value of -0.038, S10.0 with a Beta value of 0.093, and S5.0 with a Beta value of -0.266.

The three variables S5.0, S6.0, and S9.0 reach the significance level of .05, making a statistically significant contribution. S5.0 has a negative Beta value, which means that when this variable increase, the dependent variable will decrease.

Part 3: Values (S3.0)

The Beta values for the five independent variables' impact on *values* (Appendix 6C) are:

S6.0 with a Beta value of 0.672, S9.0 with a Beta value of 0.334, S10.0 with a Beta value of -0.003, S7.0/8.0 with a Beta value of -0.045, and S5.0 with a Beta value of -0.334.

The three variables S5.0, S6.0, and S9.0 reach the significance level of .05, making a statistically significant contribution. S5.0 has a negative Beta value.

[Part 4: Individual Goals \(S4.0\)](#)

The Beta values for the five independent variables' impact on *individual goals* (Appendix 6D) are:

S9.0 with a Beta value of 0.707, S7.0/8.0 with a Beta value of 0.165, S5.0 with a Beta value of 0.151, S10.0 with a Beta value of -0.082, and S6.0 with a Beta value of -0.217.

The three variables S5.0, S6.0, and S9.0 reach the significance level of .05, making a statistically significant contribution. S6.0 has a negative Beta value.

The variable S7.0/8.0 has a significance value of .15, and even though it does not make a statistically significant contribution, it is worth noticing that the probability of its Beta value being a product of chance alone is relatively low.

4.4.4 Part Correlation Coefficient Analysis

The Part Correlation Coefficient can be used to get an indication of the contribution a specific independent variable has on the total R-Square (Pallant, 2005). The Part Correlation Coefficient is found by squaring the Part value found in the Coefficients-table of the multiple regression.

[Part 1: Organizational Goals \(S1.0\)](#)

The Part Correlation Coefficients for the five independent organizational behavior-oriented variables' contribution to the R-Square for the dependent variable *organizational goals* (Appendix 6A) are, sorted descending:

S5.0 with a coefficient of 0.097, S9.0 with a coefficient of 0.023, S7.0/8.0 with a coefficient of 0.006, S10.0 with a coefficient of 0.001, and S6.0 with a coefficient of 0.001.

This indicates that the R-Square for organizational goals would drop 0.097 (9.7%) if S5.0 was not included in the model, 0.023 (2.3%) if S9.0 was not included in the model, 0.6% if S7.0/8.0 was not included, 0.1% if S10.0 was not included, and 0.1% if S6.0 was not included.

The total R-Square value for the model (0.472) does not equal the Part Correlation Coefficients added up ($0.097+0.023+0.006+0.001+0.001=0.128$) because the Part Correlation Coefficients represent only the unique contribution of each independent variable, with any overlap or shared variance ignored, whereas the total R-Square value include the unique variance explained by each independent variable, as well as overlaps and shared variance (Pallant, 2005).

[Part 2: Vision Statement \(S2.0\)](#)

The Part Correlation Coefficients for the five independent variables' contribution to the R-Square for the dependent variable *vision statement* (Appendix 6B) are, sorted descending:

S6.0 with a coefficient of 0.347 (34.7%), S9.0 with a coefficient of 0.028 (2.8%), S7.0/8.0 with a coefficient of $-0.0004 \approx 0.000$ ($-0.04\% \approx 0.0\%$), S10.0 with a coefficient of -0.003 (-0.3%), and S5.0 with a coefficient of -0.052 (-5.2%).

S7.0/8.0 has a coefficient that equals to zero, which means that it has close to no unique contribution in explaining the variance in the dependent variable *vision statement*.

S10.0 and S5.0 has a negative coefficient, which means that R-Square decreases when these independent variables are included.

[Part 3: Values \(S3.0\)](#)

The Part Correlation Coefficients for the five independent variables' contribution to the R-Square for the dependent variable *values* (Appendix 6C) are, sorted descending:

S6.0 with a coefficient of 0.272 (27.2%), S9.0 with a coefficient of 0.031 (3.1%), S10.0 with a coefficient of -0.000004 \approx 0.000 (0.0004% \approx 0.0%), S7.0/8.0 with a coefficient of -0.001 (-0.1%), and S5.0 with a coefficient of -0.082 (-8.2%).

[Part 4: Individual Goals \(S4.0\)](#)

The Part Correlation Coefficients for the five independent variables' contribution to the R-Square for the dependent variable *individual goals* (Appendix 6D) are, sorted descending:

S9.0 with a coefficient of 0.140 (14.0%), S5.0 with a coefficient of 0.017 (1.7%), S7.0/8.0 with a coefficient of 0.008 (0.8%), S10.0 with a coefficient of -0.002 (-0.2%), and S6.0 with a coefficient of -0.029 (-2.9%).

5.0 DISCUSSION

This sections starts out with a short initial summary of major findings, followed by key discoveries/theoretical implications. Then, limitations of the study are discussed, as well as the usefulness. Managerial implications follow, before the need for future research is described.

5.1 Summary of Major Findings

Focusing on the first research question, the discussion has through the analysis found the indication that there is a generally high employee consciousness and knowledge of *organizational goals, vision statement, values, and individual goals*. However, concerning the vision, a minority of the sample seems to disrespect their organizational vision and the philosophy behind it. Concerning the values, a small portion of the sample seems to think that clear organizational values are *not* important for them to increase their work efficiency and motivation. Additionally, regarding the individual goals, a small portion of the sample has seemingly replied that their individual goals do not align well with their organizational goals.

Focusing on the second research question, the discussion has indicated that:

H1: A positive perception of *individual empowerment* will result in a partly increased employee consciousness and knowledge (of brand identity and organizational strategy).

H2: A positive perception of *internal marketing* will result in a partly increased employee consciousness and knowledge.

H3: A positive perception of *leadership practiced by leaders* will *not* result in an increased employee consciousness and knowledge.

H4: A positive perception of *empowerment practiced by leaders* will *not* result in an increased employee consciousness and knowledge.

H5: A positive perception of *strategic change* will result in an increased employee consciousness and knowledge.

H6: A positive perception of *employee satisfaction* will *not* result in an increased employee consciousness and knowledge.

5.2 Key Discoveries / Theoretical Implications

5.2.1 Descriptive Analysis of Brand Identity and Organizational Strategy

Part 1: Organizational Goals

Q1.1: “How is employees’ consciousness and knowledge of their hotel’s *organizational goals* characterized?”

The first thing to notice is the relatively high mean value for all of the eight attributes representing the variable organizational goals. S1.3 “I know our organizational goals” stands out with the highest mean of 6.17, while the lowest mean is 5.50. Considering that 7 is the highest possible value, all means seem to be fairly high for the sample of this research project. Additionally, the skewness is negative for all eight attributes, which indicate a greater number of larger values than their respective mean. The skewness and kurtosis stand out from the rest for S1.4 “Our organizational goals are clear to me”, at -1.61 and 1.79 respectively. Considering the low skewness value which indicates that a majority of the

responses are higher than the mean, and the high kurtosis which indicate a flat distribution, as well as the high mean itself, and the fact that this attribute was reversed in the data collection, it gives a strong indication that this attribute has been misinterpreted, and it is therefore rendered irrelevant.

All in all, these eight attributes are indicators of a generally high employee consciousness and knowledge of *organizational goals*.

Part 2: Vision Statement

Q1.2: “How is employees’ consciousness and knowledge of their hotel’s *vision statement* characterized?”

As with the previous variable, the mean values for the ten attributes representing vision statement are high, with the lowest mean being 5.25. Standard deviations are all between 1.02 and 1.36, and all skewness values are negative, indicating a greater number of larger values than their respective mean. The skewness and kurtosis for S2.5 “I respect our organizational vision and the philosophy behind it” stand out from the rest, at -1.95 and 4.02, where the skewness indicates a greater number of larger values than its mean at 6.23. When this is seen together with the kurtosis, it indicates that the majority of the sample has rated this attribute high, while a smaller portion of the sample has rated it very low, at a minimum of 2 for this attribute.

These ten attributes indicate that employees have a generally high consciousness and knowledge of their hotel’s *vision statement*. However, a minority of the sample seems to disrespect their organizational vision and the philosophy behind it.

Part 3: Values

Q1.3: “How is employees’ consciousness and knowledge of their hotel’s *values* characterized?”

For the ten attributes representing values, the highest mean is 6.31 and the lowest 5.48. Standard deviations are all between 0.82 and 1.22, and all skewness values are negative. Worth noticing for this variable is the two first attributes, S3.1 “Clear organizational values are important for me to increase my work efficiency” and S3.2 “Clear organizational values are important for me to increase my work motivation”, with skewness values of -1.38 and -1.49 respectively, as well as kurtosis values of 1.99 and 2.39. This indicates that the majority has rated them very high, while a small minority of the sample has rated it very low, at a minimum of 2 for both these two attributes.

These ten attributes indicate that employees have a generally high consciousness and knowledge of their hotel’s *values*. However, a small portion of the sample seems to think that clear organizational values are *not* important for them to increase their work efficiency and motivation.

Part 4: Individual Goals

Q1.4: “How is employees’ consciousness and knowledge of their own *individual goals* characterized?”

It is worth noticing for the eight attributes representing individual goals that only two of these eight have a minimum value that goes below 4. The mean is very high, stretching from 6.68 to 6.11 for seven of the eight attributes. The last attribute, S4.8 “My individual goals align well with our organizational goals” has a mean value of 5.38 with a

considerably high standard deviation of 1.91. Its skewness value of -1.06 indicates a greater number of larger values, and as such, a small portion of the sample has rated it low, at a minimum of 1. This attribute was reversed in the data collection, but there is not strong enough evidence that this has affected the result considerably.

These eight attributes indicate that employees have a generally high consciousness and knowledge of their own *individual goals*. A small portion of the sample has seemingly replied that their individual goals do not align well with their organizational goals.

5.2.2 Descriptive Analysis of Six Organizational Behavior-oriented Variables

All the six organizational behavior-oriented variables have skewness and kurtosis values that according to De Vaus (2004) are good. *Individual empowerment* has the highest mean value of 5.77. *Leadership practiced by leaders* and *strategic change* both comes second with a mean value of 5.70. *Empowerment practiced by leaders* comes third with a mean of 5.57, *internal marketing* fourth with a mean of 5.52, and *employee satisfaction* last with the mean value of 5.41.

5.2.3 Pearson Correlation

Reliability Analysis

Of the ten variables, four has an Alpha value below 0.900 after the selected attributes have been removed. *Individual empowerment* (S5.0) has an Alpha value of 0.739, *internal marketing* (S6.0) has an Alpha value of 0.827, *strategic change* (S9.0) has an Alpha value of 0.786, and *employee satisfaction* (S10.0) has an Alpha value of 0.868. Everything above 0.800 is good; however, individual empowerment and strategic change, which are both below, are kept since their internal consistency does not drop below 0.700.

Pearson Correlation between Dependent and Independent Variables

Individual empowerment (S5.0) has a strong correlation with *organizational goals*, a medium correlation with *individual goals*, and no statistically significant correlation with *vision statement* and *values*. Internal marketing (S6.0) has a strong correlation with *vision statement* and *values*, a medium correlation with *organizational goals*, and a weak correlation with *individual goals*.

Leadership practiced by leaders (S7.0) has a strong correlation with *individual goals*, and a medium correlation with *organizational goals*, *vision statement*, and *values*. Empowerment practiced by leaders (S8.0) has a strong correlation with *individual goals*, and a medium correlation with *organizational goals*, *vision statement*, and *values*. It is worth noticing that both S7.0 and S8.0 have the same correlation with the four dependent variables.

Strategic change (S9.0) has a strong correlation with *organizational goals*, *vision statement*, *values*, and *individual goals*. Employee satisfaction (S10.0) has a strong correlation with *individual goals*, and a medium correlation with *organizational goals*, *vision statement*, and *values*.

Pearson Correlation between Independent Variables

Individual empowerment (S5.0) has a medium correlation with *internal marketing* and *strategic change*, a weak correlation with *employee satisfaction* and *empowerment practiced by leaders*, and no statistically significant correlation with *leadership practiced by leaders*. Internal marketing (S6.0) has a strong correlation with *strategic change*, *employee*

satisfaction, and empowerment practiced by leaders, and a medium correlation with leadership practiced by leaders.

Leadership practiced by leaders (S7.0) has a strong correlation with *empowerment practiced by leaders* (with a correlation of 0.913), *strategic change*, and *employee satisfaction*. Empowerment practiced by leaders (S8.0) has a strong correlation with *employee satisfaction* and *strategic change*. Strategic change (S9.0) has a strong correlation with *employee satisfaction*. It is worth noticing the extremely high correlation between S7.0 and S8.0.

5.2.4 Multiple Regression: Collinearity Diagnostics Analysis

In the collinearity diagnostics analysis, collinearity was confirmed between S7.0 and S8.0, initially suspected in the Pearson correlation analysis. The results and discussion of these had to be taken care of in the analysis itself, in order to make it consistent with the design of the project.

5.2.5 Multiple Regression: R-Square Analysis / Part Correlation Coefficient Analysis

Part 1: Organizational Goals

The five independent variables explain 47.2% of the variance in employee perceptions of *organizational goals*. The R-Square would drop 9.7% if *individual empowerment* was not included in the model, 2.3% if *strategic change* was not included, 0.6% if *leadership/empowerment practiced by leaders* was not included, 0.1% if *employee satisfaction* was not included, and 0.1% if *internal marketing* was not included.

Part 2: Vision Statement

The five independent variables explain 65.2% of the variance in employee perceptions of *vision statement*. The R-Square would drop 34.7% if *internal marketing* was not included, 2.8% if *strategic change* was not included, and remain unaffected if *leadership/empowerment practiced by leaders* was not included.

Part 3: Values

The five independent variables explain 60.6% of the variance in employee perceptions of *values*. The R-Square would drop 27.2% if *internal marketing* was not included, 3.1% if *strategic change* was not included, and remain unaffected if *employee satisfaction* was not included.

Part 4: Individual Goals

The five independent variables explain 54.0% of the variance in employee perceptions of *individual goals*. The R-Square would drop 14.0% if *strategic change* was not included, 1.7% if *individual empowerment* was not included, and 0.8% if *leadership/empowerment practiced by leaders* was not included.

Part 5: Summary

Individual empowerment has a 9.7% unique contribution in explaining the variance in *organizational goals*, and a 1.7% unique contribution in explaining the variance in *individual goals*.

Internal marketing has a 34.7% unique contribution in explaining the variance in *vision statement*, and a 27.2% unique contribution in explaining the variance in *values*.

Leadership/empowerment practiced by leaders has a 0.8% unique contribution in explaining the variance in *individual goals*, and a 0.6% unique contribution in explaining the variance in *organizational goals*.

Strategic change has a 14.0% unique contribution in explaining the variance in *individual goals*, a 3.1% unique contribution in explaining the variance in *values*, a 2.8% unique contribution in explaining the variance in *vision statement*, and a 2.3% unique contribution in explaining the variance in *organizational goals*.

Employee satisfaction has no unique contribution in explaining the variance in dependent variables.

5.2.6 Multiple Regression: Standardized Beta Coefficient Analysis

impact of each independent variable on the dependent variable, through showing the number of standard deviations that the outcome will change as a result of one standard deviation change in the independent.

Part 1: Organizational Goals

Individual empowerment has a Beta value of 0.365, and strategic change has a Beta value of 0.290.

Part 2: Vision Statement

Internal marketing has a Beta value of 0.758, strategic change has a Beta value of 0.315, and individual empowerment has a Beta value of -0.266.

Part 3: Values

Internal marketing has a Beta value of 0.672, strategic change has a Beta value of 0.334, and individual empowerment has a Beta value of -0.334.

Part 4: Individual Goals

Strategic change has a Beta value of 0.707, leadership/empowerment practiced by leaders has a Beta value of 0.165, individual empowerment has a Beta value of 0.151, and internal marketing has a Beta value of -0.217. Notice that the variable leadership/empowerment practiced by leaders has a significance value of .15.

Part 5: Summary

Individual empowerment has an impact of 0.365 (Beta) on *organizational goals*, an impact of 0.151 (Beta) on *individual goals*, an impact of -0.266 (Beta) on *vision statement*, and an impact of -0.334 (Beta) on *values*.

Internal marketing has an impact of 0.758 (Beta) on *vision statement*, an impact of 0.672 (Beta) on *values*, and an impact of -0.217 on *individual goals*.

Leadership/empowerment practiced by leaders has an impact of 0.165 (Beta) on *individual goals* (statistically significant on a 0.15 level).

Strategic change has an impact of 0.707 (Beta) on *individual goals*, an impact of 0.334 (Beta) on *values*, an impact of 0.315 (Beta) on *vision statement*, and an impact of 0.290 (Beta) on *organizational goals*.

Employee satisfaction has no impact on dependent variables.

5.2.7 Hypotheses

Hypothesis 1

H1: "A positive perception of *individual empowerment* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

Individual empowerment has a 9.7% unique contribution in explaining the variance in *organizational goals*, and a 1.7% unique contribution in explaining the variance in *individual goals*. Individual empowerment has an impact of 0.365 (Beta) on *organizational goals*, and an impact of 0.151 (Beta) on *individual goals*. The variable has an impact of -0.266 (Beta) on *vision statement*, and an impact of -0.334 (Beta) on *values*.

This indicates that a positive perception of individual empowerment will result in a significantly increased employee consciousness and knowledge of organizational goals and individual goals, and in a decreased employee consciousness and knowledge of vision statement and values.

Hypothesis 2

H2: "A positive perception of *internal marketing* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

Internal marketing has a 34.7% unique contribution in explaining the variance in *vision statement*, and a 27.2% unique contribution in explaining the variance in *values*. Internal marketing has an impact of 0.758 (Beta) on *vision statement*, and an impact of 0.672 (Beta) on *values*. The variable has an impact of -0.217 on *individual goals*.

This indicates that a positive perception of internal marketing will result in a significantly increased employee consciousness and knowledge of vision statement and values, and in a decreased employee consciousness and knowledge of individual goals.

Hypothesis 3

H3: "A positive perception of *leadership practiced by leaders* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

Leadership/empowerment practiced by leaders has a 0.8% unique contribution in explaining the variance in *individual goals*, and a 0.6% unique contribution in explaining the variance in *organizational goals*. Leadership/empowerment practiced by leaders has an impact of 0.165 (Beta) on *individual goals* (statistically significant on a 0.15 level).

This indicates that a positive perception of leadership practiced by leaders will *not* result in a significantly increased employee consciousness and knowledge of brand identity and organizational strategy.

Hypothesis 4

H4: "A positive perception of *empowerment practiced by leaders* will results in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*."

The result for H3 applies to H4; hence a positive perception of empowerment practiced by leaders will *not* result in a significantly increased employee consciousness and knowledge of brand identity and organizational strategy.

Hypothesis 5

H5: "A positive perception of *strategic change* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

Strategic change has a 14.0% unique contribution in explaining the variance in *individual goals*, a 3.1% unique contribution in explaining the variance in *values*, a 2.8% unique contribution in explaining the variance in *vision statement*, and a 2.3% unique contribution in explaining the variance in *organizational goals*. Strategic change has an impact of 0.707 (Beta) on *individual goals*, an impact of 0.334 (Beta) on *values*, an impact of 0.315 (Beta) on *vision statement*, and an impact of 0.290 (Beta) on *organizational goals*.

This indicates that a positive perception of strategic change *will* result in a significantly increased employee consciousness and knowledge of brand identity and organizational strategy.

Hypothesis 6

H6: "A positive perception of *employee satisfaction* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

Employee satisfaction has no unique contribution in explaining the variance in dependent variables. Employee satisfaction has no impact on dependent variables.

This indicates that a positive perception of employee satisfaction will *not* result in a significantly increased employee consciousness and knowledge of brand identity and organizational strategy.

5.3 Limitations

The major limitation of this research project has been the available timeframe, as it has challenged certain phases and processes intensively in order to stay as effective as possible. As a result of this, development of ideas that could have contributed positively to the project may have been overlooked, as well as relevant details in documenting the entire research process. It has more or less affected the whole project – from data collection methods, to the theoretical framework. However, this time limit has forced a steep and long lasting learning curve. Something has been happening all the time, and in that manner, it may be considered a positive limitation for personal development.

5.4 Usefulness

The focus of this project is a useful approach in itself, in that it seeks to learn about the role of employees in organizations, how they perceive it, and what organizational behavior-oriented variables may influence these perceptions.

The usefulness of the descriptive analysis for the first research question is to a large extent questionable, as the results are only representative for that specific sample. When linked with the second research question, examining influence between employee perceptions and organizational behavior, its usefulness becomes clearer.

This research project does not make any revolutionary findings or include any spectacular methodology that the world has never seen before. However, it does seek to understand and to develop, and it may serve as a useful exploratory platform for further, more specific research.

5.5 Managerial Implications

The sample of this research project was found to have an overall high consciousness and knowledge of their hotel's brand identity and organizational strategy. It may potentially represent a possibility that employees in the hotel business are well aware of organizational goals, vision statement, values, and their own individual goals. However, it is important to keep in mind that the first research question is not generalizable to a population.

The second research question indicates that a positive perception of *individual empowerment* and *internal marketing* both will result in a *partly* increased employee consciousness and knowledge of brand identity and organizational strategy. Furthermore, a positive perception of *strategic change* will result in an increased employee consciousness and knowledge of brand identity and organizational strategy. Last, a positive perception of *leadership practiced by leaders*, *empowerment practiced by leaders*, and *employee satisfaction* will *not* result in an increased employee consciousness and knowledge of brand identity and organizational strategy.

This may indicate that individual empowerment, internal marketing, and strategic change are the variables that should be focused on when seeking to develop employee consciousness and knowledge. However, more specific, future research will have to be undertaken before any managerial implications can be concluded.

5.6 Future Research

There are several ways future research can be addressed.

It could focus on the platform already established, in order to develop and remove variables further, making the outcomes of the analysis more fruitful. Furthermore, it could

focus on more specific hotels, or even other types of organizations. Looking at differences and similarities in data collections between two or more hotels or organizations may be valuable in order to learn more about what variables may be of importance, and what variables may not. This could be conducted as a study in itself, in order to prepare the further research that seeks to understand the influence of organizational behavior-oriented variables on employee perceptions of brand identity and organizational strategy.

The focus could additionally be altered, e.g., towards how different perceptions affect the hotel(s) or organization(s). To add an extra dimension, the data collection could be performed in several cycles, in order to increase research reliability, and to compare the data collections for the different cycles.

Using a more consistent sampling method, as well as a larger sample, could provide more representative results. Alternatively, focusing on qualitative research methods could prove valuable, as it seeks to explore more in depth on *why* respondents perceive what they do. To search for causal explanations, semi-, or preferably true-experimental research could be planned and conducted among employees in hotel(s) or organization(s).

6.0 CONCLUSION

Q1: “How do employees perceive their hotel’s *brand identity and organizational strategy*?”

The findings for the first research question indicate that there is a generally high employee consciousness and knowledge of *organizational goals, vision statement, values, and individual goals*. However, concerning the vision, a minority of the sample seems to disrespect their organizational vision and the philosophy behind it. Concerning the values, a small portion of the sample seems to think that clear organizational values are *not* important for them to increase their work efficiency and motivation. Additionally, regarding the individual goals, a small portion of the sample has seemingly replied that their individual goals do not align well with their organizational goals.

The second research question presents the following six hypotheses:

H1: “A positive perception of *individual empowerment* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*.”

The first hypothesis is partly accepted, for the two variables *organizational goals* and *individual goals*.

H2: “A positive perception of *internal marketing* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy*.”

The second hypothesis is partly accepted, for the two variables *vision statement* and *values*.

H3: "A positive perception of *leadership practiced by leaders* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

The third hypothesis is rejected.

H4: "A positive perception of *empowerment practiced by leaders* will results in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

The fourth hypothesis is rejected.

H5: "A positive perception of *strategic change* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

The fifth hypothesis is accepted.

H6: "A positive perception of *employee satisfaction* will result in a significantly increased *employee consciousness and knowledge of brand identity and organizational strategy.*"

The sixth hypothesis is rejected.

Although the hypotheses have been accepted or rejected, further research is required to reach any final conclusions.

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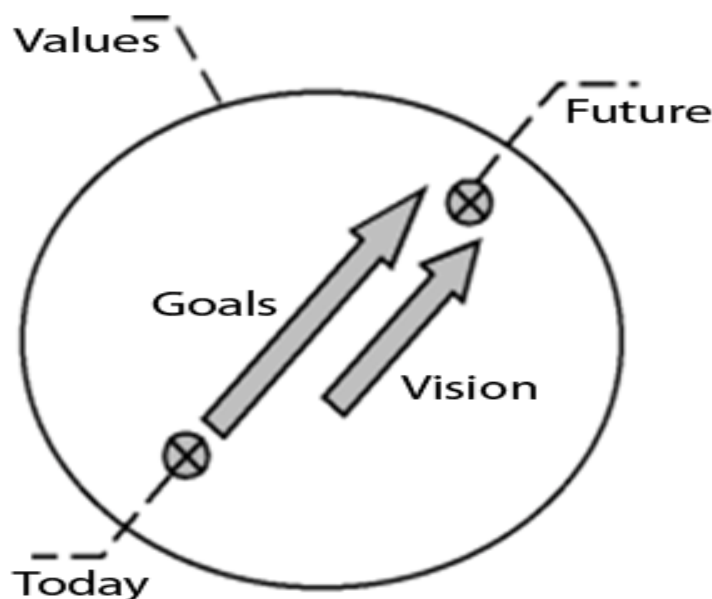
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APPENDIX 1 – QUESTIONNAIRES

YUKL, 2006: PAGES WITH DETAILED INSPIRATION FOR ATTRIBUTES

- 66 (Examples of Task-, Relations-, and Change-Oriented Behaviors)
- 70-71-72 (Guidelines for Clarifying Roles and Objectives / Monitoring Operations / Supporting)
- 73-74 (Guidelines for Coaching / Mentoring / Recognizing)
- 95 (Guidelines for Participative Leadership)
- 103 (Guidelines for Delegating)
- 111 (Guidelines for Empowering)
- 135-36 (Guidelines for Self-Management / Followers)
- 231 (Conditions Affecting the Intervening Variables in the Multiple-Linkage Model)
- 240(Guidelines for Leaders)
- 274 (Guidelines for Transformational Leadership)
- 298 (Guidelines for Formulating a Vision)
- 303 (Guidelines for Implementing Change)
- 311 (Guidelines for Increasing Learning and Innovation)
- 325 (Mediating Variables for Effect of Leader Behaviors on Team Performance)
- 330 (Leadership Behaviors Needed in Cross-Functional Teams)
- 335 (Team-Building Behaviors and Procedures)
- 397 (Activities for Facilitating Leadership Development)
- 409 (Guidelines for Self-Development of Leadership Skills)
- 436 (Guidelines for Managing Diversity)
- 456 (Concluding Thoughts)



Employee Perceptions of Brand Identity

This survey seeks to outline employees' perceptions of the hotel they work for, and is conducted as a part of a master thesis project at the University of Stavanger.

Collected information will be used to learn about:

- 1) to what extent employees know about and are conscious of the hotel's brand identity (vision, values, and goals)
- 2) factors that characterize various degrees of perceptions among employees

No person- or hotel-specific information will be collected, except for the four demographic questions at the bottom of this page; gender, age, number of years in the hotel industry, and number of years in the current hotel. *Hence, nothing can be traced back to your hotel or yourself, and the analysis of the collected data will therefore be completely anonymous.*

The survey consists of a total of 108 statements that are grouped into different topics. Every statement is to be answered with -one- cross on a scale from 1 (false) to 7 (true). The survey should take approximately 10 minutes to complete.

Thank you for taking the time to support this project by completing this survey.

The person responsible for this project may be reached via e-mail: jt.hansen@stud.uis.no

Best regards,
Jan Tore Hansen
Masterstudent at UiS

| | |
|---------------------------------------|---|
| Demographics | |
| Gender | <input type="checkbox"/> Male <input type="checkbox"/> Female |
| Age | <input type="checkbox"/> Less than 20 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> 50-59 <input type="checkbox"/> 60 or more |
| Number of years in the hotel industry | <input type="checkbox"/> Less than 1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30 or more |
| Number of years in the current hotel | <input type="checkbox"/> Less than 1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30 or more |

| 1. Organizational Goals (Goals relevant to the <i>entire</i> hotel as a company) | False | True |
|---|--|-------------|
| Clear organizational goals are important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Clear organizational goals are important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I know our organizational goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational goals are unclear to me | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall our organizational goals in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall our organizational goals when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational goals increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational goals increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 2. Vision Statement | False | True |
|--|--|-------------|
| A clear organizational vision is important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| A clear organizational vision is important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I know our organizational vision | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I <i>understand</i> our organizational vision and the philosophy behind it | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I respect our organizational vision and the philosophy behind it | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall our organizational vision in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall our organizational vision when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational vision increases my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational vision increases my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational vision inspires me on a personal level | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 3. Values | False | True |
|--|--|-------------|
| Clear organizational values are important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Clear organizational values are important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I know our organizational values | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I <i>understand</i> our organizational values and the philosophy behind them | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My personal philosophy align with our organizational values and the philosophy behind them | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall our organizational values in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall our organizational values when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational values increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational values increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our organizational values inspire me on a personal level | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 4. Individual Goals (Goals relevant to my <i>specific position</i> in the hotel) | False | True |
|--|--|-------------|
| Clear individual goals are important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Clear individual goals are important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My individual goals are clear to me | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall my individual goals in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I consciously recall my individual goals when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My individual goals increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My individual goals increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My individual goals align poorly with our organizational goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 5. Individual Empowerment | False | True |
|---|--|-------------|
| I may decide myself how I want to accomplish my individual goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I may decide myself how I want to accomplish our organizational goals (by designing my individual goals myself) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I never take initiative in order to carry out my <i>own</i> solutions to problems | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I challenge plans and proposals that I consider flawed | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I seek challenging assignments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I seek relevant feedback | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 6. Internal Marketing | False | True |
|---|--|-------------|
| I am familiar with the different accommodational concepts offered by our hotel chain (budget, comfort, luxury etc.) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel that our organizational goals complement the organizational vision and values | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I have a clear idea about how the hotel's brand identity (vision, values, and goals) can be attained | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I believe that my perceived image of our hotel is aligned well with the hotel's brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My perceived image of our hotel seems to differ from how other employees perceive the hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our hotel promotes an alignment between employees' perceptions and the hotel's brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Symbols, ceremonies, and stories are used to build a joint brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| As an employee, I see a continuous evaluation and development of the hotel's brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 7. Leadership – <i>"I feel that our hotel is characterized by leaders who:"</i> | False | True |
|--|--|-------------|
| Serve as a role model (by demonstrating proper behavior) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Explain assignments clearly | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Give reasons for assignments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Explain job responsibilities | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Ensure employee acceptance of job responsibilities | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Send conflicting signals about expectations | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Clarify priorities and deadlines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Welcome employees to express concerns | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Provide coaching and advice when requested | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Provide periodic progress meetings | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Treat each employee as an individual (by remembering relevant details) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Provide constructive feedback on effective and ineffective behaviors | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Identify employees' expertise and abilities that are relevant to their position | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Listen to dissenting views without getting defensive | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Deal with uncertainty in a professional way | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Act confident and optimistic | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Emphasize organizational vision and values | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

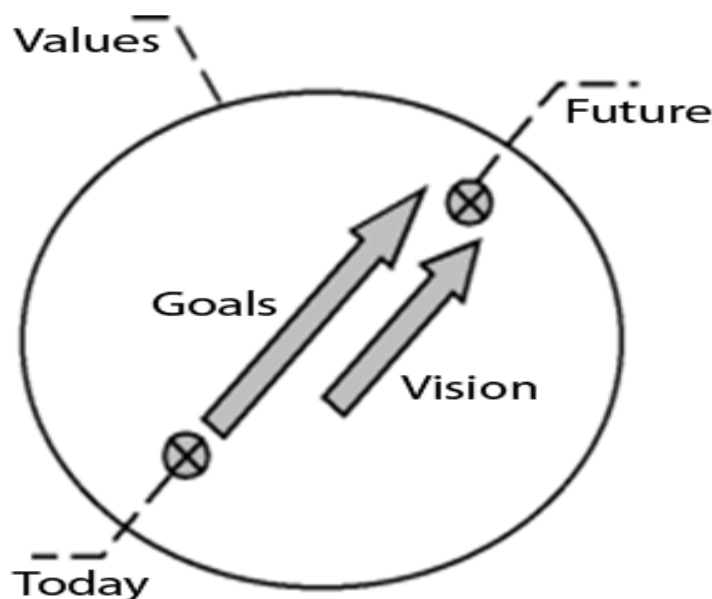
| 8. Empowerment – <i>"I feel that our hotel is characterized by leaders who:"</i> | False | True |
|---|--|-------------|
| Express trust in employees | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Do not involve employees in decisions that affect them | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Do not pay attention to individual differences in motivation and skills | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Set goals that are clear and specific | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Set goals that are challenging, but realistic | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Build task commitment and optimism | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Encourage employees to take independent initiative and determine the best way to do a task themselves | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Assist employees in learning how to solve a problem themselves, rather than providing a final solution to the problem | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Encourage sharing of information and knowledge | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Provide resources needed to carry out assignments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Welcome ideas and suggestions | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Look for ways to build on ideas and suggestions | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Recognize contributions and achievements | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Recognize improvements in performance | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Reward or celebrate attainments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Make mistakes a learning experience | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 9. Strategic Change | False | True |
|---|--|-------------|
| Our hotel considers change a positive phenomenon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our hotel envisions exciting new possibilities and changes | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Potential possibilities and changes are never implemented | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| My job requires me to be dynamic and handle change | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel uncomfortable with changes in routines and goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel that my assignments and capabilities contribute positively to the development of the hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel that I am being informed about important strategic decisions concerning our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our hotel doesn't need change in order to stay competitive | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Overall, little has changed since I started working here | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 10. Employee Satisfaction | False | True |
|---|--|-------------|
| I am dissatisfied with my job | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel personally committed to my job | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I am capable of handling the daily stressors I encounter at work | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| As an employee, I feel appreciated and taken care of | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel that my personal skills are being developed | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel that there is coherence between what is said and what is rewarded | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I feel comfortable among other employees in our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| We arrange social activities together outside of work | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our work culture emphasize common interests and values among employees | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Our work culture encourages mutual trust and acceptance among all employees | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| There should be a higher focus on teambuilding in our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I am proud of the hotel I work for | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| There is a high employee turnover in our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 11. Closure | False | True |
|--|--|-------------|
| I was <i>conscious</i> of our hotel's brand identity before taking this survey | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| I will be <i>more</i> conscious of our hotel's brand identity after having taken this survey | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| This survey has been clear | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

Thank you for taking the time to support this project.



Ansattes Oppfatning av Brand Identitet

Denne undersøkelsen søker å kartlegge ansattes oppfatninger av hotellet de arbeider for, og gjennomføres i forbindelse med et mastergradsprosjekt ved Universitetet i Stavanger.

Innsamlet informasjon vil brukes til å lære om:

- 1) i hvilken grad ansatte kjenner til og er bevisste på hotellets brand identitet (*visjon, verdier, og mål*)
- 2) faktorer som kjennetegner ulike grader av oppfatninger blant ansatte

Ingen person- eller hotell-spesifikk informasjon vil bli samlet inn, med unntak av de fire demografiske spørsmålene nederst på denne siden; kjønn, alder, antall år i hotellbransjen, og antall år i nåværende hotell. *Med andre ord, ingenting kan spores tilbake til hverken ditt hotell eller deg selv, og analysen av innsamlede data vil dermed foregå helt anonymt.*

Undersøkelsen består av totalt 108 påstander som er gruppert under ulike tema.

Hver påstand besvares med ett kryss [X] på en skala fra 1 (usant) til 7 (sant).

Undersøkelsen burde ta cirka 10 minutter å fullføre.

Takk for at du tar deg tid til å støtte opp om dette prosjektet ved å fullføre denne undersøkelsen.

Ansvarlig for prosjektet kan om ønskelig nås på e-mail: jt.hansen@stud.uis.no

Med vennlig hilsen,
Jan Tore Hansen
Masterstudent ved UiS

| | |
|------------------------------|--|
| Demografi | |
| Kjønn | <input type="checkbox"/> Mann <input type="checkbox"/> Kvinne |
| Alder | <input type="checkbox"/> Mindre enn 20 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> 50-59 <input type="checkbox"/> 60 eller mer |
| Antall år i hotellbransjen | <input type="checkbox"/> Mindre enn 1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30 eller mer |
| Antall år i nåværende hotell | <input type="checkbox"/> Mindre enn 1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30 eller mer |

| 1. Organisasjonens Mål (Mål for <i>hele</i> hotellet som en bedrift) | Usant | Sant |
|---|--|-------------|
| Klare og tydelige organisasjonelle mål er viktig for at jeg skal kunne øke min arbeidseffektivitet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Klare og tydelige organisasjonelle mål er viktig for at jeg skal kunne øke min arbeidsmotivasjon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg kjenner våre organisasjonelle mål | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Våre organisasjonelle mål er i mine øyne uklare og utydelige | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg tenker bevisst på våre organisasjonelle mål i mine daglige arbeidsrutiner | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg tenker bevisst på våre organisasjonelle mål når jeg møter nye utfordringer i min arbeidshverdag | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Våre organisasjonelle mål øker min arbeidseffektivitet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Våre organisasjonelle mål øker min arbeidsmotivasjon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 2. Visjonserklæring | Usant | Sant |
|---|--|-------------|
| En klar og tydelig visjonserklæring er viktig for at jeg skal kunne øke min arbeidseffektivitet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| En klar og tydelig visjonserklæring er viktig for at jeg skal kunne øke min arbeidsmotivasjon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg kjenner vår visjonserklæring | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg <i>forstår</i> vår visjonserklæring og tankegangen bak den | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg respekterer vår visjonserklæring og tankegangen bak den | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg tenker bevisst på vår visjonserklæring i mine daglige arbeidsrutiner | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg tenker bevisst på vår visjonserklæring når jeg møter nye utfordringer i min arbeidshverdag | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vår visjonserklæring øker min arbeidseffektivitet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vår visjonserklæring øker min arbeidsmotivasjon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vår visjonserklæring inspirerer meg på et personlig plan | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 3. Verdier | Usant | Sant |
|---|--|-------------|
| Klare og tydelige organisasjonelle verdier er viktig for at jeg skal kunne øke min arbeidseffektivitet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Klare og tydelige organisasjonelle verdier er viktig for at jeg skal kunne øke min arbeidsmotivasjon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg kjenner våre organisasjonelle verdier | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg <i>forstår</i> våre organisasjonelle verdier og tankegangen bak dem | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Min personlige tankegang passer overens med våre organisasjonelle verdier og tankegangen bak dem | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg tenker bevisst på våre organisasjonelle verdier i mine daglige arbeidsrutiner | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg tenker bevisst på våre organisasjonelle verdier når jeg møter nye utfordringer i min arbeidshverdag | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Våre organisasjonelle verdier øker min arbeidseffektivitet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Våre organisasjonelle verdier øker min arbeidsmotivasjon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Våre organisasjonelle verdier inspirerer meg på et personlig plan | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 4. Individuelle Mål (Mål som er relevante for min <i>spesifikke posisjon</i> i hotellet) | Usant | Sant | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Klare og tydelige individuelle mål er viktig for at jeg skal kunne øke min arbeidseffektivitet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Klare og tydelige individuelle mål er viktig for at jeg skal kunne øke min arbeidsmotivasjon | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Mine individuelle mål er i mine øyne klare og tydelige | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg tenker bevisst på mine individuelle mål i mine daglige arbeidsrutiner | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg tenker bevisst på mine individuelle mål når jeg møter nye utfordringer i min arbeidshverdag | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Mine individuelle mål øker min arbeidseffektivitet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Mine individuelle mål øker min arbeidsmotivasjon | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Mine individuelle mål passer dårlig overens med våre organisasjonelle mål | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |

| 5. Individuell Bemyndigelse | Usant | Sant | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Jeg kan selv bestemme hvordan jeg vil oppnå mine individuelle mål | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg kan selv bestemme hvordan jeg vil oppnå våre organisasjonelle mål (ved å designe mine individuelle mål selv) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg tar aldri initiativ for å gjennomføre mine <i>egne</i> løsninger på problemer | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg utfordrer planer og forslag som jeg mener er feilaktige | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg søker utfordrende arbeidsoppgaver | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg søker relevante tilbakemeldinger | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |

| 6. Intern Markedsføring | Usant | Sant | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Jeg er kjent med de ulike innkvarteringskonseptene tilbudt av vår hotellkjede (budsjett, komfort, luksus osv.) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg føler at våre organisasjonelle mål komplementerer visjonserklæringa og verdiene | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg har en klar forestilling om hvordan hotellets brand identitet (visjonen, verdiene, og målene) kan nås | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Jeg mener at mitt oppfattede bilde av vårt hotell passer godt overens med hotellets brand identitet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Mitt oppfattede bilde av vårt hotell ser ut til å være forskjellig fra hvordan andre ansatte oppfatter hotellet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Hotellet vårt promoterer en tilpasning mellom ansattes oppfatninger og hotellets brand identitet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Det brukes symboler, seremonier, og historier for å bygge en felles brand identitet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Som ansatt ser jeg en kontinuerlig evaluering og utvikling av hotellets brand identitet | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |

| 7. Lederskap – "Jeg føler at vårt hotell preges av ledere som:" | Usant | Sant |
|--|--|-------------|
| Går foran som et godt eksempel (ved å demonstrere riktig oppførsel) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Forklarer arbeidsoppgaver klart og tydelig | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Gir begrunnelser for arbeidsoppgaver | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Forklarer jobbens ansvarsområder | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Forsikrer seg ansattes samtykke av jobbens ansvarsområder | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Sender motstridende signaler om forventninger | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Avklarer prioriteringer og tidsfrister | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Er åpne for at ansatte uttrykker bekymringer | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Gir veiledning og råd på anmodning | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Holder periodiske progresjonsmøter | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Behandler hver ansatt som et individ (ved å huske relevante detaljer) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Gir konstruktive tilbakemeldinger på effektiv og ineffektiv opptreden | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Identifiserer ansattes kompetanse og ferdigheter som er relevante for deres stilling | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Lytter til utfordrende synspunkter uten å stille seg defensive | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Takler usikkerhet på en profesjonell måte | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Opptrer selvsikkert og optimistisk | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vektlegger visjonserklæring og organisasjonelle verdier | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 8. Bemyndigelse – "Jeg føler at vårt hotell preges av ledere som:" | Usant | Sant |
|---|--|-------------|
| Uttrykker tillit til ansatte | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Lar være å involvere ansatte i avgjørelser som berører dem | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Ikke er oppmerksomme på individuelle forskjeller i motivasjon og ferdigheter | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Setter mål som er klare, tydelige og spesifikke | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Setter mål som er utfordrende, men realistiske | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Skaper oppgaveforpliktelse og optimisme | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Oppfordrer ansatte til å ta selvstendig initiativ og finne den beste måten å løse en oppgave på selv | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Assisterer ansatte i å lære hvordan de kan løse et problem selv, fremfor å gi en endelig løsning på problemet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Fremmer deling av informasjon og kunnskap | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Tilrettelegger nødvendige ressurser for å gjennomføre arbeidsoppgaver | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Er åpne for idéer og forslag | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Ser etter måter å bygge på idéer og forslag | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Anerkjenner bidrag og prestasjoner | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Anerkjenner forbedringer i utførelse | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Belønner eller feirer prestasjoner | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Gjør feil til en læringserfaring | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

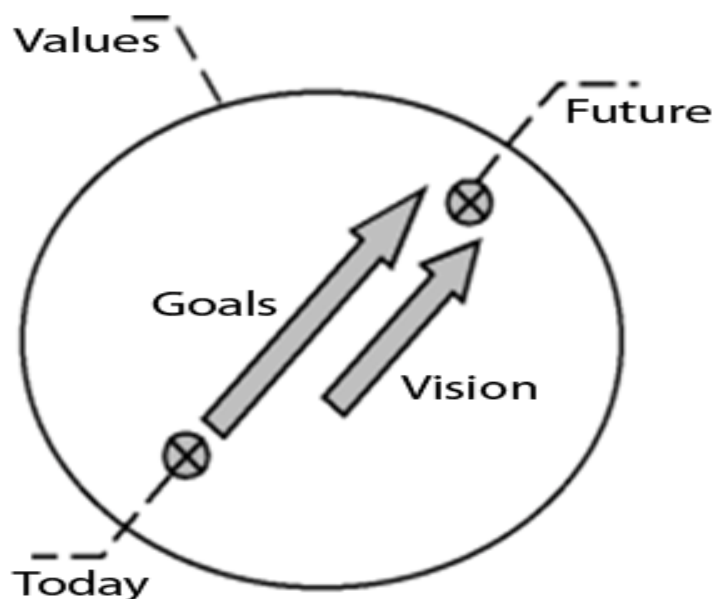
| 9. Strategisk Endring | Usant | Sant |
|---|--|------|
| Vårt hotell ser på endring som et positivt fenomen | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vårt hotell ser for seg spennende nye muligheter og endringer | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Potensielle muligheter og endringer blir aldri implementert | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Min jobb krever at jeg er dynamisk og takler endring | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler meg ukomfortabel med endringer i rutiner og mål | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler at mine arbeidsoppgaver og evner bidrar positivt til hotellets utvikling | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler at jeg blir informert om viktige strategiske avgjørelser vedrørende vårt hotell | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Hotellet vårt trenger ikke endring for å holde seg konkurransedyktig | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Alt i alt har lite forandret seg siden jeg startet å jobbe her | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 10. Ansattes Tilfredshet | Usant | Sant |
|--|--|------|
| Jeg er misfornøyd med jobben min | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler meg personlig forpliktet til jobben min | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg er i stand til å takle de daglige utfordringene jeg møter på jobb | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Som en ansatt føler jeg meg verdsatt og tatt vare på | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler at mine personlige ferdigheter blir utviklet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler at det er sammenheng mellom hva som blir sagt og hva som blir belønnet | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg føler meg komfortabel blant andre ansatte i hotellet vårt | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vi arrangerer sosiale aktiviteter sammen utenfor jobb | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vår arbeidskultur vektlegger felles interesser og verdier blant ansatte | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Vår arbeidskultur fremmer gjensidig tillit og aksept blant alle ansatte | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Det burde være et høyere fokus på teambuilding i hotellet vårt | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg er stolt over hotellet jeg arbeider for | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Det er en høy utskifting av ansatte i hotellet vårt | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 11. Lukking | Usant | Sant |
|--|--|------|
| Jeg var <i>bevisst</i> på vårt hotells brand identitet før jeg tok denne spørreundersøkelsen | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Jeg kommer til å være <i>mer</i> bevisst på vårt hotells brand identitet etter å ha tatt denne spørreundersøkelsen | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| Denne spørreundersøkelsen har vært klar og tydelig | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

Takk for at du tok deg tid til å støtte opp om dette prosjektet.

APPENDIX 2 – CODING



Variables and Attributes Coding Sheet

This survey seeks to outline employees' perceptions of the hotel they work for, and is conducted as a part of a master thesis project at the University of Stavanger.

Collected information will be used to learn about:

- 1) to what extent employees know about and are conscious of the hotel's brand identity (vision, values, and goals)
- 2) factors that characterize various degrees of perceptions among employees

No person- or hotel-specific information will be collected, except for the four demographic questions at the bottom of this page; gender, age, number of years in the hotel industry, and number of years in the current hotel. *Hence, nothing can be traced back to your hotel or yourself, and the analysis of the collected data will therefore be completely anonymous.*

The survey consists of a total of 108 statements that are grouped into different topics. Every statement is to be answered with -one- cross on a scale from 1 (false) to 7 (true). The survey should take approximately 10 minutes to complete.

Thank you for taking the time to support this project by completing this survey.

ASTERISKS:

One asterisk (*) = Attribute has been reversed to support the universal direction of the statements

Two asterisks (**) = Attribute has been removed in the correlational analysis to increase internal consistency of each variable

| | |
|---|---|
| Demographics | |
| D1 Gender | <input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female |
| D2 Age | <input type="checkbox"/> 1 Less than 20 <input type="checkbox"/> 2 20-29 <input type="checkbox"/> 3 30-39 <input type="checkbox"/> 4 40-49 <input type="checkbox"/> 5 50-59 <input type="checkbox"/> 6 60 or more |
| D3 Number of years in the hotel industry | <input type="checkbox"/> 1 Less than 1 <input type="checkbox"/> 2 1-3 <input type="checkbox"/> 3 4-6 <input type="checkbox"/> 4 7-9 <input type="checkbox"/> 5 10-19 <input type="checkbox"/> 6 20-29 <input type="checkbox"/> 7 30 or more |
| D4 Number of years in the current hotel | <input type="checkbox"/> 1 Less than 1 <input type="checkbox"/> 2 1-3 <input type="checkbox"/> 3 4-6 <input type="checkbox"/> 4 7-9 <input type="checkbox"/> 5 10-19 <input type="checkbox"/> 6 20-29 <input type="checkbox"/> 7 30 or more |

| S1.0 (mean) Organizational Goals | False | True |
|---|--|-------------|
| S1.1 Clear organizational goals are important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.2 Clear organizational goals are important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.3 I know our organizational goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.4 * ** Our organizational goals are clear to me | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.5 I consciously recall our organizational goals in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.6 I consciously recall our organizational goals when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.7 Our organizational goals increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S1.8 Our organizational goals increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S2.0 (mean) Vision Statement | False | True |
|--|--|-------------|
| S2.1 A clear organizational vision is important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.2 A clear organizational vision is important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.3 I know our organizational vision | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.4 I <i>understand</i> our organizational vision and the philosophy behind it | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.5 I respect our organizational vision and the philosophy behind it | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.6 I consciously recall our organizational vision in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.7 I consciously recall our organizational vision when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.8 Our organizational vision increases my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.9 Our organizational vision increases my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S2.10 Our organizational vision inspires me on a personal level | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S3.0 (mean) Values | False | True |
|--|--|-------------|
| S3.1 Clear organizational values are important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.2 Clear organizational values are important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.3 I know our organizational values | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.4 I <i>understand</i> our organizational values and the philosophy behind them | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.5 My personal philosophy align with our organizational values and the philosophy behind them | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.6 I consciously recall our organizational values in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.7 I consciously recall our organizational values when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.8 Our organizational values increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.9 Our organizational values increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S3.10 Our organizational values inspire me on a personal level | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S4.0 (mean) Individual Goals | False | True |
|--|--|-------------|
| S4.1 Clear individual goals are important for me to increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.2 Clear individual goals are important for me to increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.3 My individual goals are clear to me | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.4 I consciously recall my individual goals in my daily work routines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.5 I consciously recall my individual goals when facing new challenges in my work situation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.6 My individual goals increase my work efficiency | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.7 My individual goals increase my work motivation | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S4.8 * ** My individual goals align well with our organizational goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S5.0 (mean) Individual Empowerment | False | True |
|---|--|-------------|
| S5.1 I may decide myself how I want to accomplish my individual goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S5.2 I may decide myself how I want to accomplish our organizational goals (by designing my individual goals myself) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S5.3 * ** I take initiative in order to carry out my <i>own</i> solutions to problems | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S5.4 I challenge plans and proposals that I consider flawed | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S5.5 I seek challenging assignments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S5.6 I seek relevant feedback | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S6.0 (mean) Internal Marketing | False | True |
|---|--|-------------|
| S6.1 I am familiar with the different accommodational concepts offered by our hotel chain (budget, comfort, luxury etc.) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.2 I feel that our organizational goals complement the organizational vision and values | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.3 I have a clear idea about how the hotel's brand identity (vision, values, and goals) can be attained | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.4 I believe that my perceived image of our hotel is aligned well with the hotel's brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.5 * ** My perceived image of our hotel seems to align with how other employees perceive the hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.6 Our hotel promotes an alignment between employees' perceptions and the hotel's brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.7 Symbols, ceremonies, and stories are used to build a joint brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S6.8 As an employee, I see a continuous evaluation and development of the hotel's brand identity | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S7.0 (mean) Leadership Practiced by Leaders | False | True |
|--|--|-------------|
| S7.1 Serve as a role model (by demonstrating proper behavior) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.2 Explain assignments clearly | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.3 Give reasons for assignments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.4 Explain job responsibilities | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.5 Ensure employee acceptance of job responsibilities | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.6 * ** Do not send conflicting signals about expectations | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.7 Clarify priorities and deadlines | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.8 Welcome employees to express concerns | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.9 Provide coaching and advice when requested | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.10 Provide periodic progress meetings | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.11 Treat each employee as an individual (by remembering relevant details) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.12 Provide constructive feedback on effective and ineffective behaviors | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.13 Identify employees' expertise and abilities that are relevant to their position | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.14 Listen to dissenting views without getting defensive | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.15 Deal with uncertainty in a professional way | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.16 Act confident and optimistic | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S7.17 Emphasize organizational vision and values | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S8.0 (mean) Empowerment Practiced by Leaders | False | True |
|---|--|-------------|
| S8.1 Express trust in employees | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.2 * ** Involve employees in decisions that affect them | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.3 * Pay attention to individual differences in motivation and skills | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.4 Set goals that are clear and specific | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.5 Set goals that are challenging, but realistic | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.6 Build task commitment and optimism | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.7 Encourage employees to take independent initiative and determine the best way to do a task themselves | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.8 Assist employees in learning how to solve a problem themselves, rather than providing a final solution to the problem | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.9 Encourage sharing of information and knowledge | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.10 Provide resources needed to carry out assignments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.11 Welcome ideas and suggestions | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.12 Look for ways to build on ideas and suggestions | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.13 Recognize contributions and achievements | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.14 Recognize improvements in performance | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.15 Reward or celebrate attainments | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S8.16 Make mistakes a learning experience | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S9.0 (mean) Strategic Change | False | True |
|---|--|-------------|
| S9.1 Our hotel considers change a positive phenomenon | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.2 Our hotel envisions exciting new possibilities and changes | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.3 * ** Potential possibilities and changes are implemented | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.4 My job requires me to be dynamic and handle change | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.5 * I feel comfortable with changes in routines and goals | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.6 I feel that my assignments and capabilities contribute positively to the development of the hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.7 I feel that I am being informed about important strategic decisions concerning our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.8 * ** Our hotel needs change in order to stay competitive | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S9.9 * Overall, much has changed since I started working here | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| S10.0 (mean) Employee Satisfaction | False | True |
|---|--|-------------|
| S10.1 * I am satisfied with my job | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.2 I feel personally committed to my job | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.3 ** I am capable of handling the daily stressors I encounter at work | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.4 As an employee, I feel appreciated and taken care of | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.5 I feel that my personal skills are being developed | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.6 I feel that there is coherence between what is said and what is rewarded | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.7 I feel comfortable among other employees in our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.8 We arrange social activities together outside of work | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.9 Our work culture emphasize common interests and values among employees | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.10 Our work culture encourages mutual trust and acceptance among all employees | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.11 * There is no need for a higher focus on teambuilding in our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.12 I am proud of the hotel I work for | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S10.13 * There is not a high employee turnover in our hotel | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

| 11. Closure | False | True |
|---|--|-------------|
| S11.1 I was <i>conscious</i> of our hotel's brand identity before taking this survey | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S11.2 I will be <i>more</i> conscious of our hotel's brand identity after having taken this survey | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |
| S11.3 This survey has been clear | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> | |

Thank you for taking the time to support this project.

APPENDIX 3 – INTERNAL CONSISTENCY

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 120 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 120 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .862 | 8 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S1.1: Clear organizational goals are important for me to increase my work efficiency | 40.68 | 32.672 | .548 | .853 |
| S1.2: Clear organizational goals are important for me to increase my work motivation | 40.50 | 34.168 | .539 | .854 |
| S1.3: I know our organizational goals | 40.41 | 32.933 | .677 | .842 |
| S1.4: Our organizational goals are clear to me | 40.76 | 32.756 | .282 | .905 |
| S1.5: I consciously recall our organizational goals when facing new challenges in my work situation | 41.08 | 30.541 | .752 | .830 |
| S1.6: I consciously recall our organizational goals in my daily work routines | 40.96 | 31.351 | .700 | .836 |
| S1.7: Our organizational goals increase my work efficiency | 40.88 | 28.709 | .861 | .815 |
| S1.8: Our organizational goals increase my work motivation | 40.76 | 30.218 | .806 | .825 |

Cronbach's Alpha for Organizational Goals = .905 (1 attribute removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .925 | 10 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S2.1: A clear organizational vision is important for me to increase my work efficiency | 51.09 | 75.882 | .633 | .921 |
| S2.2: A clear organizational vision is important for me to increase my work motivation | 50.97 | 77.528 | .566 | .925 |
| S2.3: I know our organizational vision | 50.35 | 80.045 | .552 | .925 |
| S2.4: I understand our organizational vision and the philosophy behind it | 50.45 | 78.502 | .518 | .927 |
| S2.5: I respect our organizational vision and the philosophy behind it | 50.29 | 79.452 | .560 | .925 |
| S2.6: I consciously recall our organizational vision in my daily work routines | 51.17 | 69.770 | .883 | .907 |
| S2.7: I consciously recall our organizational vision when facing new challenges in my work situation | 51.27 | 70.718 | .910 | .906 |
| S2.8: Our organizational vision increases my work efficiency | 51.21 | 70.250 | .888 | .907 |
| S2.9: Our organizational vision increases my work motivation | 50.88 | 70.070 | .848 | .909 |
| S2.10: Our organizational vision inspires me on a personal level | 50.97 | 72.747 | .746 | .915 |

Cronbach's Alpha for Vision Statement = .925

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .934 | 10 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S3.1: Clear organizational values are important for me to increase my work efficiency | 53.09 | 59.025 | .733 | .928 |
| S3.2: Clear organizational values are important for me to increase my work motivation | 53.04 | 59.284 | .726 | .928 |
| S3.3: I know our organizational values | 52.88 | 65.169 | .537 | .936 |
| S3.4: I understand our organizational values and the philosophy behind them | 52.88 | 64.138 | .544 | .936 |
| S3.5: My personal philosophy align with our organizational values and the philosophy behind them | 53.17 | 64.006 | .526 | .937 |
| S3.6: I consciously recall our organizational values in my daily work routines | 53.57 | 56.012 | .858 | .921 |
| S3.7: I consciously recall our organizational values when facing new challenges in my work situation | 53.70 | 56.800 | .878 | .920 |
| S3.8: Our organizational values increase my work efficiency | 53.70 | 55.708 | .904 | .919 |
| S3.9: Our organizational values increase my work motivation | 53.38 | 55.398 | .883 | .920 |
| S3.10: Our organizational values inspire me on a personal level | 53.24 | 59.445 | .760 | .927 |

Cronbach's Alpha for Values = .934

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .759 | 8 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S4.1: Clear individual goals are important for me to increase my work efficiency | 43.75 | 18.492 | .581 | .729 |
| S4.2: Clear individual goals are important for me to increase my work motivation | 43.75 | 18.592 | .578 | .731 |
| S4.3: My individual goals are clear to me | 44.14 | 16.778 | .630 | .708 |
| S4.4: I consciously recall my individual goals in my daily work routines | 44.01 | 17.823 | .663 | .717 |
| S4.5: I consciously recall my individual goals when facing new challenges in my work situation | 44.32 | 15.445 | .672 | .692 |
| S4.6: My individual goals increase my work efficiency | 43.97 | 16.705 | .721 | .699 |
| S4.7: My individual goals increase my work motivation | 43.99 | 16.899 | .731 | .700 |
| S4.8: My individual goals align well with our organizational goals | 45.05 | 15.846 | .134 | .904 |

Cronbach's Alpha for Individual Goals = .904 (1 attribute removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .723 | 6 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S5.1: I may decide myself how I want to accomplish my individual goals | 29.32 | 12.067 | .589 | .639 |
| S5.2: I may decide myself how I want to accomplish our organizational goals (by designing my individual goals myself) | 30.02 | 11.445 | .650 | .614 |
| S5.3: I take initiative in order to carry out my own solutions to problems | 28.02 | 18.655 | .203 | .739 |
| S5.4: I challenge plans and proposals that I consider flawed | 29.10 | 12.108 | .577 | .644 |
| S5.5: I seek challenging assignments | 28.34 | 15.487 | .507 | .677 |
| S5.6: I seek relevant feedback | 28.21 | 17.780 | .219 | .739 |

Cronbach's Alpha for Individual Empowerment = .739 (1 attribute removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .758 | 8 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S6.1: I am familiar with the different accommodational concepts offered by our hotel chain (budget, comfort, luxury etc.) | 37.70 | 32.951 | .286 | .758 |
| S6.2: I feel that our organizational goals complement the organizational vision and values | 38.28 | 25.902 | .735 | .682 |
| S6.3: I have a clear idea about how the hotel's brand identity (vision, values, and goals) can be attained | 38.21 | 28.536 | .701 | .703 |
| S6.4: I believe that my perceived image of our hotel is aligned well with the hotel's brand identity | 38.23 | 27.722 | .697 | .697 |
| S6.5: My perceived image of our hotel seems to align with how other employees perceive the hotel | 39.28 | 31.831 | .078 | .827 |
| S6.6: Our hotel promotes an alignment between employees' perceptions and the hotel's brand identity | 39.03 | 28.596 | .456 | .733 |
| S6.7: Symbols, ceremonies, and stories are used to build a joint brand identity | 39.64 | 26.265 | .503 | .725 |
| S6.8: As an employee, I see a continuous evaluation and development of the hotel's brand identity | 38.58 | 27.893 | .528 | .720 |

Cronbach's Alpha for Internal Marketing = .827 (1 attribute removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .930 | 17 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S7.1: Serve as a role model (by demonstrating proper behavior) | 90.95 | 169.292 | .773 | .923 |
| S7.2: Explain assignments clearly | 90.83 | 179.468 | .538 | .929 |
| S7.3: Give reasons for assignments | 90.90 | 175.939 | .657 | .927 |
| S7.4: Explain job responsibilities | 90.84 | 176.857 | .699 | .926 |
| S7.5: Ensure employee acceptance of job responsibilities | 91.38 | 165.146 | .808 | .922 |
| S7.6: Do not send conflicting signals about expectations | 91.93 | 173.364 | .288 | .943 |
| S7.7: Clarify priorities and deadlines | 91.23 | 171.609 | .630 | .927 |
| S7.8: Welcome employees to express concerns | 91.32 | 160.269 | .883 | .920 |
| S7.9: Provide coaching and advice when requested | 91.09 | 161.765 | .891 | .920 |
| S7.10: Provide periodic progress meetings | 91.48 | 182.218 | .259 | .935 |
| S7.11: Treat each employee as an individual (by remembering relevant details) | 90.78 | 176.193 | .634 | .927 |
| S7.12: Provide constructive feedback on effective and ineffective behaviors | 91.04 | 165.704 | .846 | .921 |
| S7.13: Identify employees' expertise and abilities that are relevant to their position | 91.08 | 168.682 | .829 | .922 |
| S7.14: Listen to dissenting views without getting defensive | 91.43 | 160.231 | .764 | .923 |
| S7.15: Deal with uncertainty in a professional way | 91.16 | 172.101 | .638 | .926 |
| S7.16: Act confident and optimistic | 90.75 | 169.164 | .832 | .923 |
| S7.17: Emphasize organizational vision and values | 91.27 | 171.559 | .491 | .931 |

Cronbach's Alpha for Leadership Practiced by Leaders = .943 (1 attribute removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .941 | 16 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S8.1: Express trust in employees | 83.23 | 211.676 | .788 | .935 |
| S8.2: Involve employees in decisions that affect them | 84.36 | 211.660 | .452 | .946 |
| S8.3: Pay attention to individual differences in motivation and skills | 84.35 | 206.028 | .558 | .942 |
| S8.4: Set goals that are clear and specific | 83.26 | 212.832 | .810 | .935 |
| S8.5: Set goals that are challenging, but realistic | 83.63 | 207.495 | .803 | .934 |
| S8.6: Build task commitment and optimism | 83.51 | 206.739 | .878 | .933 |
| S8.7: Encourage employees to take independent initiative and determine the best way to do a task themselves | 83.58 | 211.541 | .756 | .936 |
| S8.8: Assist employees in learning how to solve a problem themselves, rather than providing a final solution to the problem | 83.71 | 210.107 | .732 | .936 |
| S8.9: Encourage sharing of information and knowledge | 83.69 | 200.450 | .854 | .933 |
| S8.10: Provide resources needed to carry out assignments | 83.65 | 212.330 | .720 | .936 |
| S8.11: Welcome ideas and suggestions | 83.37 | 208.201 | .854 | .934 |
| S8.12: Look for ways to build on ideas and suggestions | 83.71 | 209.536 | .796 | .935 |
| S8.13: Recognize contributions and achievements | 83.08 | 217.539 | .681 | .938 |
| S8.14: Recognize improvements in performance | 83.04 | 219.368 | .635 | .939 |
| S8.15: Reward or celebrate attainments | 83.15 | 209.406 | .701 | .937 |
| S8.16: Make mistakes a learning experience | 84.18 | 216.874 | .405 | .945 |

Cronbach's Alpha for Empowerment Practiced by Leaders = .946 (1 attribute removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .708 | 9 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S9.1: Our hotel considers change a positive phenomenon | 45.58 | 33.826 | .538 | .659 |
| S9.2: Our hotel envisions exciting new possibilities and changes | 45.33 | 34.372 | .490 | .666 |
| S9.3: Potential possibilities and changes are implemented | 46.24 | 33.546 | .193 | .746 |
| S9.4: My job requires me to be dynamic and handle change | 44.89 | 34.702 | .560 | .661 |
| S9.5: I feel comfortable with changes in routines and goals | 45.24 | 35.899 | .330 | .692 |
| S9.6: I feel that my assignments and capabilities contribute positively to the development of the hotel | 45.29 | 33.502 | .539 | .657 |
| S9.7: I feel that I am being informed about important strategic decisions concerning our hotel | 45.88 | 32.306 | .527 | .654 |
| S9.8: Our hotel needs change in order to stay competitive | 45.92 | 36.514 | .157 | .732 |
| S9.9: Overall, much has changed since I started working here | 45.83 | 33.669 | .435 | .672 |

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .746 | 8 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S9.1: Our hotel considers change a positive phenomenon | 40.54 | 26.015 | .571 | .698 |
| S9.2: Our hotel envisions exciting new possibilities and changes | 40.29 | 26.612 | .510 | .709 |
| S9.4: My job requires me to be dynamic and handle change | 39.86 | 27.249 | .547 | .707 |
| S9.5: I feel comfortable with changes in routines and goals | 40.21 | 28.654 | .286 | .748 |
| S9.6: I feel that my assignments and capabilities contribute positively to the development of the hotel | 40.26 | 25.504 | .593 | .693 |
| S9.7: I feel that I am being informed about important strategic decisions concerning our hotel | 40.85 | 25.019 | .523 | .703 |
| S9.8: Our hotel needs change in order to stay competitive | 40.88 | 28.373 | .170 | .786 |
| S9.9: Overall, much has changed since I started working here | 40.80 | 25.489 | .492 | .710 |

Cronbach's Alpha for Strategic Change = .786 (2 attributes removed)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .861 | 13 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| S10.1: I am satisfied with my job | 64.13 | 101.091 | .430 | .856 |
| S10.2: I feel personally committed to my job | 63.94 | 105.148 | .394 | .858 |
| S10.3: I am capable of handling the daily stressors I encounter at work | 63.78 | 110.642 | .086 | .868 |
| S10.4: As an employee, I feel appreciated and taken care of | 64.69 | 88.064 | .758 | .834 |
| S10.5: I feel that my personal skills are being developed | 64.95 | 89.174 | .774 | .834 |
| S10.6: I feel that there is coherence between what is said and what is rewarded | 64.98 | 91.319 | .609 | .845 |
| S10.7: I feel comfortable among other employees in our hotel | 63.93 | 99.566 | .615 | .848 |
| S10.8: We arrange social activities together outside of work | 66.01 | 92.344 | .502 | .855 |
| S10.9: Our work culture emphasize common interests and values among employees | 65.07 | 94.886 | .573 | .848 |
| S10.10: Our work culture encourages mutual trust and acceptance among all employees | 64.64 | 91.610 | .752 | .837 |
| S10.11: There is no need for a higher focus on teambuilding in our hotel | 66.94 | 95.047 | .462 | .856 |
| S10.12: I am proud of the hotel I work for | 63.88 | 106.413 | .357 | .860 |
| S10.13: There is not a high employee turnover in our hotel | 66.77 | 94.567 | .489 | .854 |

Cronbach's Alpha for Employee Satisfaction = .868 (1 attribute removed)

APPENDIX 4 – PEARSON CORRELATION

APPENDIX 4A – PEARSON CORRELATION BETWEEN ALL TEN VARIABLES (S1.0 – S10.0)

Correlations

| | S1.0: Organizational Goals | S2.0: Vision Statement | S3.0: Values | S4.0: Individual Goals | S5.0: Individual Empowerment | S6.0: Internal Marketing | S7.0: Leadership Practiced by Leaders | S8.0: Empowerment Practiced by Leaders | S9.0: Strategic Change | S10.0: Employee Satisfaction |
|--|----------------------------|------------------------|--------------|------------------------|------------------------------|--------------------------|---------------------------------------|--|------------------------|------------------------------|
| S1.0: Organizational Goals | 1 | .506** | .533** | .701** | .523** | .446** | .446** | .482** | .598** | .486** |
| | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S2.0: Vision Statement | .506** | 1 | .754** | .388** | .150 | .761** | .446** | .442** | .547** | .439** |
| | .000 | | .000 | .000 | .103 | .000 | .000 | .000 | .000 | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S3.0: Values | .533** | .754** | 1 | .394** | .072 | .697** | .471** | .464** | .552** | .476** |
| | .000 | .000 | | .000 | .437 | .000 | .000 | .000 | .000 | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S4.0: Individual Goals | .701** | .388** | .394** | 1 | .335** | .288** | .549** | .558** | .706** | .509** |
| | .000 | .000 | .000 | | .000 | .001 | .000 | .000 | .000 | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S5.0: Individual Empowerment | .523** | .150 | .072 | .335** | 1 | .425** | .093 | .193** | .383** | .238** |
| | .000 | .103 | .437 | .000 | | .000 | .311 | .034 | .000 | .009 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S6.0: Internal Marketing | .446** | .761** | .697** | .288** | .425** | 1 | .423** | .500** | .571** | .506** |
| | .000 | .000 | .000 | .001 | .000 | | .000 | .000 | .000 | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S7.0: Leadership Practiced by Leaders | .446** | .446** | .471** | .549** | .093 | .423** | 1 | .913** | .722** | .702** |
| | .000 | .000 | .000 | .000 | .311 | .000 | | .000 | .000 | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S8.0: Empowerment Practiced by Leaders | .482** | .442** | .464** | .558** | .193** | .500** | .913** | 1 | .778** | .789** |
| | .000 | .000 | .000 | .000 | .034 | .000 | .000 | | .000 | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S9.0: Strategic Change | .598** | .547** | .552** | .706** | .383** | .571** | .722** | .778** | 1 | .760** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| S10.0: Employee Satisfaction | .486** | .439** | .476** | .508** | .238** | .506** | .702** | .789** | .760** | 1 |
| | .000 | .000 | .000 | .000 | .009 | .000 | .000 | .000 | .000 | |
| | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 5 – COLLINEARITY DIAGNOSTICS

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .690 ^a | .476 | .448 | .60724 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change, S8.0: Empowerment Practiced by Leaders

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 37.883 | 6 | 6.314 | 17.123 | .000 ^a |
| Residual | 41.668 | 113 | .369 | | |
| Total | 79.551 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change, S8.0: Empowerment Practiced by Leaders

b. Dependent Variable: S1.0: Organizational Goals

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|--|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|--------------|---------|-------|-------------------------|--------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 (Constant) | .612 | .574 | | 1.068 | .288 | -.524 | 1.749 | | | | | |
| S5.0: Individual Empowerment | .357 | .076 | .377 | 4.678 | .000 | .206 | .508 | .523 | .403 | .318 | .714 | 1.401 |
| S6.0: Internal Marketing | .036 | .089 | .035 | .402 | .688 | -.141 | .212 | .446 | .038 | .027 | .600 | 1.666 |
| S7.0: Leadership Practiced by Leaders | .220 | .172 | .222 | 1.281 | .203 | -.121 | .561 | .446 | .120 | .087 | .154 | 6.474 |
| S8.0: Empowerment Practiced by Leaders | -.085 | .169 | -.101 | -.505 | .614 | -.420 | .249 | .482 | -.047 | -.034 | .115 | 8.663 |
| S9.0: Strategic Change | .310 | .139 | .288 | 2.235 | .027 | .035 | .584 | .598 | .206 | .152 | .279 | 3.586 |
| S10.0: Employee Satisfaction | .078 | .113 | .084 | .692 | .491 | -.146 | .302 | .486 | .065 | .047 | .316 | 3.165 |

a. Dependent Variable: S1.0: Organizational Goals

APPENDIX 5B – COLLINEARITY DIAGNOSTICS WITH INDEPENDENT VARIABLE S8.0 REMOVED

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .689 ^a | .475 | .452 | .60525 |
| 2 | .690 ^b | .476 | .448 | .60724 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change

b. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change, S8.0: Empowerment Practiced by Leaders

ANOVA^c

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 37.789 | 5 | 7.558 | 20.631 | .000 ^a |
| | Residual | 41.762 | 114 | .366 | | |
| | Total | 79.551 | 119 | | | |
| 2 | Regression | 37.883 | 6 | 6.314 | 17.123 | .000 ^b |
| | Residual | 41.668 | 113 | .369 | | |
| | Total | 79.551 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change

b. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change, S8.0: Empowerment Practiced by Leaders

c. Dependent Variable: S1.0: Organizational Goals

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|--|-----------------------------|------------|---------------------------|-------|-------------|---------------------------------|-------------|--------------|---------|-------------|-------------------------|--------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| | 1 (Constant) | .727 | .525 | | | | 1.385 | .169 | -.313 | 1.767 | | |
| S5.0: Individual Empowerment | .354 | .076 | .374 | 4.670 | .000 | .204 | .505 | .523 | .401 | .317 | .717 | 1.395 |
| S6.0: Internal Marketing | .032 | .088 | .031 | .358 | .721 | -.144 | .207 | .446 | .034 | .024 | .605 | 1.652 |
| S7.0: Leadership Practiced by Leaders | .153 | .108 | .154 | 1.417 | .159 | -.061 | .367 | .446 | .132 | .096 | .390 | 2.561 |
| S9.0: Strategic Change | .300 | .137 | .279 | 2.193 | .030 | .029 | .571 | .598 | .201 | .149 | .284 | 3.516 |
| S10.0: Employee Satisfaction | .057 | .105 | .061 | .545 | .587 | -.150 | .264 | .486 | .051 | .037 | .366 | 2.735 |
| 2 (Constant) | .612 | .574 | | 1.068 | .288 | -.524 | 1.749 | | | | | |
| S5.0: Individual Empowerment | .357 | .076 | .377 | 4.678 | .000 | .206 | .508 | .523 | .403 | .318 | .714 | 1.401 |
| S6.0: Internal Marketing | .036 | .089 | .035 | .402 | .688 | -.141 | .212 | .446 | .038 | .027 | .600 | 1.666 |
| S7.0: Leadership Practiced by Leaders | .220 | .172 | .222 | 1.281 | .203 | -.121 | .561 | .446 | .120 | .087 | .154 | 6.474 |
| S9.0: Strategic Change | .310 | .139 | .288 | 2.235 | .027 | .035 | .584 | .598 | .206 | .152 | .279 | 3.586 |
| S10.0: Employee Satisfaction | .078 | .113 | .084 | .692 | .491 | -.146 | .302 | .486 | .065 | .047 | .316 | 3.165 |
| S8.0: Empowerment Practiced by Leaders | -.085 | .169 | -.101 | -.505 | .614 | -.420 | .249 | .482 | -.047 | -.034 | .115 | 8.663 |

a. Dependent Variable: S1.0: Organizational Goals

Excluded Variables^b

| Model | Beta In | t | Sig. | Partial Correlation | Collinearity Statistics | | |
|--|--------------------|-------|------|---------------------|-------------------------|-------|-------------------|
| | | | | | Tolerance | VIF | Minimum Tolerance |
| 1 S8.0: Empowerment Practiced by Leaders | -.101 ^a | -.505 | .614 | -.047 | .115 | 8.663 | .115 |

a. Predictors in the Model: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0: Leadership Practiced by Leaders, S9.0: Strategic Change

APPENDIX 5C – COLLINEARITY DIAGNOSTICS WITH INDEPENDENT VARIABLE S7.0 REMOVED

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .685 ^a | .469 | .445 | .60894 |
| 2 | .690 ^b | .476 | .448 | .60724 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S8.0: Empowerment Practiced by Leaders, S9.0: Strategic Change

b. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S8.0: Empowerment Practiced by Leaders, S9.0: Strategic Change, S7.0: Leadership Practiced by Leaders

ANOVA^c

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 37.278 | 5 | 7.456 | 20.106 | .000 ^a |
| | Residual | 42.273 | 114 | .371 | | |
| | Total | 79.551 | 119 | | | |
| 2 | Regression | 37.883 | 6 | 6.314 | 17.123 | .000 ^b |
| | Residual | 41.668 | 113 | .369 | | |
| | Total | 79.551 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S8.0: Empowerment Practiced by Leaders, S9.0: Strategic Change

b. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S8.0: Empowerment Practiced by Leaders, S9.0: Strategic Change, S7.0: Leadership Practiced by Leaders

c. Dependent Variable: S1.0: Organizational Goals

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|--|-----------------------------|------------|---------------------------|-------|-------------|---------------------------------|-------------|--------------|---------|--------------|-------------------------|--------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| | | | | | | | | | | | | |
| 1 (Constant) | .980 | .498 | | 1.970 | .051 | -.006 | 1.967 | | | | | |
| S5.0: Individual Empowerment | .335 | .075 | .354 | 4.493 | .000 | .187 | .482 | .523 | .388 | .307 | .752 | 1.330 |
| S6.0: Internal Marketing | .032 | .089 | .031 | .353 | .725 | -.145 | .208 | .446 | .033 | .024 | .601 | 1.663 |
| S8.0: Empowerment Practiced by Leaders | .083 | .107 | .098 | .778 | .438 | -.128 | .294 | .482 | .073 | .053 | .292 | 3.427 |
| S9.0: Strategic Change | .340 | .137 | .316 | 2.483 | .014 | .069 | .611 | .598 | .226 | .170 | .287 | 3.482 |
| S10.0: Employee Satisfaction | .064 | .113 | .068 | .564 | .574 | -.160 | .287 | .486 | .053 | .039 | .319 | 3.133 |
| 2 (Constant) | .612 | .574 | | 1.068 | .288 | -.524 | 1.749 | | | | | |
| S5.0: Individual Empowerment | .357 | .076 | .377 | 4.678 | .000 | .206 | .508 | .523 | .403 | .318 | .714 | 1.401 |
| S6.0: Internal Marketing | .036 | .089 | .035 | .402 | .688 | -.141 | .212 | .446 | .038 | .027 | .600 | 1.666 |
| S8.0: Empowerment Practiced by Leaders | -.085 | .169 | -.101 | -.505 | .614 | -.420 | .249 | .482 | -.047 | -.034 | .115 | 8.663 |
| S9.0: Strategic Change | .310 | .139 | .288 | 2.235 | .027 | .035 | .584 | .598 | .206 | .152 | .279 | 3.586 |
| S10.0: Employee Satisfaction | .078 | .113 | .084 | .692 | .491 | -.146 | .302 | .486 | .065 | .047 | .316 | 3.165 |
| S7.0: Leadership Practiced by Leaders | .220 | .172 | .222 | 1.281 | .203 | -.121 | .561 | .446 | .120 | .087 | .154 | 6.474 |

a. Dependent Variable: S1.0: Organizational Goals

Excluded Variables^b

| Model | Beta In | t | Sig. | Partial Correlation | Collinearity Statistics | | |
|---|-------------------|-------|------|---------------------|-------------------------|-------|-------------------|
| | | | | | Tolerance | VIF | Minimum Tolerance |
| 1 S7.0: Leadership Practiced by Leaders | .222 ^a | 1.281 | .203 | .120 | .154 | 6.474 | .115 |

a. Predictors in the Model: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S8.0: Empowerment Practiced by Leaders, S9.0: Strategic Change

APPENDIX 6 – MULTIPLE REGRESSION

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .687 ^a | .472 | .449 | .60699 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 37.550 | 5 | 7.510 | 20.383 | .000 ^a |
| Residual | 42.001 | 114 | .368 | | |
| Total | 79.551 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

b. Dependent Variable: S1.0: Organizational Goals

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95,0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|---|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|--------------|---------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 (Constant) | .872 | .504 | | 1.730 | .086 | -.127 | 1.871 | | | | | |
| S5.0: Individual Empowerment | .346 | .075 | .365 | 4.588 | .000 | .196 | .495 | .523 | .395 | .312 | .731 | 1.368 |
| S6.0: Internal Marketing | .030 | .089 | .030 | .338 | .736 | -.146 | .206 | .446 | .032 | .023 | .603 | 1.658 |
| S7.0/8.0: Leadership & Empowerment Practiced by Leaders | .132 | .114 | .141 | 1.160 | .248 | -.093 | .357 | .476 | .108 | .079 | .311 | 3.211 |
| S9.0: Strategic Change | .312 | .138 | .290 | 2.253 | .026 | .038 | .586 | .598 | .206 | .153 | .279 | 3.585 |
| S10.0: Employee Satisfaction | .052 | .109 | .055 | .471 | .638 | -.165 | .268 | .486 | .044 | .032 | .337 | 2.971 |

a. Dependent Variable: S1.0: Organizational Goals

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .808 ^a | .652 | .637 | .57552 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 70.780 | 5 | 14.156 | 42.738 | .000 ^a |
| Residual | 37.760 | 114 | .331 | | |
| Total | 108.540 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

b. Dependent Variable: S2.0: Vision Statement

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95,0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|--------------|---------|-------|-------------------------|-------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 (Constant) | .713 | .478 | | 1.492 | .138 | -.234 | 1.660 | | | | | |
| S5.0: Individual Empowerment | -.294 | .071 | -.266 | -4.115 | .000 | -.435 | -.152 | .150 | -.360 | -.227 | .731 | 1.368 |
| S6.0: Internal Marketing | .899 | .084 | .758 | 10.662 | .000 | .732 | 1.066 | .761 | .707 | .589 | .603 | 1.658 |
| S7.0/8.0: Leadership & Empowerment Practiced by Leaders | -.041 | .108 | -.038 | -.379 | .705 | -.254 | .173 | .454 | -.036 | -.021 | .311 | 3.211 |
| S9.0: Strategic Change | .396 | .131 | .315 | 3.016 | .003 | .136 | .656 | .547 | .272 | .167 | .279 | 3.585 |
| S10.0: Employee Satisfaction | -.101 | .104 | -.093 | -.973 | .333 | -.306 | .105 | .439 | -.091 | -.054 | .337 | 2.971 |

a. Dependent Variable: S2.0: Vision Statement

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .779 ^a | .606 | .589 | .54758 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 52.598 | 5 | 10.520 | 35.083 | .000 ^a |
| Residual | 34.182 | 114 | .300 | | |
| Total | 86.780 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

b. Dependent Variable: S3.0: Values

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95,0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|--------------|---------|-------|-------------------------|-------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 (Constant) | 1.853 | .455 | | 4.074 | .000 | .952 | 2.754 | | | | | |
| S5.0: Individual Empowerment | -.330 | .068 | -.334 | -4.863 | .000 | -.465 | -.196 | .072 | -.414 | -.286 | .731 | 1.368 |
| S6.0: Internal Marketing | .712 | .080 | .672 | 8.880 | .000 | .553 | .871 | .697 | .639 | .522 | .603 | 1.658 |
| S7.0/8.0: Leadership & Empowerment Practiced by Leaders | -.044 | .103 | -.045 | -.431 | .667 | -.247 | .159 | .478 | -.040 | -.025 | .311 | 3.211 |
| S9.0: Strategic Change | .375 | .125 | .334 | 3.003 | .003 | .128 | .622 | .552 | .271 | .177 | .279 | 3.585 |
| S10.0: Employee Satisfaction | -.003 | .099 | -.003 | -.033 | .974 | -.199 | .192 | .476 | -.003 | -.002 | .337 | 2.971 |

a. Dependent Variable: S3.0: Values

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .735 ^a | .540 | .519 | .39427 |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 20.763 | 5 | 4.153 | 26.713 | .000 ^a |
| Residual | 17.721 | 114 | .155 | | |
| Total | 38.484 | 119 | | | |

a. Predictors: (Constant), S10.0: Employee Satisfaction, S5.0: Individual Empowerment, S6.0: Internal Marketing, S7.0/8.0: Leadership & Empowerment Practiced by Leaders, S9.0: Strategic Change

b. Dependent Variable: S4.0: Individual Goals

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95,0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|--------------|---------|-------|-------------------------|-------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 (Constant) | 3.323 | .328 | | 10.147 | .000 | 2.674 | 3.972 | | | | | |
| S5.0: Individual Empowerment | .100 | .049 | .151 | 2.035 | .044 | .003 | .197 | .335 | .187 | .129 | .731 | 1.368 |
| S6.0: Internal Marketing | -.153 | .058 | -.217 | -2.652 | .009 | -.268 | -.039 | .288 | -.241 | -.169 | .603 | 1.658 |
| S7.0/8.0: Leadership & Empowerment Practiced by Leaders | .107 | .074 | .165 | 1.450 | .150 | -.039 | .253 | .566 | .135 | .092 | .311 | 3.211 |
| S9.0: Strategic Change | .529 | .090 | .707 | 5.877 | .000 | .350 | .707 | .706 | .482 | .374 | .279 | 3.585 |
| S10.0: Employee Satisfaction | -.053 | .071 | -.082 | -.745 | .458 | -.194 | .088 | .509 | -.070 | -.047 | .337 | 2.971 |

a. Dependent Variable: S4.0: Individual Goals