Theoretical and empirical perspective on generation theory in the hotel industry in Norway

University of Stavanger

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VICTORIA LENA ERIKSSON NESVIK

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Theoretical and empirical perspective on generation theory at hotel industry in Norway

AUTHOR: | Advisor:

Student Number: 247893	Name: Victoria Lena Eriksson Nesvik	Einar Marnburg

Abstract

This study investigates in people's perceptions of generations and personal experiences, meaning, and thoughts in hotel industry. Sixteen semi-structured interviews were conducted to have a deeper understanding and respondents were leaders in the industry and students who are entering the workforce in a short time. Because of Covid-19 there were some changes during the process so instead of face-to face interviews I decided to have telephone interviews. Therefore, respondents are from Norway and not a specific area in the country. Results show there are differences in perceptions of career. Further, there are differences related to self-actualization. Respondents from GenY are students which base their career on education and further want to develop for a position. On the other hand, Generation X associate career with title and salary. These findings can be dominated because of generation cohort and position in life. Personality traits were a topic the respondents agree and there were similarities in the data. Self-actualization is also different across generations and based on where individuals are in life. GenY are eager to challenges and try new things while Generation X are established with habits and experience.

Even though, there are both similarities and differences in the hotel industry all respondents agree on importance of different generations to complement each other. Earlier research claim there are bigger differences than empirical perspective show. There are more in common than differences and understand generations is valuable to create a good working environment. It is also important to point out how leaders and students gave hint to each other for improvement of the hotel industry. With investigation on each individual and generations this can contribute for openness towards generations and hint can prepare both leaders and students in the hotel industry.

Keywords: Psychology, Generations, Generation X, Generation Y, Individuals, Career, Personality traits, Self-actualization, Differences, Similarities

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Foreword

During my exchange in Australia at Griffith University there was interesting topics about generation theory. I wanted to explore generation theory from an empirical perspective. Early in the process I decided to include students in my thesis their thoughts about their future. However, after thinking back and forth my conclusion was to interview both leaders and students thoughts, feelings, and perceptions. As a result of the covid-19 pandemic this research has been a more complicated process than first expected, although the results from the research is still useful and relevant for the hotel industry and further research.

Anyway, I could never accomplish this process without my supervisor, family, friends and respondents. This research is a result of guidance from people, positivity and constructive feedback.

Firstly, I would like to express thanks to my lecturer and supervisor Einar Marnburg for feedback, guidance, positive support, knowledge, and cooperation to accomplish my thesis. Even if covid-19 obstructed meetings, communication has been effective through phone and e-mail. I would like to thank Sten Hansson for support both in ups and downs with his motivation and advices through the process. Further, I want to appreciate Antonia Kvalsvik for her knowledge and assistance related to my thesis. Another person which is essential for this work is Vibeke Fjordbakk with her advice to respondents. The thesis would not have been valuable without its respondents, so I want to show my gratitude to all the people who have participated in my thesis and people who offered to help.

Family and friends have been an enormous support network to me, with guidance during my process, but also positive backing me when some days have been tough. A special thanks to my friend Ane and my cousin, Kristine, for helping me with correction and final touches. Mom and dad has been patient and without their mental support these six months this process would have been more difficult for me. Your support has left me speechless and is very

valuable to me. You all deserve a reward.

Further, I hope my research will contribute to more knowledge and understanding of generations perceptions in the hotel industry. Another factor to acknowledge is how various people in the work force and hotel industry can create a better future together.

1.0 Introduction

Entering the workforce is a new start for most of the people around the world. And organizations are diverse and consist of different generations. Everyone has their unique values and attitudes and somehow these affect their behaviour. Sakdiyakorn and Wattanacharoensil (2018, p. 144) look on how attitudes towards the hospitality sector and perceptions of the industry affect student's choice to the industry. Another important factor to point out is age. Earlier research (Van der Velde, Feij & Tariset, 1995, p. 96) researched how age defined peoples' quality of life and found that as your age goes up, your quality of life increases. However, there are generational diversity in workplaces and hospitality research have investigated topics as cultural focus, generation focus, career development and decision and work values (Sakdiyakorn & Wattanacharoensil, 2018, p. 150). There are different challenges which can occur when age groups meet in an organization and have their own way to achieve tasks. This time, the younger people who have entered the workforce have other qualifications compared to earlier generations. Since technology is a big part of the daily routines of younger people, they can have an advantage because of it, while people who grew up with more traditional and physical work have difficulties with technology. However, diversity is important in organizations and communication across ages can result in understanding generations' perspective. People have grown up under different conditions and their experience is a part of a personality. Dependent on how society has changed and how it was when people grew up there will be a transformation also in employment.

1.1 Background

Previous research has identified how the generations have different values and traits which affect their personality and expectations in the work life. The aim for this thesis is to

find out if there exist generational differences by comparing leaders and students related to topics as career, personality traits and self-actualization. Generation X has been working in the industry with other resources than Generation Y grew up with. However, Berkup (2014, p. 218) investigated how different all the generations are and why misunderstandings can occur dependent on generations childhood. Van der Velde et al. (1995, p. 96), Sakdiyakorn and Wattanacharoensil (2018, p.147) and Berkup (2014, p. 218) have various findings due to research questions. However, there is a lack of research in generation theory related to the hotel industry in Norway with qualitative data. I wanted to investigate how Norwegian students' perceptions of tourism industry are based on topics as career development, personality traits and self-actualization.

On the other hand, leaders in the hospitality industry have different experiences and perceptions and by comparing students and leaders there can be an explanation to help both students and leaders understanding. Hertzman and Zhong, (2016, p. 694) explain how age-diverse workforce can be more effective by encouraging to highlight positive attitudes than negative attitudes. Over time generations have entered and retired from work. As new generations are growing there will always be a combination of different generations at one certain time in the work life. Today the world is changing rapidly and technology influence every organization. Generation X and Generation Y are generations who need to cooperate in the workplace. Every generation have different characteristics, attitudes, values, personality traits and experiences in life. Because all these generations are interacting together challenges and misunderstandings can occur. Berkup (2014, p. 218) explains how it is for every employee to have knowledge about generations they are working with to understand individuals' perceptions. If employees are aware of different traits, needs and expectations it can be a better understanding for individuals and their motivation for an organization.

1.2 Defining scope of the thesis

The topic of this master thesis stem from inspiration during my exchange semester in Australia. During my exchange semester we learned different theories about generations and how each generation has thoughts about generations. I will explain how students and leaders in the hotel industry think about career, personality traits and self-actualization. Individual personal experiences and perceptions describe differences and if there are similarities between leaders and students by comparing it to earlier research. The fields of the study are phycology, hotel industry and sociology. Through the research I want to find out if the similarities or differences can create opportunities or challenges in the industry.

The purpose of this research is to discover and explore, so the research will not be able to generalize but to see how findings can contribute to understanding in the hotel industry. When the research is completed, I hope to show both similarities and differences between individuals and generations to recognize how the hotel industry can grow even more by understanding employees. Since this also is relevant for my future when I enter the workforce this research will prepare students for the hotel industry from a leader perspective and vice versa.

1.3 Research question

This study has different sub-categories and by sixteen interviews the aim is to explore how leaders and students in various generations perceive career, personality traits and self-actualization in the hotel industry. The aim is to discover differences and similarities, both between the generations and within generations. The main research question for this thesis is: "*How is generation theory working in theoretical and empirical perspective for the hotel industry in Norway*?"

Since the research question is broad, I have divided the main research question into sub-questions. Therefore, I want to explore perceptions and experiences related to career, personality traits and self-actualization. The following research questions will be answered through the study and the following structure is described throughout the thesis:

- Is career important for Generation X and Generation Y?

- How does personality traits influence generations in the hotel industry?

- Is self-actualization an important factor to achieve success in the hotel industry?

1.4 Outline

This study has a natural, coherent, and repeated structure. This thesis is divided in six chapters. Firstly, **chapter 1.0** will give an introduction where information about background, scope of the thesis and finally research question with sub-questions. The introduction part will present topic and give the reader a description of why this thesis is interesting to investigate and further an outline for an overview to the six chapters.

Chapter 2.0 presents a literature review of earlier research related to career, personality traits and self-actualization. This part will describe and explain earlier findings. Firstly, generation cohort is described and is followed by extended description of Generation X and Generation Y. Definitions are discussed to give the reader an understanding of the generations in the study. Work life is essential for both these generations and therefore career is important to investigate. Career is related to goals, ambitions and visions were literature present various findings. Personality traits are individual and connected to values and attitudes, where there are different types of values and attitude described both important and

challenges. Lastly, self-actualization is presented. Here, the literature review was difficult to relate to this study since it is based on childhood and experiences.

In the third part, **chapter 3.0** the methodology is described and explained. The thesis is a qualitative study with semi-structured interviews consistent of sixteen interviews done in Norway. Due to covid-19 there were some changes in the method section. The aim of this chapter is to describe the approach of the study from choosing a method until findings are coded.

Chapter 4.0 presents the findings in general with specific extract from respondents. These findings are answers to the research question and the three sub questions. The presentation of findings is objective transcripts from interviews.

After presenting findings **chapter 5.0** will take the reader through discussion where findings are analyzed in coherence with literature from chapter 1.0. The reader will establish answers and each of the research questions will be described properly.

Lastly, **chapter 6.0** will conclude with overall findings and further describe similarities and differences within generations. Similarities with previous research will also be discussed. Additionally, limitations and future research are pointed out for further contribution to the hotel industry. Chapter 8.0 represent a list of references, and appendix related to the study.

2.0 Literature review

2.1 Diversity

Statistics from NHO Reiseliv (2018) presents the portion of people under 24 years working in the accommodation and service industry. Statistics shows that 34% are between 15-24 years, while 66 % are older. Younger generations will enter the workforce and therefore create diversity. The hotel industry is also an industry with employees from diverse cultures and countries where perspective on career, personality traits and self-actualization can be different. Stone, Duffy, Pinckney & Bradley (2017, p. 78) explain how case studies at school improve ability to bring out solutions, make judgement and draw a conclusion. However, this is skills they have from school, but is this important when they are entering the workforce? Ruhanen's (2008, p. 46) findings implicate how students are positive to implementation of role-play experiential learning to be better prepared for tourism and hospitality industry. According to Sakdiyakorn and Wattanacharoensil (2018, p. 147) the hospitality industry is likely to come across diversity issues when newer and younger generation enter. Further, Sakdiyakorn & Wattanacharoensil (2018, p. 137) advise to constantly update knowledge about generations to understand generational diversity. According to Sampson, Dozier and Colvin, (2011, p. 327) the problems with transform theories from universities or high schools in empirical perspective are misperception of irrelevance, unpredictable information, therefore they can confuse in choices related to career in reality.

2.2. Generation cohort

Katz (2017, p. 12) explains cohorts as a group of individuals born "… in the same time and place and consequently presumed to have similar aging experienced and life trajectories". There are a lot of theories where generation cohort are defined (Berkup, 2014; Budac, 2015;

Zabel, Biermeier-Hanson, Baltes, Early & Shepard, 2017). Berkup (2014, p. 218) claims that the birth year are one of the element researchers focus on when defining generation cohort. Further, Babelová, Koltnerova, Starecek, Michalikova, Hudecova & Sanuik (2019, p. 35) agree that people who are born in same period are called generations. However, Babelova et al., (2019) explain that there is no general agreement for defining generations. Researchers are using different definitions to explain generations and that leads to several articles in generation theory.

Generations have more in common than differences when it comes to work-related values (Kowske, Rasch & Wiley, 2010, p. 267). All generations have different characteristics. Clare, (2009, p. 42) claims that individuals from each generation can have negative perceptions about other generations which needs to be better understood to turn misperceptions into positive thoughts. Babelova et al. (2019, p. 36) explain the importance to understand individuals in a generation where attributes are common for one generation and different for other employees from another generation. Berkup (2014, p. 218) also agrees on turning challenges into opportunities and that understanding is important for each generation. For example, millennials grew up with another perspective on technology and knowledge compared to Generation X. The "psychological battlefield" is something to be aware of in working life. Shared experiences at key developmental points contribute to the unique characteristics (e.g., values, attitudes, personality) that define and differentiate one generation from another (Stewart, Oliver, Cravens & Oishi, 2017, p. 49). However , Twenge and Campbell (2001, p. 322) explained how generation cohort as a term can be used to explain interrelationship between differences in generations. Babelova et al., (2019, p. 35) describe adaptability as an important attribute for a person to adapt to the environment. Since members of one generation have experienced different historical and socio-technical happenings, this will affect their personality and development (2019). People who are in the same generation

are also close when it comes to age, values, interests, goals, attitudes, needs and preferences (2019,). However, Clare (2009, p. 43) explains that the key to success is flexibility. Every individual must adapt to different generations and be flexible in certain situations. Even if there are 10 years between the theories, Babelova et al. (2019) and Clare (2009) still agree that adaptability and flexibility are two elements which are important.

2.2.1 Generation X

Generation X (GenX) are individuals born between 1965 and 1980 (Katz, 2017, p. 15). Berkup (2014, p. 219) identifies GenX as born between 1965 and 1979. Further, Budac (2015, p. 219) acknowledged GenX was born in 1965 – 1979. Berkup (2014, p. 221) express importance of tolerance across diversities due to changes in the world and learned to adapt to new generations with other characteristics. When Generation X grew up there were different political, social, and cultural changes in the world. For example, digital equipment, social engagement for people's rights and the class-based and non-class-based categories were more branched (Katz, 2017, p. 16). Berkup (2014, p. 221) explains the generation as creative because of changes while growing up. GenX was a smaller population than their parent's generation, which formed people as less competitive (Berkup, 2014, p. 221). The motto for GenX is "work to live" (2014). GenX is between the generations which remain loyal to traditions and new generations growing up with technology (2014). However, GenX have a high level of self-reliance and are used to responsibility (2014). Even though they expect respect and want people to commit, they are open for change and flexible to different structures (2014). When GenX grew up there were static markets and expectations for much money were low (2014). Another element from their childhood is working parents with less time to be with the family. As a result of sense of safety this is motivation for GenX (2014, p. 222).

2.2.2 Generation Y/Millennials

Generation Y (GenY) are people born in a more modern time. Generation Y are also defined as millennials (Anderson, Baur, Griffith, Buckley, 2017, p. 245). GenY are born between 1980-2000 (Arora & Dhole, 2019, p. 1378). Because of the technological changes this generation is also called the digital generation (Anderson et al., 2017, p. 245). Members of the generation are curious and want answers if they ask the question "why"? (Berkup, 2014, p. 222). Since GenX are the generation who work to live, millennials perceive the older generation as busy. One trait which is unique for the millennials are the competence of technology. GenY grew up with some historical events as for example September 11 attacks and the death of Princess Diana (2014). Some of the members in the group were young when these incidents happened and have difficulties in remembering them. Because the generation was born into a world in change, they are flexible and adapt quickly (2014).

Even though they have been protected in their childhood, with safety restrictions and advices, GenY as individuals are full of surprises and energic (2014).Regarding focus on safety can be what earlier generations have experienced, for example GenX experienced more historical incidents and want to make sure their own children or siblings will be aware of experiencing something similar. Further, Clare (2009, p. 42) justify GenY as people with confidence as outcome of trust and optimism from their parents. Clare (2009) explains how GenY are team-orientated and feel responsible to achieve good results. However, no matter how many people they are in one team each individual feel pressure to excel with good results. GenY will work hard to achieve their goals but they follow the rules (2009). Further, Budac (2015, p. 6) defines GenY as good communicators and problem-solvers. As GenX have a motto: "work to live" GenY are the generation of: "first live, then work" (Berkup, 2014, p. 223). Further, Berkup (2014) explains that GenY's motivation for work is freedom

and not money. The aim for GenY is to achieve their personal goals while cooperating in teamwork (2014). To keep GenY in the organization they need to be motivated (2014).

There are small differences between GenX and GenY as result of their childhood. Berkup (2014, p. 227) emphasize identifying characteristics for generations and their perspective related to business life in order to manage and motivate them. On the other hand, GenY are well educated and therefore seeks learning opportunities, create value and a leader who want to help them develop their career. Findings from Berkup (2014) describe similarities for GenX and GenY, they change their job if their expectations are unsatisfied. Twenge and Campbell (2012, p. 1050) confirm there are small changes between GenX and GenY. However, GenY participate in community service at high school and college compared to GenX (2012, p. 1054).

2.3.Career development

Diversity in workplaces with different ages can have benefits, but also create complications (Hansen & Leuty, 2012, p. 34.) A valued quality in life is work and it is crucial for income and social life (Kraaykamp, Cemalcilar & Tosun, 2019, p. 8). Although our workplace is a place we spend a lot of our time, aspirations has never been more important and a higher level of overall company and satisfaction at work including job security, recognition, a career development were reported in earlier research (Kowske et al., 2010, p. 265). Generations have grown up in different times and the era is a factor and affects how people set goals and achieve a career. Clare (2009, p. 43) explains if a person from Generation X or Generation Y has been in the same company over a certain time, they expect promotions and a higher salary. However, the leaders need to specify clear goals and expectations to help young employees succeed (2009).

Hansen and Leuty (2012, p. 37) state that the generational differences have more similarities than differences. Vauclair et al. (2015, p. 211) explains how attitudes can vary based on cultures. People want recognition for what they are doing at work and want to be satisfied with benefits in their career development (Lee & Lee, 2018, p. 161.)

2.3.1 Education and learning

The tourism industry is dependent on people with skills and qualifications to survive in a changing world (Mei, 2019, p. 1400). The importance of people with the right intentions is needed for the tourism education (2019). An education program should invite more tourism operators and make sure students learn both practical and theoretical perspectives on the tourism industry (2019). Baum (2015, p. 209) explains how employment demand qualifications. It is important to offer career guidance to people in any generation so that they can have the possibility to ensure training and educational learning to manage their career (Lee & Lee, 2018, p. 162). GenY get ready for working life through trainings and courses, internships they can join and most of the GenY have a part-time job during their life (Berkup, 2014, p. 222).

2.3.2 Goal, vision and ambitions

Foster (2017, p. 67) explains how understanding various needs across generations will give employees and leaders in organizations an opportunity to better regulate support and augment career development for individuals. Ambitions are important for each individual goals and visions. Ambitions are the key influence for achieving a goal (Ramakrishnan & Macaveiu, 2019, p. 41). Ambition is how a person can develop and achieve their dreams (2019, p. 41). Further, Hart (2016, p. 326) argue that aspirations are motivations that you are

aware of or subconscious but still drives you to a future goal. The goal can be individual or a group commitment. Aspirations are about self-actualization and self-efficacy. Individuals need to be aware of what they are capable of, knowledge and skills. Career ambitions are goals or choices related to achieve a valuable career (2016, p. 329) Further, Hart (2016, p.324) investigated aspirations and 25 % explained they have never shared their goals with someone and 3 3% were afraid to tell people about their goals and aspirations.

An earlier research done by Hite and McDonald (2008, p. 5) found out that GenY focuses on individuals as a work environment compared to earlier generations. GenY cares more about all employees as a work environment (Clare, 2009, p. 42). The results can be correlated to GenY's focus on team-orientation. However, findings from Chen and Choi (2008, p. 598) state that both generations valued comfort, security, and professional growth equally. Further, Kim, Knutson and Chou's (2016, p. 578) findings explain how employee loyalty is important for job satisfaction. There are differences in needs, conditions and preparedness for decision making in career choices (Sampson, Dozier & Colvin, 2011, p. 328). The most important factor for GenX in their business life is to progress in their careers (Berkup, 2014, p. 221). Further Berkup (2014) explains how GenX can change their job in case they feel a lack of development. According to Brown (2012, p. 3580) organizations removed control regulations, as for example hours of work in the 1980s in return for training and career paths. Older generation thinks GenX wants to work less hours, less responsible to their career to balance work and life (Brown, 2012, p. 3581).

Most of the earlier research claims that GenX and GenY are more similar than they are different. However, there are a few elements where significant differences occur. In career,

everyone has their own goal and vision to define a good career. This literature is a general perspective from earlier theories.

2.4 Personality traits

Earlier study De Fruyt (2002, p. 84) have researched how the Big Five personalities affect career development for students one year after graduation. Hofstee and Goldberg (1992, p.146) explained the Big Five factor as one of the models which structures personality traits. Further, Abood (2019, p.159) acknowledged the Big Five Traits as the broadest acknowledged model to explain personality traits. The Big Five Traits are five traits explained by extraversion, agreeableness, conscientiousness, openness and neuroticism or emotional stability (2019, p. 160). Defining generations can be divided into different aspects. The Big Five Traits are the foundation in cross-cultures and in environments where diverse people meet (2019). Every day we meet people with different personalities. Either during travel, education, work, social life, or other occasions where social relationships occur.

2.4.1 Big Five personality traits

Komarraju, Karau, Schmeck and Avdic (2011, p. 476) describe each element of the Big Five. Conscientiousness consists of being organized, achievement-oriented and disciplined. Neuroticism indicates emotional stability, degree of anxiety and instinct control. Extraversion is a higher level of talkativeness, self-confidence, and sociability. Openness leaves to degree of being innovative, curious, and variety but also susceptibility. Lastly, agreeableness consists of cooperation, being helpful and caring for others. Abood (2019, p. 176) describes the Big Five Traits as important in one culture, but that they vary between cultures (2019).

Trait is a combination of psychological attributes which individualize a person (Abood, 2019, p. 162). A trait is what describes a person and individual values the person has. Further, McCrae and Costa (1997, p. 509) affirm trait as a "… person's typical style of thinking, feeling, and acting in different kinds of situations and at different times" (1997). Personality traits, age, location, life occurrence, attitudes and values are some of the factors that defines a generation (Kupperschmidt, 2000, p. 66). Further, McCrae and Costa (1997, p. 509) define personality traits as how a person acts based on experiences. On the other hand, Abood (2019, p. 160) claims the Big Five are simple to understand and stable over time. Further, Abood (2019, p. 161) explains personality as a "… biological and cultural blueprinting of human, a unique combination of the genetics and the environment". A persons personality is affected by biological, psychological, and sociological factors which form an individual (2019).

2.4.2. Challenges

Cruwys, Haslam, Dingle, Jetten, Hornsey, Chong and Oei (2014, p. 140) describe how stress and physical pain caused by discrimination can affect employees productivity. If there are employees with different religions, cultures, backgrounds, or political views there can occur prejudice and challenges between employees and also generations. Individuals have various opinions so challenges can occur both within generations and across generations (2014). On the other hand, there are people with need for acceptance and therefore they avoid conflicts which can result in challenges (Yukl, 2013, p. 153). Further, Yukl (2013, p. 153) explain need for affiliation in leader role can result in lack of establishing relationships with collaborations, suppliers or other involved in the organization, to avoid difficult decisions.

2.4.3 Values and attitudes

Integrity consists of values as honesty, loyalty, fairness, justice, and altruism (Yukl, 2013, p. 150). Attitudes are one of the basic elements that form an individual's business aspirations, career choices and job satisfaction (Kowske et al., 2010, p. 266). Values are defined as representations of moral beliefs that represent an individual's action (Cemalcilar, Secinti & Sumer, 2018, p. 1559). Emotional maturity can be defined by different traits, values, and motives (Yukl, 2013, p. 148). If a person is emotionally mature they are less likely to experience psychological disorders (2013). People who are emotionally mature care about other people and they have more self-control (2013, p. 148). This also results in more stable emotions and less defensiveness. Attitudes and values are an essential part of a person's personality traits.

Values and attitudes are a combination from social interactions, norms and experiences from territory of work and individuals life (Kraaykamp et al., 2019, p. 11). One researcher who agrees is Bronfenbrenner (1986, p. 6): he claimed that an individual's beliefs and behavior comes from a situation where the person is developing as for example in social settings. Further, attitudes and values are from the childhood which indicate that generations has different values and attitudes. Gecas (2008, p. 346) explains how values evolves from child development. Another research (Döring, Makarova, Herzog & Bardi, 2017, p. 737) analyzes why values and attitudes are developed from childhood and explains the reason for this is expectations from their parents. How a child is raised can be based on activities, opinions and instructions from their parents related to for example work (Kraaykamp et al., 2019, p. 14). Another element that affects our values and attitudes is education (Kalmijn & Kraaykamp, 2007, p. 547). Especially for young people in a modernized society education is an important factor for values and attitudes (2007, p. 548). According to Budac (2015, p. 6)

young individuals are characterized as people who want to learn more about both tangible and intangible things, but with a superficial view (2015).

2.4.4 Work values

Hansen and Leuty (2012, p. 34) state that existing research present how age influence work values. According to Hansen and Leuty (2012, p. 36) social work values are more important for GenX and GenY than it is for earlier generations. Social work values are collaborating with others and interact with colleagues. Further, Hansen and Leuty (2012, p. 48) state that knowledge about differences for individuals in work values is essential to satisfy specific values for both persons and generations which result in value for organizations. Workplaces where you can create comfortable and safe environments will satisfy GenX (2012). Cemalcilar et al. (2018, p.1572) state that work values affect individuals decisions and behaviors related to work. Work values are connected to career choice and job satisfaction (Kalleberg & Stark, 1993, p. 195).

2.4.5 Extrinsic and intrinsic values

Extrinsic work values are an external outcome or consequences of work to individuals as salary, advancement opportunities and status (Tweng, Campbell, Hoffman & Lance, 2010, p. 1121). On the other hand, intrinsic values are outcomes that focus on the process of work as interest in the work, learning potential and opportunity to be creative (2010). According to Cemalcilar et al. (2018, p. 1562) respondents from Norway and Australia considered intrinsic values the highest compared to USA, UK and Canada, where extrinsic values were appreciated. Another earlier research (Krahn & Galambos, 2014, p. 94) agrees with and further states that Generation X is intrinsically inspired and not extrinsically. Further, Krahn and Galambos (2014, p. 101) findings implicate that GenY is more motivated by extrinsic

values. According to Twenge et al. (2010, p. 1118) both GenY and GenX appreciate extrinsic values, but GenX rates these higher which contradicts wih earlier research (Hansen & Leuty, 2012, p. 36). However, Twenge et al. (2010, p. 1133) acknowledge empirical evidence with small differences in work values across GenX and GenY. Chen and Choi (2008, p. 610) findings indicates that GenX rank security and independence higher than GenY. On the other hand Sakdiyakorn and Wattanacharoensil's (2018, p. 145) findings explain that GenY wants to enter the hospitality industry because of challenging work, engagement, involvement and enjoyment which are intrinsic factors, and also, communication, culture, colleagues and flexibility which are external outcomes of the work (2018).

Earlier research has indicated that GenX and GenY have more similarities than differences in work values (Hansen & Leuty, 2012, p. 37). Kraaykamp et al., (2019, p. 19) findings are corresponding with previous research and point out there are few differences. Anyway, there are some differences due to environment in the childhood (Sakdiyakorn & Wattanacharoensil, 2018, p. 145). However, Twenge et al. (2012, p. 1052) describe how both GenX and GenY value extrinsic values higher than intrinsic values. Both generations scored low on concerning for others, but this was a minimal score (2012, p. 1054). Leisure and extrinsic values were valued high by both generations (Hansen & Leuty, 2012, p. 38). However, van der Velde et al. (1995, p. 97) findings presented that values diversed more by age than by cultural changes from a study in the Netherlands. Both Gen X and GenY increase in intrinsic values during age. Hansen and Leuty (2012, p. 46) findings illustrate that generation have more effect on work values than age does (2012).

2.5 Social cognitive theory

The social cognitive theory explains how people are driven by human functioning. The nature of a persons and their capabilities are personal factors affecting the environment (Bandura, 1986, p. 18). Further, Bandura (1986, p. 18) analyzes and describes which

capabilities people use in social cognitive theory. Symbolizing capability is the capability a person has in use of symbols (1986). It is important to point out that this theory is more than 30 years old, which affects the development of a theory. However, symbols can be used to create ideas for people and communicate with individuals (1986, p. 18-19). Further, forethought capability indicates how people plan the future and just not to the actual environment (1986, p. 19). There are consequences, but setting goals and visions establishes in what direction both an individual and an organization have their focus on. A time perspective can help individuals to use their attitudes and values and forecast what can happen in a specific situation. Bandura (1986, p. 19) also points out how exercise forethought motivates people and guide them to do actions followed by actively responds. Vicarious capability is having a dominant priority (1986, p. 19). By doing something outside an individual's habit will increase their learning process. Dependent on how independent a person observes an activity, the more development a person has (1986, p. 20).

In modern times television has been a tool to learn new experiences. Further (1986) claims that even though there is learning by a pattern, value, attitude, or styles of behavior, the media are a model for life. Self-regulatory capability is a person's individual value and attitudes which evaluate their own actions (1986). Even if a person acts with value and attitudes external factors will affect how a person behaves in certain situations (1986, p. 20). The last capability is self-reflective. The self-reflective capability analyzes how an experience and thought process is learned by a human (1986, p. 21). Analysis of different actions can gain knowledge about the individual and how the environment around them works (1986). In self-evaluation of effectiveness a person needs to go through processes and be capable to process information (1986).

2.6 Self-actualization

Compton (2018, p. 7) identified Maslow's definition of self-actualization which was

described by attitudes and characteristics (2018). Krems, Kenrick & Neel (2017, p. 1338) consider that researchers do not ask people how they feel and what they are doing when they are self-actualizing. Further, Krems et al., (2017) claim it is important to look at the activities that people are doing when they believe they are self-actualizing. (Kenrick, Neuberg, Griskevicius, Becker and Schaller (2010, p. 64) defined self-actualization as status and esteem (2010). Further, Kenrick et al. (2010) explain how Maslow linked self-actualization to fulfill one individuals full potential. Another research (Krems et al., 2017, p. 1338) links self-actualization to fulfill a person's unique potential. There are different pathways for individuals to feel self-actualized. As mentioned earlier about generation theory, people have experienced challenges and opportunities during their life. Krems et al., (2017, p. 1339) linked earlier occasions to how people feel self-actualized. Further, when and how a person believes they are self-actualized, depends on the person's age, gender, relationships and if the person has children (2017, p. 1340). For example, when a person is young, the importance of status and social life are more important compared to an older person. Krems et al. (2017, p. 1346) link how status and esteem result in social relationship. It is in the early stage of adulthood you may establish friendships that last throughout your life. Gender and relationship are factors which affect self-actualization as a person get older and establish a family (2017, p. 1340). College students are self-actualized if they receive A's at that point in their life (2017, p. 1346).

Even though there are benefits with self-actualization, drawbacks occur. A person with too much self-confidence and self-esteem can be arrogant and have a know-it-all attitude (Yukl, 2013, p. 147). Self-confidence is linked to successfulness (2013). There is a difference between knowledge and action due to judgement from other people. Perceived self-efficacy is affecting people's behavior and motivation. If a person has knowledge and skills about

systems in the organization, the person will keep back all information to be perceived as a person with average knowledge and not as an arrogant person. A main action is analyzing how capable the person was in the experience to accord efficaciously with reality (Bandura, 1986, p. 21).

On the other hand, (Krems et al., 2017) used the word "self-actualization" to explain people's capability to become everything a person want. Self-actualization is often thought of as attaining status (2017, p. 521). Krems et al. (2017, p. 1337) define self-actualization as fulfilling a person's own unique potential. Another finding from Krems et al. (2017, p. 1348) is affiliation where people find meaning in life with connections and form social relationships (2017). Yukl (2013, p. 153) describes that some people have a need for affiliation to be liked and accepted from others. Further, the research describes how people with a strong need for affiliation have a lack of effectiveness. Kin care is a concept valued strongly in research which relates to connection with families and relatives. Lastly, findings on life history related to self-actualization affect and motivate people's reflections in self-actualization (2013). Yukl (2013, p. 153) explains the concept achievement orientation. Achievement orientation consists of needs, values and need for achievement. Responsibility and performance orientation are the foundation of achievement orientation (2013).

2.7 Technology and knowledge

Berkup (2014, p. 218) claims that technology has changed the 21st century both rapidly and radically. Because of these changes, perceptions of economy, culture, politics and expectations of individuals has different outcomes. To deliver what is expected for everyone who's is involved with the organization, knowledge must be established. People develop their knowledge skills and can attend courses to learn more. Furunes, Mykletun, & Marnburg

(2012, p. 79) explain how knowledge is learned both in discourse communities and on an individual level. Knowledge is the information a person obtains and share with others. To solve a problem you need knowledge and perspectives of the world in certain contexts (2012, p. 79) Learning in an organization is one of the key elements in a culture to develop and structure organizational loyalty (Reio & Ghosh, 2009, p. 5). An organizational learning culture is positive when employees can be open to diverse opinions, take risks and be a part of the decision making (Nemanich & Vera , 2009, p. 140).

2.8 Change

Changes are occurring every day, but even more now because of the retiring of two generations and two new generations are entering the workforce. There is more competition now than ever (Clare, 2009, p. 43). Changes are necessary and unavoidable in all types of organizations (Babelová et al., 2019, p. 34). There are different ways to implement changes and it relies on management. However, employees should be open-minded and have a positive attitude towards changes which can result in better understanding within the organization. Individuals have different perception if a change happens and therefore it is important to understand a person's need. There are internal and external factors which can affect in both positive and negative directions. Babelova et al. (2019, p. 34) clarify internal factors as something a management can proceed and engage in to make sure employees understand. Even though management do their best to prevent any negative response employees have their own way of thinking. People have their personal characteristics which make everyone have different perceptions (2019). Conservative people are individuals who dislike new things, are careful and cautious, faithful to basic statements and believe in moral order (2019).

Individuals in work and social life perceive us individually and others in a way we think is correct. Perception is based on experiences, knowledge, skills, and environments you live in or during childhood. There are impressions around us daily and influence our thoughts of the world. Individuals are asked to answer questions related to the mentioned topics. This thesis will be based on individual perceptions and therefore literature is wide and expressed in several ways. Personal reflections come from knowledge and perceptions of certain situations.

3.0 Method

Earlier research has been done by statistics data where in-depth data and understanding of meanings are difficult to explore. For example, (Hertzman & Zhong, 2016, p. 696) students who participated in the survey had experience from hospitality industry where there can be a gap in student's perceptions without work experience. The research was also conducted in USA and by comparing findings with my research from Norway, it can explain if there are similarities or not. Further, Hertzamnn and Zhong (2016, p. 697) suggest that the research can be replicated in other countries. According to Anderson et al. (2017, p. 254) leaders who manage challenges with new attitudes and values different generations is able to take advantage of characteristics of employees (2017). Lord, Brown and Freiberg (1999, p. 194) explain how their research needs more theory and empirical research to identify expectations from leaders and aspects of the working-self-concept (1999). Based on earlier research and implications for future research my research is done by interviews with a mix of leaders and students.

3.1 Choice of method

There are two options when you are collecting data. Qualitative data is in-depth data where the purpose is to understand the social reality (Brottveit, 2018, p. 65). To find out which method is the best, the researcher must evaluate questions as what is the best and if the best method is practicable (Dalland, 2017, p. 54). Further Dalland (2017, p. 55) explains that

the purpose for a method is to collect reliable and valid data, and to evaluate them after the research process how the method affected answers from respondents (2017).

For my thesis qualitative data is most the suitable. The reason for this is my purpose to collect personal opinions and interview people with competence in the field. According to Dalland (2017, p. 52) the qualitative method discover meanings and experiences which is difficult to quantify and measure (2017).

3.2 Research design

The aim of my research is to develop questions which will contribute for future research. Neuman (2014, p. 15) explains how exploratory research express the "what" question. Exploratory research has no defined answers but it has a specific focus (2014). The exploratory research has few guidelines to follow and therefore it has no clear steps (2014). Most of the exploratory research use qualitative data and every data you collect are important to get the statements and understandings correct (2014). During an exploratory research, the researcher must be creative, flexible and be open-minded and have sources to receive information from (2014).

In this thesis the aim is to see if there is a difference between generations in terms of career-development, values and attitudes and self-actualization. Further, these data will be compared to earlier research to see if there is a correlation or not.

3.3 Interview

The interview is essential to collect valid and reliable data. To get accurate and decent data interview was the essential outcome. All our human resources and academic resources are crucial to have a conversation with a person (Dalland, 2017, p. 63). Further, Dalland (2017) claims that conversation between people is the most important tool in relation to other humans (2017). Further Saunders, Lewis and Thornhill (2019, p. 434) explains how the

interview will help the interviewer to clarify, confirm meanings and analyze findings of relevance (2019). Conversations are used to understand other people's perspective and situation (Dalland, 2017, p. 63). The quality of an interview depends on how a researcher interacts and cares about the conversation (2017). Further, Dalland (2017, p. 64) explains how the researcher should respect and have empathy for the person who participates in the interview which can result in valuable quality of the conversation. An essential part of the interview is how you form the questions and how you ask those (2017). If the person is unsure about what the question means or doesn't have the trust to answer honestly, the researcher will end up with data which are not reliable (2017). Since this research is interesting for my future, my aim was to appreciate everyone who wanted to participate in the interview. Dalland (2017) explains how students must highlight how participation in the interview also contributes to theoretically learning, but also practical understanding. The interview form I chose was semi-structured because of the flexibility to ask questions in a comfortable manner (Saunders et al., 2019, p. 438).

3.3.1 Semi-structured interview

A semi-structured interview is the most applied form of interview within qualitative research (Brottveit, 2018, p. 92). The researcher has designed structured questions, this also means that you can use the same interview guide in a structured interview, but you have more flexibility in the way the questions are asked (2018). Brottveit (2018) claims that the biggest difference between a structured interview and a semi-structured interview is the control the interviewer have (2018). Since I did not know the respodents I was going to interview, I wanted to have the possibility to make the interview more like a conversation and ask questions in a suitable situation. For example, if the respondent talked about something which was related to another question, I was merging the relevant question. Another element for a semi-structured interview is the questions to follow up and one gets a broader understanding

from the respondent's perspective (2018). Further, Brottveit (2018) claims that asking questions which follow up what the respondent talks about, makes both the researcher and respondent interactive and it contributes to share more knowledge. Semi-structured interview is also essential when the researcher wants to go in depth of one topic (2018). The interview in this thesis has one main topic with three sub-categories to make the structure more understandable for the interviewer and further easier to categorise. Further, Brottveit (2018) explains that interaction with humans or meetings between people as an example where semi-structured interview is crucial, because research more in depth adapt to each individual. The aim for semi-structured interviews is to obtain opinions and meanings from different points of view and have a common structure in the interview (2018).

3.3.2 Dialogic interviews

Dialogic interview is used to create trust between the interviewer and interviewee (Saunders et al., 2019, p. 439). My aim for the dialogue interview was to establish trust and hope that the interviewees express personal experiences or thoughts about earlier situations. I also wanted to be able to ask questions and create a discussion if it was necessary and discuss the three different topics I have designed for this thesis. The goal for the dialogic interview was to understand more in depth what the interviewee feels and means, which also Saunders et al. (2019) explains is one of the elements for a dialogic interview. The focus was to find out how theory is compared with the empirical perspective. What has been experienced or observed is the approach for a dialogic interview (2019, p. 440). In every interview I reflected the answer to every respondent to make sure assumptions, thoughts and beliefs were correctly understood.

3.3.3 One-to-one interview

To gain trust and make the respondents share their experiences, assumptions, beliefs and thoughts with me I chose to conduct one-to-one interview. My intention was to have face-to-face interviews to have the possibility for interviewing in an environment the respondents knew from before and felt safe in, and further to encourage an open discussion which lead to data the respondent maybe would not tell if we had not met in person. Saunders et al. (2019, p. 442) explains how face-to-face interview strengthens the possibility to gather rich data which are free from bias and to check body language during the meeting (2019).

Because of the COVID-19 pandemic my university encouraged students to do telephone or Skype-interviews instead of face-to-face. Telephone and Internet-mediated interviews has both advantages and disadvantages.

3.3.4 Telephone – interview

In some situations there is a need to organize an interview through telephone. In my situation my plan was not to have telephone-interview from the beginning, but for safety measures and reasons the most beneficial way for both interviewer and respondent was to conduct an telephone-interview. Saunders et al. (2019, p. 442) clarifies that telephone-interview is associated with one-to-one interview (2019).

3.4 Interview guide

The interview guide is the questions which leads to conversation and knowledge through the interview process (Dalland, 2017, p. 78). Further, Brottveit (2018, p. 90) explains how every interview has to adjust to the research subject, content and what knowledge and information the researcher wants to collect. The structure of the interview should be divided

into different topics to make it easier for the interviewer to grow and make progression (2018). Further Dalland (2017, p. 78) explains if the interview situation is structured it is easier for the interviewer to structure and analyse later in the process (2017). The interview consisted of 11 questions, with three introduction questions to get to know the respondent. The questions in the interview guide were based on existing literature where I designed the questions to ask the respondents what they think or if they have experiences to share. All the questions are divided into different topics which I also explained for the respondents. Even if there were three different topics, the respondents could talk about one topic and include other topics. I wanted to create an open conversation and get open and honest answers. Dalland (2017, p. 78) also explains that the structure of the interview will affect the answers from the respondents. The structure of the topics is based on how comfortable and knowledgeable I think respondents felt with each topic. Therefore, I started with topics respondents had heard about earlier so that they could explain associations, experiences and thoughts. The last topic was about self-actualization and can be more difficult to answer because it is a psychological and individual experience. If there was something unclear or I could easily misunderstand, I repeated what the respondent had said to make sure I got the right information from them. I wanted to ask every respondent the same questions and I created a structure for the questions, so I could use it as a guide.

3.5 Interview process

The interview process started in the beginning of March 2020, after receiving an acceptance from NSD. From the beginning I wanted to use the snowball-method to get a variation between students and leaders. Because of the COVID-19 pandemic, I needed to change my method and recruit in a different way than actual planned.

3.5.1 Pilot interview

To make sure that the respondents understands the questions I asked a friend to look over my questions beforehand. On purpose I chose a person with no relevant knowledge about the topics, but who was interested in understanding the questions in the interview. I also asked people in my family to look through the questions to get another perspective from another generation's understanding of the questions. The interview guide was also sent to my mentor to get a perspective from a person who has knowledge and an educational background related to the topics. From my friend and family there were some justifications on formulation of the questions and feedback from my supervisor was to change one question to limit the broad aspect one question covered. By doing those justifications my interview was more understandable and made me more comfortable in the interview situation. During the interview I had analyzed what each question asked for, so I could easily explain to respondents if there were some difficulties and therefore collect more data with quality. However, by getting this feedback my interview guide was completed, and I could start collecting data.

3.6 Sample and recruitment

I decided to use the snowball-method and ask a person I knew from earlier to suggest persons I could contact which would be relevant for my thesis. This process started in January 2020. However, before I started contacting the six persons who this person had suggested, I needed to get the confirmation from NSD. When I received acceptance from NSD on 12th of February 2020, I started to plan my recruitment process. Because I got personal information from the person, I contacted them personally and invited them to participate in the interview. This was the first process where I classified who accepted to participate and who did not. This was registered in a private Excel-form which only I had access to. Further, the next step in the

process was to contact and give more information about the project to those who were interested in participating.

There was a different situation this time, with restrictions from the Government and university by how one should collect the data. The interviews were completed from 24th of March to 03rd of April 2020.

The person I talked to first who suggested persons did not participate in the interview. Based on the snowball-method I contacted the people who were suggested from the person I asked and e-mailed them with an overview of the topics and information related to the interview. I wrote the timeframe my interview was going to be conducted in, and people responded with a time that was convenient for them if they were interested in participating. The respondents replied quickly, so in one week all the interviews were planned. Considering that this period was a difficult situation for the whole world because of COVID-19, I realised that the snowball-method was not the most convenient at this time, and my friend recommended I explain my situation in a post on Facebook. After I posted in three different Facebook-groups about my thesis and what the criteria to participate were, there were many people who sent me a message and said they wanted to help me. However, I continued the same process with sending an e-mail consisting of information related to my interview and they replied quickly with an interview time. All the interviews varied from 30 to 50 minutes.

Table 1: Achieved sample

Respondents	Generation	Students/Leaders	Gender
1	X	Leaders	F
2	Y	Student	M
3	Y	Student	F
4	X	Leader	M
5	X	Leader	F
6	Y	Student	F
7	Y	Student	M
8	X	Leader	F
9	Y	Student	F
10	Y	Student	F
11	Y	Student	F
12	Y	Student	M
13	Y	Student	F
14	Y	Student	F
15	X	Leader	F
16	X	Leader	M

3.7 Data collection

Because every respondent received information about the interview process, they knew beforehand that I was going to record and use the data in the transcription. In the beginning of the interview I started to ask if recording was still okay for the respondents and made sure all respondents was informed about recording. Further, I explained why I did the

recording and that all respondents would be anonymized. However, after acceptance from the respondents about recording, I was reading the conformity, so that the respondents knew what they accepted. Also, since there was no possibility to meet in person and sign the consent form, I decided to read it while I was recording, so I made sure that I recorded their verbal acceptance. The conformity form I used was acknowledged from NSD (2020). In addition, I also used their document to structure my consent form and helped to include information which was necessary for my thesis. However, I explained the topics in my interview to make sure respondents were informed if they did not read the information e-mail and to clear things up if there was any questions about the topics. Then I explained each topic shortly in the interview and how the interview process would go on.

Because the COVID-19 was affecting our daily lives I realised the need of change to record my interviews. My plan was to use a digital dictaphone, but instead I bought an application so it could record my interview during talking on the phone. I tried it with a friend before the interview, to make sure it worked, and everything was saved as planned. When the interviews were done, I sent them to my computer through e-mail and downloaded them onto an external hard disk.

In the interview process I was trying to do some small talk before the interview to make sure that the respondents felt comfortable, since I did not know them from before. I was open-minded and did not influence the answers from the respondents. I wanted the respondents to have trust in me and feel safe during the interview process so they could share their experiences, meanings and thoughts through honest answers. I listened and asked questions to better understand the respondent or asked follow-up questions to get a clearer understanding of what the respondent explained. I had already designed follow-up questions, so these where structured beforehand, but I asked them in a natural manner to get a flow in the conversations with respondents. The questions in my interview were not asked in the same

order in all the interviews. Most of them were asked in the order the interview guide has, but in some situation the respondent talked about another topic and then I asked questions in a natural way and jumped back after. I also informed the respondent about this, to avoid any confusion. During the interview there were some questions I had to construct more clearly to help the respondents understand the question more clearly. All the questions were answered, and I do not feel that anyone held back information.

3.8 Transcription

The transcription process was forming the interview from oral to written form to get a better understanding and make the data suitable for analysis. I used the recordings on the external disk and listen with reduced speed. This was the best way to understand and transform all the interviews to a text, and I could easily go back and forward to get all the data. The transcription was completed in Microsoft Word on the computer where the recording was sent to. The interviews were transcribed the week after all interviews was conducted. Each interview took about 1,5 to 2 hours to transcribe and there were 116 pages in total, with 2.0 spacing. All interviews were in "bokmål" to make sure the anonymity of the respondents were maintained. The interviews were in Norwegian, both orally and when I transcribed.

3.9 Coding

After the transcription process all the interviews were read through carefully to get rid of any spelling data error, as well to understand the interviews in a coding process. Further, I read through all the interviews one more time to identify key words and categorize the data. Before I started the coding process I talked with my mentor and he explained two ways of coding to me. I chose the Excel form. Earlier in this semester I got advised to use NVivo, but because of time limit and lack of knowledge about the program I wanted to do it through

Excel. However, I started with reading through each interview but focused on one topic. It was easier to code while focusing on one topic. So, at first I started with career, secondly personality traits and lastly self-actualization. In the Excel-form the words or sentences were plotted in on the left cell and continued to the right.   If there came a new word or explanation I started on the left cell again to mark out differences and make sure that all data from interviews were included. This was the first cycle of coding to establish an overview and if there were connections between the respondent's answers. Further, I had all the sentences and words in an Excel document where the next step was to intertwine the codes together. By categorizing codes together, I created five sub-categorizes where codes were linked to one sub-category.

Described in table 2 there is one colour for each code which describes which category it belongs in. The table is just an extract from the Excel document where there were 235 codes. All these 235 codes were divided into 14 categories and shorten to 67 codes. The findings described the meaning of the words since respondents had different perceptions or meanings word wise.

Table 2: Coding

Karriere	Utdanning	Høyere utdanning
Utvikling	Personlig utvikling	Bli den beste jeg kan være
Stillingsbetegnelse	Praktisk og teoretisk syn	Kreativitiet
Holdninger	Problemløsning	Løser problemer raskere med erfaring
Leders perspektiv	Teknologi	
Studenters perspektiv	Medarbeidersamtaler	Se hva den enkelte ønsker/mål
	Vise at man ønsker å gjøre noe/innstilling	Styrke gode egenskaper
	Holdninger	Representere bedriften på best mulig måte
	Fleksibilitet	Åpen for påvirkning og endringer
	Nyutdannede studenter	Ivrig
	Leders perspektiv	Forstår essensen raskere i bransjen/bedriften

3. 10 Reliability

Christoffersen and Johannesen (2012, p. 23) explain reliability as accuracy of the research based on which data are conducted, the method data are communicated and how data are processed after data collection. Reliability is a criterion to ensure quality in research and

processes during the research (Dalland, 2017, p. 55). On the other hand, Veal (2011, p. 46) states how reliability measure a comparing research finding by having a different sample of respondents or repeat the research later. To a certain control those restrictions with sample and time should give the identical findings as earlier research. However Egon, Clark, Havlieck, Mclaughlin, Miskel, Guba and Lincoln (1982, p.77) replaced reliability and validity with trustworthiness and authenticity in qualitative studies to represent the impact social settings can have on research. In any research, by digging deeper into the understanding of findings, there will be questions as "why", "what" and "who". People who read the research and participate should have the right information to evaluate reliability related to your work (Dalland, 2017, p. 55). Further, Veal (2011, p. 46) points out that identical results are seldom in social sciences because they consist of human beings (2011).

To make sure that reliability was secured in this research there was done different considerations to keep the reliability as high as possible to avoid biases. Compared to earlier research, Jennings (2001, p. 29) explains how reliability and validity are used with different terms in qualitative research by ensuring trustworthiness and authenticity in empirical research. In every research with interviews the person who are doing the research is essential and information are communicated through this person (Dalland, 2017, p. 61). One important factor is that the person who is doing the research is as neutral as possible. In this research I tried to avoid paying attention to my personal feelings and to listen carefully to the respondents. According to Neuman (2014, p. 135), as a researcher one must establish self-consciousness to adapt in a specific research situation. It is important to have both reliable and valid data. Even if the data is reliable it does not ensure that the data is valid (2014).

There are some biases related to my research dependent on financial and time aspects. By confirming a high reliability, the research could be conducted once again in another specific time to compare the results and see if there is a correlation. Due to economic aspects

and time-consuming priorities, this was not done in this research. However, to gain trust and understanding from the respondents the interview was supposed to be performed in the respondents' secure environments. As mentioned, COVID-19 changed the possibility to meet in person during the interviews and was modified to telephone interview. Since the interview situation was changed, I tried to adapt interviews in a convenient time for the respondents. Another factor to point out is the number of respondents. To make sure reliability is a central topic in the research process there could be more respondents involved in the research. According to Kvarv (2010, p. 132) when data is repeated or relatively similar, the reliability is great. In this research data were repeated, which made the research reliable to the extent were there was a clear pattern between the data. However, I recorded interviews to make sure every word was included in the transcription part and reliable in the analysis. To make sure that all respondents had the possibility to answer the same questions semi-structured interviews were conducted to avoid any gaps related to questions. Further, all the respondents were anonymized which helps to get more trustworthy and honest answers. Since topics in the interview are personal, I knew beforehand that this would be an anonymous research.

3. 11 Validity

Validity clarifies if the data are in accordance with the problem/phenomena investigated (Christoffersen et al., 2012, p. 24). According to Dalland (2017, p. 60) the data must be relevant and applicable to the problem. Neuman (2014, p. 135) clarifies that valid measures of qualitative data are fair, honest and "real" from people's standpoint in the social life. According to Veal (2011, p. 46) validity is how the information in the research reflects the phenomena it should reflect. From earlier experiences and knowledge, I knew the structure of the interview guide would be essential for answers I received. The design of the interview was not just important for the structure during the interview, but also for the

answers of relevance for analysis later. The interview guide is grounded on earlier research

from all topics in the interview to later in the process analyse based on theory. One important

factor is questions which are relevant for the research (Dalland, 2017, p. 60). However,

implementing pilot interview to ask family, friends and my mentor for suggestions, enabled

me to change incomprehensible or minimize questions to improve the interview. With pilot

interview I knew questions could be personal based on feedback from family and friends, and

for this reason I was more aware of my tone of voice and speech to be empathetic and

sympathetic. However, the interview was also designed with follow-up questions to collect

additional data, specification for better understanding or in-depth data.

Through transcription and coding there was coherence between the data. I conducted

16 interviews were half of the respondents was leaders in position today and half who were

students. However, few of the respondents were familiar, but there is no reason to think that

data were answered as an advantage without honesty. On the other hand, there were more

respondents from Gen Y than Gen X. An explanation for this may be how people are affected

by COVID-19 and could not participate in the interview. I tried to have the same number of

males and females to get answers from both perspectives. Gender is not an emphasized factor

in this research, but due to personal perceptions, thoughts, feelings and experiences, gender

can affect data. All respondents were from Norway, but not all were from Stavanger.

Geographical diversifications are convenient for my research due to personal perspectives.

However, there are limitations for this research for generalizability, but compared with

earlier research there are some similarities. Tourism is strained because empirical research is

based on people's attitudes, behaviour and people's personal opinion (Veal, 2011, p. 46).

These data have value and are expressed by individuals as personal meanings and

perspectives. According to Veal (2011, p. 47) any research findings can only relate to the

respondents involved, at the same time and place where the research was achieved. Likewise,

in this research, data cannot represent all other people in Generation X and Generation Z due to psychological individual perceptions.

3. 12 Ethical perspective

There are some ethical perspectives in the research with importance to point out. Human interaction in the interview can affect respondents and the knowledge discussed in the interview can influence our vision on humans' situations (Kvale & Brinkmann, 2015, p. 95). In this research there can be awareness of ethical considerations, even if it is anonymous. Since interviews were conducted through telephone there are drawbacks considering body language. Even if respondents were happy when they answered I could not observe their body language to understand how the situation developed in their comfort zone. According to Kvale et al. (2015, p. 96) people can answer trustworthy, but their body language can express an unsure communication. Further, Kvale et al (2015, p. 97) explain seven problem statements related to interviews. First, how the topic is developed is not just knowledgeable, but also develops and improves situations that humans experience. The second statement is planning and awareness of participation in the interview. I was sure people wanted to participate in the interview based on consent from each respondent and information on how the data would be confidential and anonymous to avoid any consequences for the respondents. The third statement is the interview situation where the researcher has to respect the respondent. I explained rights and if there were some questions to make sure that there were no problems when it came to answering. My aim was not to have any respondents stress or share some experiences that distressed them. Transcription as the fourth statement was to keep the confidentiality. I transcribed all interviews in "bokmål" to avoid any recognition or geographical locations. Every respondent also got the chance to read through their own transcribed document to get an ethical perspective and to ask for justifications if they did not

agree. The fifth statement is ethical perspectives in the analysing process. I analysed so that none of the respondents where recognisable for readers and I had agreement for everyone on the transcription document, I knew everyone agreed on the data. The second last statement is about how critical questions I asked respondents were. My aim for the pilot interviews was to get feedback from people who were not participating on how critical and personal the questions was. After an agreement from family, friends, and mentor I had verified and analysed questions to ensure the ethical perspectives. The last statement consists of anonymous data and how the research is reported. These are some of the statements Kvale et al. (2015, p. 98) recommend using when evaluating the interview process (2015).

4.0 Findings

In this chapter the findings from the data collection will be presented. There were totally 14 sub-categories identified and three topics. These three topics are career, personality traits and self-actualization. The first topic shows how respondents thinks about career-development and associations towards career where the sub-categories are title, development, attitudes, students, and leaders. Students and leaders' associations towards career will be presented. The second topic is personality traits where values and attitudes will be defined. Personality traits have five sub-categories which are important values and attitudes, development of values and attitudes, prejudice, challenges, and adaption. The last part is self-actualization. Individual perceptions and thoughts about self-actualization where respondents explained differences between leaders and students, and how self-actualization affects individuals from the respondent's perspective. Under this topic we have development of self-actualization, leaders, comfort zone and students as sub-categories. Respondents are described as "Rx" to keep their anonymity.

4.1 Career

Since our daily lives consist of having a job and appreciate what we do in our career, everyone expressed this in an individual action. Career is how you as a person define it and therefore there are no correct answers. All the respondents had different opinions on what they defined as career and how persons developed a career. There was a clear difference between students and leader's perspective and due to differences, there is one section which presents students' perspectives and another present the leaders' perspectives. Some of the respondents pointed out titles related to which position you have in the organization and other pointed out education as an important element to define career. All the respondents agreed

that career is a personal development. Further, development and learning were important for both leaders and students.

4.1.1 Title

The most common factor that the respondents addressed as describing career was title. An unexpected finding was R8 who said: "Career is individual and for me it is what development you have in your work life". Some of the respondents explained how positions could be important to express a sense of status in community. Part of the respondents also explained how salary influences people to work more and ascend within the organization. For example, R15 says: "People want a job where you have high salary, often a managerial position". Many of the respondents took a while before they answered when it comes to defining and characterizing the word career and which associations their generations have toward career-development. There was correspondence between the answers, but formulated in diverse settings. Respondents with experience could give some personal examples from reality when they experienced people who have specific focus to get a higher position in the organization, with focus to get a higher salary or job satisfaction. Some of the respondents explained how their career is their future and what they want to achieve. R16 and R14 think that younger people between 20-30 years old can change jobs frequently if they are offered a higher title. However, R8 had experienced that the elder generation are formal and title is weighty compared to the younger generation where the name of title is unimportant, but responsibility is valued higher. The perspective changed from generation to generation. Everybody has their own requirement for career (R8).

4.1.2 Development

Development is explaining how respondents want to develop to achieve goals or establish a career with focus towards job satisfaction, salary or higher position. A combination of the mentioned elements is also something a few of the respondents mentioned to have a good career. R13 said that the key to career is education and experience combined. R11 followed up: "There is more focus on career now than during the previous years". However, education was important for most of the students to have during their career. Education is where you learn about specific topics and to develop earlier competence. It is important to note that students also agreed to join development programs in an organization to learn even more. Almost all respondents pointed out how there are both a theoretical and practical perspective when one is working in a hotel. The practical and theoretical perspective is dependent on how you learn, and at which point in your career you are in. Respondents from some of the hotels explained how they develop employees through transmission of experience. What they have experienced before in certain situation can be learned to new employees.

Networking to connect employees with other employees in the hotel industry was also mentioned. Other hotels explained how they are offering courses or meetings to develop employees and that most of these are voluntary. However, to establish how people can develop a career within the organization all leaders agreed on the importance of appraisal meeting to examine how employees can develop. Respondents also explained how everyone in the organization should learn from each other and R8 followed up with the words "secure each other". Though respondents explained how generations should learn from each other, all the respondents wanted to develop personally, and also mentioned individual development or self-development. Respondents from small hotels explained how they often have a more personal conversation with each employee for learning and development. R1 described it as

"experience sharing". Further, the respondent explained the aim of sharing experience to strength employees' characteristics. However, R4 had another strategy to develop employees. The respondent pointed out education as an important factor for career and how the hotel organizes for education during the low season when some employees do not have a job. On the other hand, R16 informed how the chain the respondent works in has their own training, resources to use for development and courses. On the other hand, R10 described how a person need to prove to leaders they want to achieve something and work for it, but also appraisal meeting help leaders to identify what each worker wants to achieve.

4.1.3 Characteristic

When asking respondents how there can be a difference between leaders and students, the answers were related to attitudes and how people have individual perceptions towards career-development. Most of the respondents explained how technology is students' strength and one respondent described how the time you grew up in affects individuals' thoughts about career. Further, how changes and flexibility affect your career are some of the attitude's respondents explained to achieve career. Some of the younger respondents explained how change and challenges is essential to feel career development. Respondents described how people who worked for a long time have developed habits and have a sense of safety when it comes to routines. R8 explained how habits can create challenges to implement new things in the organisation. Older generation had opinions, both positive and negative (R8). R4 explained how job satisfaction is important for people with experience, while getting better and challenges are more relevant to students with theoretical perspective. Further, R9 followed up with job satisfaction as an essential factor to achieve a good career. R10 explained how characteristics are essential when you evaluate people who want to join development programs with "Flexibility and attitude is fundamental to see who wants recognition". R8 followed up with focus on emphasising personal characteristics.

4.1.4 Leaders

There are some differences between leaders and students when it comes to perceptions of career and career development. But all leaders agreed on learning from others, both individuals and generations. Respondents explained how leaders have a broader perspective and have established the position or industry they want to work within. Some of the respondents explained how you develop social knowledge and conversation with guests during the years. R15 explained that after 10-15 years the natural conversation with guests and customers will be improved. Also, how you read people and understand their needs belongs to social knowledge. Social knowledge was one of the differences between leaders and students. One respondent pointed out how leaders and people who are older than them can be a support and help from their own experiences. R1 explained how younger employees have reacted positive to more responsibility and guidance. On the other hand, R4 described how job satisfaction can be more essential for leaders and the opportunities from earlier experience to find out which title makes you happy. Further, R16 explained that the aim to develop employees is to contribute to personal development and job satisfaction. It is important for all leaders that generations can learn from each other and create valuable solutions. R10 followed this up with sating: "We can help across generations based on individual and earlier experience".

4.1.5 Students

Most of the respondents pointed out how students are important to get new insight in the hotel or industry and their technology knowledge. Another perspective student has compared to leaders is the theoretical perspective which can be updated knowledge about the industry. Most of the respondents described students as excited and engaged, which can be

both positive and negative. With excitement there comes a high level of energy and enthusiasm to learn and be a part of the industry. R5 explained that younger people are impatient, but this can also push the organization forward. Students are motivated and achieve as good as they can. Students want to deliver results and to have a high level of ambitions. R6 explained: "The younger generation want to rise above and be perfect - be the best". Some respondents explained how the eager to perform can turn into a self-centred mindset. Regardless of student's theoretical perspective there can be a lack of an overall perspective on the industry. Another thing to point out is the way their goals related to career. Compared to leaders, the students have a more general way of thinking and are unsure which position they want to have or where in the industry they want to work. Since students may enter the workforce directly after graduation, they need time to figure out what they want to achieve, and thoughts can be changed in realistic situations. R8 explained how students and younger people can be unsure in the beginning, but accessible to develop compared to elder generations. On the other hand, R8 continued with: "You have to inform younger people how the reality is". They have digital competence and are flexible. For that reason, changes are something they are used to and are more comfortable with than leaders. Higher education characterize career for R7. R3 and R2 agreed that higher education is more important than experience now for students and younger generations. Students see the importance of development, but some respondents would not change the job to gain development.

Career is important to establish your future in the work life and have a future goal. However, the biggest difference between students and leaders is what they defined as career and what they thought their generation associated with career. Students mentioned higher education related to career, while leaders explained how title is important to a career. There were both practical and theoretical perspectives. Anyway, leaders and students mentioned a combination of education and experience is significant to create a career. The findings

represent all the respondent's willingness to develop and how leaders integrated development-programs and most students responded positively to join a course.

Table 3: Career

Title	Development	Characteristics towards career-development	Leaders	Students
Salary	Personal development	Understanding technology	Practical perspective/ experience	Theoretical perspective
Status	Experience	Flexibility	Habits	Excited
Position	Education	Attitudes	Realistic	Engaged
	Learning	Job satisfaction	Understand the industry	Dynamic
	Networking		Less requirements	Motivated
			Sceptical to new things/ new challenges	Lack of overall picture

4.2 Personality traits

Personality traits have a broader perspective when it comes to data. However, all respondents agreed that values and attitudes come from the childhood or the environment you experienced as a child. Another category where there was agreement was related to challenges and prejudice. Most of the data were mentioned several times, while on important values and attitudes there were wider information. However, since personality traits, values and attitudes are individual, the data is diverse and expected in advance.

4.2.1 Development of values and attitudes

All people have different values and attitudes. When all were respondents questioned about development of values and attitudes agreed that values and attitudes are established in different forms when you are young. Childhood and growing up affects your values and attitudes. All respondents agreed, but explained it differently. Some respondents explained how values and attitudes establish a foundation in the childhood. Other respondents described how family teach you values and attitudes. Further, how environment and surroundings can affect values and attitudes during life. When it comes to values in attitudes and work most of the respondents explained how a person can be influenced intentional or instinctive. However, values and attitudes need to be justified or changed in the work force. If a person has values and attitudes from childhood which does not reflect the organization, this can create issues between employees and affect the work environment. All respondents acknowledged that everyone has different values and attitudes, but explained how a person adapts towards colleagues, and that the organizations' values and attitudes will result in well-being or not at work. Further, one respondent explained a unique opportunity with the wide diversification in the hotel industry that gives people a lot of choices when it comes choosing a hotel to work at. When it comes to development of values and attitudes there must be allowance for talking about differences and how personality traits can strengthen the organization. Values and

attitudes are as mentioned individual attitudes where communication, teaching, expectations and acceptance is a combination of how balance between work and childhood can be solved. All respondents responded varied which also reflects how diverse views people have of values and attitudes. When it comes to the organization values respondents described how inclusion and integration of values are important in developing values and attitudes.

4.2.2 Important values and attitudes

The respondents were asked to mention important values and attitudes in the hotel industry as an employee. In total there were 33 codes related to important values and attitudes, but some of them where mentioned several times and these were integrated to codes which was similar. Repeated values and attitudes were openness, honesty, respect, communication, positivity and caring. Another important attitude and value are service towards guests which also some respondents explained as "good hosting". When respondents responded to the question about important values and attitudes there were answers based on experience and answers from students who never had worked in a hotel before. However, even if the respondent had experience from the hotel and industry, there is a clear coherence between the data. Anyway, even if there is coherence between the answer, this does not mean that respondents define one code with the same explanation. For example, one open-minded respondent explains: "Openness to talk with people" while another respondent (R15) explained "Openness and obliging towards other cultures and ideas", so with this example there was an obvious diverse understanding of the word openness. A deeper understanding and analysis of respondent's data will be discussed in next chapter "Discussion".

4.2.3 Challenges

On the other hand, from important values and attitudes there are challenges you can meet in the hotel industry. All respondents were asked to mention some attitudes and values that can create challenges, both in work environment and towards guests. Respondents' data is

corresponsive with each other and many of the challenges was mentioned several times. There were fewer challenges mentioned than important values and attitudes. In total there were 14 codes and five of them were repeated several times. Challenges that were mentioned several times are stubbornness, selfishness, conflict-averse, disrespectfulness and prejudice. These five challenges was mentioned, but respondents explained different reasons to why they could occur conflicts or why they can be defined as challenges. For example, one respondent (R4) mentioned selfishness related to individual development where you think about yourself before anyone else. However, another respondent (R6) related selfishness to stubbornness where you are sure the attitude you have is the correct one and you're not willing to change. There was also mentioned conservativeness linked to stubbornness. R12 mentioned how a conservative personality can create challenges with the organisation's values and attitudes, but also with other colleagues.

4.2.4 Prejudice

Another challenge is prejudice. 10 respondents mentioned different forms of prejudice which can create challenges. Some of the themes mentioned were religion, politics, cultures, gender and racism. Reasons and explanation from respondents of why prejudice can be a challenge was related to social interaction between all types of people. The hotel industry is an international industry and guests from all over the world can come and stay at a hotel. Respondents explained how prejudice can affect a hotel stay and lead to a bad impression of the hotel. Another important perspective is the people you work with as an employee. There should not be a limit by who you work with and one respondent (R7) explained how some topics should be avoided when you are at work or in conversation with colleagues. For example, politics and religion is two topics R7 mentioned should be avoided. However, R2 explained how helping and explaining other people about culture challenges can reduce

challenges and create understanding. Some of the respondents gave examples or shared experiences to point out how challenges can establish understanding and appreciation.

4.2.5 Adaption

Adaption is linked to how people are different, self-knowledge, variation and behaviour. All people are different and some of the respondents mentioned how diverse personality traits create diversity. Different personality traits complement each other and help where every individual can. R8 mentioned inclusion and integration as two elements in the organization. Even if there are different personality traits one respondent described how personalities should match to avoid challenges. Another respondent (R5) explained how there should be honesty about diversity and R14 followed this up by saying: "High level of tolerance to talk about diversity". Both respondents clarified how employees in the hotel industry have the right to be different and therefore communication should be allowed at work. However, respondents explained how adaption creates understanding for personality traits. On the other hand, some of the respondents explained that you should think about expression yourself with certain topics. Further, respondents clarified how an open and honest environment should be required. Respondent 5 described how you are the same person, but put on a kind of mask. Positivity and self-knowledge was two elements respondents mentioned to describe diversity in the hotel industry. Self-knowledge is to acknowledge how you as a person behave towards people and is important to establish your personal thoughts. Personality traits are individual and a personal way of thinking, behaving and expressing yourself towards and with others. There are some categories where you can see a clear difference between leaders and students. However, most of the important values and attitudes were coherent with both generations. The difference can be people who are in the industry and have experience compared to students who never have worked on a hotel, but have the

theoretical view. Challenges are also a category where there was coherence between respondents. Findings indicate that leaders and students had the same view on important values and attitudes and challenges in the hotel industry; both related to guests and colleagues.

Table 4: Personality traits

Development of values and attitudes	Important values and attitudes	Challenges	Prejudice	Adaption
Childhood	Openness	Stubbornness	Religion	Diversity
Balance between childhood and work	Respect	Selfishness	Politics	Self-knowledge
Influence	Development-oriented mindset	Conflict-averse	Cultures	Variation
Ambitions	Honesty	Disrespectful	Gender	Behaviour
Individual level	Service		Racism	

4.3 Self-actualization

4.3.1 Development of self-actualization

All respondents were clear that self-actualization is an individual mindset and can be difficult to compare from human to human. Respondents explained that self-actualization

depends on individual perspectives and how much you work to achieve something. However, when it comes to self-actualization respondents claimed that childhood can influence individual's mindset. R11 explained how you are raised will affect your ambitions and self-actualization. All respondents explained individual differences. There is either a correct or wrong answer and most of the respondent's answered with examples to clarify what they meant about self-actualization. All respondents also agreed how goals affect and that when a goal is reached you feel self-actualized. Earlier experiences also influence self-actualization. Which thoughts and individual requirements you have will affect self-actualization. R15 clarified that there is a difference between physical and psychological self-actualization. Anyway, it is a learning process where you develop as an individual person and work towards goals. Regardless of the target, a person has a wish to achieve something. R16 explained how self-knowledge is an important element and the older you get, even more you develop self-knowledge.

4.3.2 Comfort zone

Self-actualization depends on a persons' comfort zone. Respondents explained how there are different levels dependent on the goal and career. R2 described self-actualization related to target-setting and career. Again, personality plays a role to self-actualization. There are challenges at work which can be work tasks or challenges with colleagues. However, some of the respondents liked to be in the comfort zone and not get to many challenges, while others explained how they need challenges to have job satisfaction. If you get too many challenges the sense of accomplishment will disappear. R11 described knowledge linked to the task is essential and too difficult challenges will affect the self-actualization and lack of feeling of coping. A leader explained how it takes time to create a sense of security and acknowledge employee's responsibility. How a person adapts and feels susceptible depends on how much time it takes to feel safe. Confidence to know where you are as an individual

and not strive for something higher than your target will affect your self-actualization. However, how you want to grow as a person and know where you want to be, will establish your self-actualization. Further, R15 did not think anyone is comfortable with everything in their life, so if it is not striving for a goal related to work, the spectre has moved to another part of your life. On the other hand, R14 thought that earlier generations experience self-actualization with family or other aspects with life, but in this era, people are more defined by their work so it is a bigger part of your life.

4.3.3 Leaders

Leaders have more experience compared to students and a consequence can result in habits. The data from respondents explained how leaders can be more locked to ways of solving problems or routines. R10 followed up with: "You work in routines, and a new person can have other perspectives". R7 expressed how people with habits are more secure in the role or position they have based on the experience. R2 followed up with: "When you have been working years in the hotel industry, you have experienced a sense of accomplishment and understand how to do things". Further, R2 explained how people in the organization have more knowledge and students should listen to them and gain knowledge. R9 agreed and thought people who have been working there for a long time has habits and feel less self-actualization than students. A negative consequence of being locked can be changes and R10 said that changes often is good for the organization, but people who worked there for a long time will not realize that. On the other hand, R8 explained how people with experience and who's been working at the work place for a long time have a "no problem"-attitude. Some respondents explained how hearing and listen to new ideas can improve structure in hotels.

4.3.4 Students

Since students in this research will enter workforce directly after school, they have the ability to learn faster (R4). R8 wanted to inform students to be prepared for the tourist industry. Most of the students are grown up in a time where there are changes daily and therefore have the ability to form after new situations. R11 thought that students want to show ability and engagement to the industry. Students are eager to learn new things and systems, but are still searching for a position to achieve their goal. On the other hand, students have clearer vision of what can be improved in a hotel compared to leaders who have been there and can be locked. R15 explained how students' expectations can have negative impact when they are entering the hotel industry. Further, the respondent thought that students should be aware of what they want to achieve individually and not just think about the salary. Some respondents explained how younger people and students have a target towards higher salary and go in for a good career. R5 thought that students and younger people want to achieve a typical career and not do physical work. This can result in negative consequences for students with high self-actualization, for example a crash between expectations and reality. Several respondents agreed with R5 about the crash between students' expectations of the hotel industry and the actual experience. R6 explained how the meeting with work life can create panic in certain situations where students have a lack of knowledge. Further, R6 thought that students can use their theory in practical situations and after a time the person will be adjusted. It is all about how a student handles the situation. R10 thought it is important to have graduated students into the work life to obtain new perspectives. The respondent explained it as:" a fresh breath".

R13 linked self-actualization to generation and how environment affect the way of thinking. Since COVID-19 is a situation affecting many jobs R14 pointed out how people do not care about title or self-actualization if they have a job and income. R5 thought the

situation with COVID-19 shows how people can do any task, also physical when they have to; compared to the beginning of this year when people had the job they wanted. The self-actualization has changed now because of the pandemic and you can see how people do everything to find a job.

Table 5: Self-actualization

Development of self-actualization	Comfort zone	Leaders	Students
Heredity and environment	Different level	Experience	Ability to learn
Ambitions	Sense of accomplishment	Habits	Ability to learn new things
Goal	Responsibility	Safety	Find out what they want
Individual perspective	Challenges	Other aspects than work	Goal-oriented
	Safety		Crash between expectations and reality
	Adaption		
	Susceptibility		

5.0 Discussion

In this chapter I will interpret findings and analyze differences and similarities between GenX and GenY. Further, differences and similarities between students and leaders will be presented. Diverse perceptions and expectations have been presented in the earlier chapter 3.0. Chapter 2.0 introduced literature in several topics to describe earlier research and findings. In this chapter the research questions will be answered and discussed. The structure is built on the same structure as chapter 2.0 and 4.0. Each question will be discussed and analyzed individually with contraction in literature and findings. Finally, implications of the study will be presented in addition to recommended research for future studies.

The findings presented perceptions and experiences from respondents, but results showed minor differences between respondents. However, this can also be explained by different generations and where they are in life. Differences were visible when it comes to career and self-actualization. The younger respondents, which also were students, defined career differently than leaders in hotel industry. Respondents who worked in the industry had specific examples from their job, while students without experience explained with perceptions and from their theoretical views. However, students with experience had a different view and understanding towards the hotel industry. Further, leaders and students had diverse thoughts about self-actualization.

Finally, when leaders and students gave recommendations to each other there was a difference between generations, while within generations there was a clear connection.

5.1 Career - RQ1

5.1.1 Title

Title was repeated several times to describe what is associated with the word career. Most of the respondents from Gen X thought that title is important and some characterized title as status in the community. According to Kowske et al. (2010, p. 265) career development has never been more important. Respondents explained how ambitions and to get a higher position in the company will describe career. Respondents also defined how salary affects people to work for a higher position and increase in salary. Kraaykamp et al. (2019) agree on how work is crucial for income. On the other hand, Berkup (2014, p. 221) explained that the motto for GenX is "work to live", which can be an explanation to why respondents related carrier to income and money. However, it is important to point out that GenX also answered job satisfaction when asked what makes them happy in working life. One respondent explained the importance of working with something out of interest and not because of the salary, but with focus on aspirations. Most of the respondents agreed and had an individual meaning on what career is for them and mentioned enthusiasm for the work they have. These findings also agree with Mei (2019, p. 1400) who claims that tourism need people with the right intentions. Compared to the younger respondents, GenX have experienced different position and know where in the organization they want to work. A reason for title and job satisfaction can be understanding of work life since GenX have worked and experienced how happiness at work influence the individual's life. However, job satisfaction can be related to loyalty were an earlier research (Kim et al., 2016, p. 578) found out both generations valued employee loyalty highest (2016).

There was a difference between GenX and GenY related to defining the word career. In general, all respondents from GenY answered higher education associated for career. Most of the respondents explained how people want to have a higher education to get a higher position. Even though there are differences in the findings, the generations agree on what defines career, but explained it differently. Reasons for diverse explanations can be where respondents are in life now and say the first thing that pops up in their mind. In general, respondents had a longer thinking time before answering when defining career for their generation compared with the other questions. Education can also define how GenY want to have knowledge and theoretical view before entering the workforce or while they have a part-time job. Mei (2019, p. 1400) thinks tourism industry depend on people with skills and qualifications because of changes in these times. Another reason to why GenY related career to education can be a perspective to the future. GenY want to have higher education to get higher salary and climb in higher position when they enter organizations. Clare (2009, p. 43) agree with the findings that the younger generations wants promotion and a higher salary rapidly (2009). However, one respondent from GenY mention that the generation want to complete as much as possible in a short time. Findings can be explained in how younger generation are eager to represent as people with both education and experience because of learning. Berkup (2014, p. 222) explains how GenY are ready for working life after education and learning. Further, Berkup (2014) claims that most of GenY has a part-time job during their life. Based on the interviews with respondents from GenY everyone gave examples from earlier or current jobs to demonstrate different situations which are in accordance with Berkup (2014).

5.1.2 Development

GenY and GenX also agree on development as both personal development and related to work life. It is important to mention that leaders and students was asked different questions. In general GenY the respondent's related education to career, students were interested in development programs, training and courses to become better. Few of the students could even change job or organization if they had a lack of personal development. There is a difference with development between major hotels and small hotels. Respondents from small hotels described how they have more personal conversations with each employee and have a more personal connection, while major hotels have trainings and development programs for employees, but these are voluntary. However, all respondents from GenX explained how they develop employees through networking, sharing personal experience and all of them have appraisal meetings individually. All respondents from GenX wanted to develop employee individually and organize learning possibilities for employees. Some of the respondents described how there are no specific courses or learning programs, but ongoing conversations about important topics to learn about hosting and hospitality. Few of the respondents had joined a program through the organization were employees can learn internal products and be motivated by new information and knowledge.

However, most of the students from GenY were eager to learn more and wanted to attend development programs and based on results from GenX and Berkup (2014, p. 222) they agree. Even though they have the education there is still a need for more learning and development. Some of the respondents included integration when they talked about development. A few respondents though it is indifferent how development takes place as long as they learn something and experience personal growth. On the other hand, one respondent explained how personal growth was not available in the organization and therefore changed to a new place. Based on findings from GenY, the students' development is important for a good

career and individual development. Further, to strengthen your skills and develop weaknesses respondents want to participate in all programs they can. Both GenX and GenY have more in common than they have differences when focusing on developing a career. Leaders organize strategies and learning programs to develop employees and conform to students who wish to participate.

5.1.3 Leaders and students

Although there are similarities towards associations and development of career there are differences as well. Leaders and students in GenX and GenY were asked if they think or have experienced differences between leaders and graduated/ newly qualified students. The respondents agreed that students have more knowledge about technology and data as a tool. One respondent explained that younger people get responsibility when it comes to data and hands-on practical tasks with computers. Social media was also mentioned. One respondent didn't think there are differences between GenX and GenY, no more than usual. Further, the respondent explained that people are individuals and have diverse qualifications, but there were none specific elements mentioned. However, students are presented as universal and need time to evaluate what they want to work with in the future. Since they are new to the industry or graduated with a new position, they want to respect other employees in the organization. Bandura (1986, p. 21) agrees with that some people hold back information to avoid be perceived as arrogant.

On the other hand, GenY is perceived as a "me"-generation. Few respondents perceived younger people as egotistical and the belief is that they want to deliver results based on good performance. Earlier research (Clare, 2009, p. 42) confirms this statement. Another research (Berkup, 2014, p. 222) claims that GenY are good at working in teams and complete tasks quickly. However, Berkup (2014) does not find any data which indicate how GenY

thinks about individual results. Respondents pointed out that students are flexible and adaptable, which confirm Berkup's (2014, p. 222) theory about GenY (2014). An explanation for individual focus on the generation can be how GenY are used to changes and are easily bored. They have a high level of ambition and findings describe how students from GenY can change jobs if there is a lack of development. Budac (2015, p. 6) claims that GenY gets bored easily and have a need for a quick respond. If there is lack of changes and work life is stable over time, GenY can change jobs to reach their goals or wants to develop to become better. Respondents also agreed that students can be impatient, but this can also be in a positive manner. Meaning that they who are eager want to push the organizations internal development and can increase the organizations productivity.

While GenY want to push the organization and are comfortable with changes, GenX are more interested in a stable work environment. They have habits and can be difficult to shape. If things have been done in a certain way during their work time, they can be skeptical to changes. This is not in coherence with Berkup (2014, p. 221) who claim that GenX are open to change and is one of their advantages. However, findings explain that GenX appreciate stability for confidence and are relaxed. It is interesting to see how earlier research mismatches with empirical findings related to change, but agree with stability (Krahn & Galambos, 2014, p. 104). On the other hand, respondents think that job satisfaction is more essential for people with experience, while challenges are more relevant for students with theoretical perspective. There are findings which confirm how important job satisfaction is for a career and a reason can be how people with experience know what they want to work with and have criteria for a good working environment. As a result of experience social knowledge is one of the differences between leaders and students (GenX and GenY). They know how to communicate with employees and guests at a hotel. Due to work experience GenX learned

how to handle various situations compared to GenY who are new. GenX have a practical

perspective to reality and can inform younger people about solving problems or how to handle

a certain situation. However, all respondents agree how your career is developing and where

you are can be based on personality traits.

5.2 Personality traits - RQ2

5.2.1 Development of values and attitudes

The Big Five Traits are the foundation when people meet in environments where there

is diversity (Abood, 2019, p. 160). All respondents agreed that values and attitudes are a part

of personality traits and evolve from the childhood or the environment people experienced as

children. In this topic findings were unanimous across the generations. Personality traits,

values and attitudes are individual and surprisingly findings were consistent. However, all

findings agree with earlier research. Some respondents describe how values and attitudes were

established during the childhood, which agrees with Döring et al. (2017, p. 738).

Simultaneously, respondents explained how family and friends teach and affect your values

and attitudes, along with results from Kraaykamp et al, (2019, p. 14). There is consensus with

findings and earlier research even though data were based on individual thoughts and

perceptions. All respondents also agreed that everyone has different values and attitudes,

although they need to adapt towards colleagues and organization values. Kowske et al (2010,

p.266) justifies attitudes as one of the basic elements for job satisfaction. Findings show how

employees need to adapt to create job satisfaction and well-being, or how attitudes can create

lousy working environments. Earlier research and findings are in accordance where focus on

adaption is important. Further, according to McCrae and Costa (1997, p. 509) respondents

agree that communication, thinking, expectations and acceptance is important to balance work

values and combine with attitudes and values from childhood. However, inclusion and

integration were findings respondents repeated several times and can indicate importance, which also concur with Cemalcilar et al. (2018, p. 1562).

5.2.2. Important values and attitudes

Important values and attitudes from the findings are openness, respect, flexible, honesty, and Yukl (2013, p. 150) mentioned honesty, loyalty, fairness, justice and altruism. Both findings and earlier theory implicate values which are intrinsic values and important for a good working environment. Even though values and attitudes are individual, there is an agreement about important values and attitudes in the hotel industry. Another thing to point out is even though people have experiences from being in the GenX generation or without experience from GenY, there are consensus between perceptions and reality. What is interesting to see from findings is how most of the respondents associated status, title, and salary to career, but intrinsic values when it comes to important values and attitudes in the hotel industry. These findings indicate what respondents appreciate and how none mention salary or extrinsic values which also mismatch with previous research (Krahn & Galambos, 2014, p. 101). However, even if there is a connection between earlier research and findings, it is fundamental to dig deeper into the meaning of the word. As mentioned in the previous chapter "findings", a word repeated was "openness". It appears that one respondent defined openness to other cultures and ideas, while another respondent meant that openness is to talk with people. Here is an example where individual personality traits display. However, there are connections between data and findings, but it is a clear line by analyzing the words, how people express in agreement, while meanings are various. In the hotel industry it is clear how understanding other employees is important to avoid misconception. Komarraju et al. (2011, p. 472) describe the Big Five Traits where there is correlation between findings described and the Big Five Traits.

Table 6: Big Five Traits compared with findings

Big Five Traits		Important values and attitudes
Conscientiousness	→	Development oriented mindset
Neuroticism	→	Respect
Extraversion	→	Service
Openness	→	Openness
Agreeableness	→	Service

5.2.3 Adaption

Adaption is linked to how people have various values and attitudes All respondents from GenX implicated diversity as essential in the hotel industry. Respondents explained how diverse personality traits complement each other and include every individual. According to Hansen & Leuty (2012, p. 34), diversity will benefit from different perspectives, ideas, and views and esspecially from various generations. However, one respondent thought that personalities should match to avoid challenges. On the other hand, if people are open and respect each other, the important values and attitudes described, can decrease challenges. Earlier research (Babelova et al. (2019, p. 36) justifies understanding of individuals from different generations and how important appreciation of other generations can benefit. Respondents were open to an honest and respectful environment. According to Berkup (2014, p. 218) organizations should turn challenges into opportunities. This theory implicates how generations should understand different qualities and appreciate people that are different,

rather than to make bad opinions which can affect the working environment. An important element to adaption is self-knowledge and self-reflective. According to Budac (1986, p. 21) self-reflectiveness analyzes how you as a person behave in situations and actions to gain knowledge. Respondents were aware of how to behave in front of colleagues and how to involve with employees. Adaption was also described by respondents as a balance between authority and colleagues. One respondent explained how there should be a balance between humility and boldness. It seems like respondents thought that it was important to adapt to situations and to the hotel industry but be careful to not accept everything. If you have goals, ambitions, dreams or aspirations respondents indicate to adapt for other colleagues and follow your goal at the same time. Another respondent explained the importance of determination as a person and raise your voice if there is something on your mind. Even though the respondent claimed to raise our voice, the person also explained the importance of a good workplace. This indicates how respondents explained how you should be brave and determined, but on the other side you also need to respect your colleagues. Most of the respondent's linked adaption to behavior at the workplace. However, the main findings show how GenX mentioned adaption toward colleagues with values and attitudes, while GenY also mentioned to be determined and be brave enough to disagree. One respondent from GenX described that employees wear a mask for adaption towards others, but you are still the same person. However, even if there are differences in findings based on generations, there is one intention with connection to both GenX and GenY. Both students and leaders in the generations suggested that people should be themselves and be honest which is repeated several times. Therefore, a connection between important values and attitudes are related to adaption. Babelova et al. (2019, p. 35) and Clare (2009, p.43) confirm adaptability and flexibility as important attributes to success in working life (2009; 2019).

5.2.4 Challenges

On the other hand, there were consensus between respondents from different generations and background on challenges in the hotel industry. An explanation can be how students have a theoretical perspective and only practiced in school, while leaders have real life practical experiences with situations from reality. There were also respondents with both theoretical and practical perspective which could conform challenges in the hotel industry based on theory and reality experiences. All respondents mentioned challenges in the hotel industry related to values and attitudes. Compared to important values and attitudes there were fewer challenges mentioned, but justified with various explanations. As previous, challenges were repeated several times with diverse opinions. An explanation can be how respondents have experienced situations and explain based on their personal experience. Another explanation can be the theoretical perspective where students have knowledge from the university. However, in this case all of the respondents have working experience from hospitality were challenges can be towards guest or colleagues. The five most mentioned challenges were stubbornness, selfishness, conflict-averse and disrespectful. Some respondents associated selfishness as thinking about themselves before anyone else, or selfishness and stubbornness as a conservative person with their opinions and meanings determined as correct. According to Babelova et al. (2019, p. 34) conservative people are faithful to their principles even if it is wrong and this is in line with respondents association to challenge.

5.2.5 Prejudice

Prejudice was also defined as a challenge and findings displayed that 10/16 respondents mentioned different approaches to prejudice. It indicates that this is a problem in the industry or can be seen as a challenge if it occurs in the industry. The hotel industry is international, with both guests and employees from various countries. Religion, politics,

cultures, gender and racism are the mentioned challenges where some respondents have experienced prejudice or helped other cultures to understand Norwegian culture. One respondent mentioned how you should not talk about certain topics to avoid prejudice or misunderstanding. By avoiding topics, important values and attitudes as openness and respect are forgotten. If there are respect and openness employees and people should understand each other. However, if people have prejudice toward specific religions, the hotel industry can be challenging to work in as findings from respondents described. There is room for constructive feedback, but no comments to an individual person. Respondents also explain how employees in the hotels should be open-minded as stated earlier, and if some of the mentioned challenges relates to a part of personality, there is no acceptance for prejudice. Prejudice and perceived discrimination at a workplace can promote stress and affect employee's productivity (Cruwys et al., 2014, p. 141). An explanation for why those five were mentioned can be based on respondent's earlier awareness of these challenges or that they have experiences which affected their wellbeing at work. However, there is importance in being aware of prejudice and avoid topics which can influence on other employees and it can be rewarded with people who stay in the hotel industry.

5.3 Self-actualization - RQ3

5.3.1. Development of self-actualization

Healy (2016, p. 313) found out how Maslow's theory from 1942 is still a popular and up-to-date research used in psychology today. Respondents had various meanings about self-actualization, and this was also expected. However, most of the respondents mentioned how self-actualization is individual and can affect your daily life and goals. Self-actualization is connected to your childhood (Healy, 2016, p. 313) and the environment you grew up in.

Respondents also stated how self-actualization and personality traits are connected, which agree with earlier research (2016). This is also according to earlier research (Compoton, 2018, p. 7) where an individual's attitudes and characteristics are essential to feel self-actualized. Further, Krems et al. (2017, p. 1338) found out how Maslow used self-actualization to describe how you are capable to become more developed and, in the end, capable to do everything a person wants to. The respondents' perceptions were how self-actualization is founded through ambitions and goals. Further, respondents agreed that there are individual perspectives of how to experience self-actualization. During the interview, some examples were mentioned from respondents to describe different perspectives to self-actualization.

According to Krems et al. (2017, p. 1338) theories have a lack of describing activities experienced during or after self-actualization. Therefore, these examples can contribute to research and see if there is a connection to self-actualization or not. One example can be how people in the hotel industry self-actualize through working at same the level and prefer to change department and move around horizontally compared to vertically. On the other hand, people have goals or ambitions to be a leader. Another respondent explained how self-actualization can develop a personality trait. An example from the respondent is how development grows and affects personality with negative traits. According to Bandura (1986, p. 21) people hold back information, skills, and knowledge to not appear as an arrogant person which also is expressed as perceived self-efficacy. Correlation with findings and earlier theory implications describe that people hold back information to avoid judgement from other colleagues. Perceived self-efficacy will affect people's behavior and motivation. Another perspective from respondents is how people with goals and ambitions achieve self-actualization increasingly compared to people without goals and ambitions. Another respondent explained the same example with words as "dominant" and "laidback". However,

all respondents agreed it depends how you as individual commit to challenge and self-actualization.

5.3.2 Comfort zone

Respondents described several examples and situations were self-actualization can be achieved. One respondent explained how individual differences affect if you prefer physical or psychological self-actualization and recommend evaluating where you are as a person. It is interesting to see how COVID-19 affects the world and if people prefer physical work where there is a need for labor to self-actualize. Most of the respondents associated self-actualization with a sense of accomplishment. Some respondents preferred the comfort zone and to have knowledge related to work tasks or situations which can occur. On the other hand, some respondents need challenges to achieve a sense of accomplishment. Regardless of comfort zone or challenges all respondents agree at safety. There need to be security in the work they do. One respondent described how habits and security is one way to achieve self-actualization and on the other hand respondents viewed new situations as a learning process that additionally brings out self-actualization. Respondents related it to adaption and susceptibility. Further, individual explanations are described, and it depends on how much people are comfortable with challenges and self-development. However, there are some differences between leaders from GenX and students from GenY.

5.3.3 Leaders and students

Leaders have a practical perspective where they have tried and failed several times and therefore clarified how they achieve self-actualization. These findings are also connected to leaders' thoughts about carrier where experience is essential for defining self-actualizing. On the other hand, leaders have more habits and since leaders in this thesis had more than one-

year experience, habits have been established. These habits will affect the comfort zone and development in the industry. Some of the leaders explained how hierarchical systems have affected goals and attitudes. However, even though leaders have experience they still have a need for security. According to Hansen and Leuty (2012, p. 40) safety is important for both men and women in GenX. Further, Hansen and Leuty (2012, p. 45) explain how leaders value safety in the working environment which is related to colleagues. Safety can be based on respect and honesty, which also were mentioned as important values and attitudes in the organization. However, findings explain how safety is related to experience and work tasks. They have been working with task and have knowledge of the hotel industry were impact of safety in the role is essential. One respondent linked safety to how people move focus of self-actualization to other aspects than work. For example, Krems et al. (2017, p. 1337) examined how people achieve self-actualization by making new friends or caring for family. Findings implicate how you can be self-actualized in work, but also in other aspects as for example with friends. Therefore, you move the focus where there need to be improvement of self-actualization to fulfill the complete potential of self-actualization. The respondent also mentioned exercise or workout as one aspect. Since GenX have established their interest of the industry and are happy with the role they have, the focus is moved to leisure time instead of work. Anyway, these findings are correlated to Krems et al. (2017). A reason can be how work have been of high importance until you see lack of the environment around you and therefore move focus to other aspects.

However, findings describe how students have an ability to learn and therefore are more eager to develop for self-actualization. Earlier research (Stewart et al., 2017, p. 45) claims that GenY are driven by rewards. When you are self-actualized, it is a feeling of accomplishment. According to findings and earlier research this indicates that GenY are more

excited to feel self-actualized. Their ability to learn new things is higher compared to GenX and influencing their self-actualization. When students learn new things, as for example task in a new organization or related to school, they are eager to be rewarded and appreciated for understanding. According to Stewart et al. (2017, p. 46) the motivation of GenY is to be rewarded to help resolve many challenges. However, it is interesting to see how data are differently answered from GenX and GenY when it comes to self-actualization. Findings implicate that students from GenY are uncertain if there is a difference, but agree on how earlier experience relates to how frequently a person self-actualizes. On the other hand, respondents indicated working towards a goal-oriented are related to self-actualization. Respondents from both GenY and GenX indicated that students need time to find out what they want and further acknowledge thoughts about self-actualization. The reason to this can be related to focus on carrier and also therefore difficult to evaluate during development.

5.3.4 Limitations and future research

Due to the time frame and situation in this writing process there are some limitations and need for further research. This research only compares two generations, where Generation Z and Baby Boomers are excluded. However, for a broader perspective there could be conducted a larger number of interviews for wider data. When people were collected to this thesis COVID-19 affected the world. Therefore, it was difficult to sample employees from the hotel industry and I was satisfied with sixteen. On the other hand, data were repeated and indicated I have collected enough respondents for this thesis. Another important limitation is telephone-interview. Due to the situation telephone-interview were consistent instead of face-to-face interviews which could affect reliability and validity. Further research could do the same research with face-to face interviews and compare if there are any differences from telephone interviews and face-to-face interviews. The topic can be perceived as sensitive and I think face-to-face interviews in this thesis would be more beneficial. Another limitation is

individuals' meanings, thoughts, perceptions and expectations where there are none possibility for generalization. For example, this thesis states that GenY associated career with higher education, but that does not implicate that all people in GenY associate career with education.

Future research can compare all generations towards career, personality traits and self-actualization to investigate if there are more differences than similarities. Another element is how spread out respondents were in Norway and focus on one specific area could be essential to investigate if generations are different in small towns compared to bigger cities. On the other hand, findings explained how smaller hotels have more personal conversations with employees compared to bigger cities. This suggests that there are differences in the hotel industry based on destination. The research can investigate how personal conversations affect turnover in small organizations compared to bigger organizations and how important this is for the employees.

6.0 Conclusion

This thesis represents GenX and GenY perceptions of the generations in terms of career, personality traits and self-actualization. The aim was to investigate if there are differences or similarities between leaders from GenX and students from GenY. The topics were structured into three research questions (RQ). The first topic was career; where perceptions, experiences and personal thoughts were involved. RQ2 where more specified on the respondent's evaluation of important values and attitudes and challenges in the hotel industry. The last research question was based on self-actualization. The respondents described how there were differences or similarities between students and leaders, and how personality traits are linked to self-actualization.

6.1 RQ1: "Is career important for Generation X and Generation Y?"

Regarding RQ1, respondents from each generation had similar answers to describe career. Most of the leaders from GenX explained that title and salary as associations towards career. On the other hand, students agreed on title and salary, but mentioned education as development to achieve a goal in the career with high position, followed by high salary. Further, there were connections between leaders and student related to development. All leaders described how they develop employees and encourage for development. Additionally, students were interested in attending trainings, courses, and development-programs. There were differences between leaders and students. Determined findings explained students as eager, motivated, and excited with a theoretical perspective, while leaders are realistic with understanding towards the industry, habits, and a practical perspective. These findings were expected, but there are possibilities to pursue characteristics to generations and learn from each other. Career was important for both generations. There are similarities in the data when digging deeper into the analysis. Answers are based on which position they were in life now and at this moment education is important to students as foundation for a good career.

6.2 RQ2: "How does personality traits influence hotel industry?"

Personality traits influence hotel industry where childhood, ambitions and individuality are involved. Personality traits are individual, but surprisingly there were connections with findings. Respondents from GenX and GenY agreed on important values as openness, respect, adaption, and honesty. On the other hand, there were less challenges mentioned, but most of respondents agreed on stubbornness, selfishness, and disrespectfulness as challenges. Further, prejudice was mentioned several times with examples as religion, politics, cultures, gender and racism. These are challenges both within the industry, but also from guests. However, various personality traits are important for the hotel industry to complement each other and individual skills, knowledge and experience is valuable in the industry where people across cultures, languages and religions are involved.

6..3 RQ3: "Is self-actualization important to achieve success in hotel industry?"

Lastly, research question 3 concerned self-actualization. All respondents agreed that self-actualization is based on childhood, heredity, and environment. How you define goals and ambitions individually affect the level of self-actualization. Further, some respondents described how self-actualization is linked to comfort zone and mentioned different levels of self-actualization. However, there are differences between leaders and students. Since students are younger and eager to find out what they want, the frequencies of self-actualization were higher compared to leaders from Gen X. Findings explained how experience and habits increased knowledge and skills which prepare leaders in a different manner. However, even though there are both differences and similarities all respondents appreciated several generations and can learn something both individually, but also across generations. Self-actualization is important for the hotel industry and for achieving success. Students from GenY still experienced self-actualization, while leaders from Gen X had experienced and moved self-actualization to other aspects of life.

6.4 Managerial impacts and recommendations

To utilize this research for future research and give recommendations to hotel industry when Gen X and GenY will work together, I asked respondents to give recommendations. Recommendations are both from leader's perspective and students for understanding of generations and individuals. Recommendations are suggestions to learn about other characteristics and since literature indicates understanding is important for job satisfaction this recommendation is an appliance from an empirical perspective. These recommendations are individual, but by comparing the recommendations with findings we can see there is a clear relationship between the two. Leaders have recommendations for students where students have the same recommendations back. Therefore, perceptions and misunderstanding can be two elements as mentioned in the literature where Gen X and GenY perceptions misconstrue.

6.4.1 Leaders recommendations to students

Leaders indicated working experience is important to have knowledge and easier solve problems. Students should acknowledge where they want to work and in which position with understanding of the industry. Think about attitudes and how you meet the industry with patience and not stress. It can take a while before you end up in the position you want to be, but determination and openness to opportunities will present your flexibility and focus on the job. Further, leaders implicated that education is valuable, and in combination with experience, it will give a broader understanding of the industry. Humility and responsibility is the key to hotel industry. There are various positions, and students should set a goal for where in the industry they want to work and go on with your individual feeling. Be yourself and think about how you would do in certain situation will create job satisfaction.

6.4.2 Students recommendations to leaders

Students though that leaders should spend more time and get to know qualifications to develop students. There also is a lack of appreciating education for students without experience. Students recommended leaders to be empathic, understanding, open to new ideas and flexible for change. Students felt there can be a lack of trust and responsibility because they don't have experience and therefore are afraid to give a chance. Even though there are students with theoretical perspectives, they want chances to prove practical perspectives too. Lastly, recommendations to leaders are to recruit local workforce.

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8.0 Appendix

Appendix 1 – Interview guide in Norwegian

Intervjuguide

Introduksjonsspørsmål

- Hvor gammel er du?

- Hva er din utdanningsstatus?

- Leder: Hvor lenge har du jobbet i den posisjonen du har i dag?

- Student: Hva er dine tanker etter endt studie?

Karriere

1) Hvordan tror du din generasjon definerer og karakteriserer karriere? Er det spesifikke faktorer som utmerker seg?

2) Leder: Er det en spesifikk læring/utviklings-strategi dere har integrert i organisasjonen for å utvikle ansatte?

Ja- Hvordan/ hvilke? Hva vil dere oppnå med slike læringsprosesser?

Nei- hva er grunnen?

Student: Når du skal starte i en ny organisasjon ønsker du å delta på kurs eller selvutviklingsprogram for å oppnå dine mål?

Ja- hvorfor er dette viktig for deg?

Nei- hva er grunnen til at du ikke har lyst til å delta?

3) Leder: Opplever du noen forskjeller mellom en nyutdannet student som har begynt å jobbe på et hotell i forhold til en ansatt som har vært der en stund? Hvordan? Er det spesifikke situasjoner dette er mer synlig?

Kan man lære noe fra hverandre?

Student: Tror du at det er noen forskjell mellom en nyutdannet student som har begynt å jobbe på et hotell i forhold til en ansatt som har vært der en stund? Hvordan? Er det spesifikke situasjoner du tror dette er mer synlig?

Personlighetstrekk

4) Mennesker har ulike verdier og holdninger. Hvordan tror du mennesker utvikler verdier og holdninger i forhold til arbeid?

5) Er det noen verdier og holdninger som kan by på utfordringer i arbeidslivet? Hvilke/hvordan/hvorfor?

6) Tror du det er noen verdier og holdninger er viktig å ha som ansatt i hotell?

JA- Hvorfor tror du personlighetstrekk er viktig for å jobbe i hotellbransjen?
NEI- Hvorfor tror du ikke man behøver å ha noen spesielle verdier og holdninger for å jobbe i hotellbransjen?

Selv- realisering

7) Tror du at selv-realisering er påvirket av hvilke personlighetstrekk en person har? Hvorfor/hvordan?

8) Opplever du noen forskjell i forhold til nyutdannede studenter og folk som har vært i hotellnæringen over en stund? Er det spesielle situasjoner hvor detter merkes ekstra godt? Hvordan?

9) Hva er det som gjør deg lykkelig i arbeidslivet? Hvorfor? På hvilken måte?

Fremtiden

10) Leder: Ettersom det i fremtiden vil være flere generasjoner som entrer arbeidsmarkedet med høyere krav og utdanning, er det noen anbefalinger du vil komme med til studenter som skal ut i arbeidslivet?

Student: Ettersom det i fremtiden vil være flere generasjoner som entrer arbeidsmarkedet med høyere krav og utdanning, er det noen anbefalinger du vil komme med til ledere som skal ansette nyutdannede studenter?

Avslutning

11) Har du noe å tilføye eller noe du vil utdype?

Appendix 2- Information and Letter of consent in Norwegian

Vil du delta i forskningsprosjektet
"Hvilken effekt har generasjonsteori i et empirisk perspektiv"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å kartlegge om det er en sammenheng mellom generasjonsteori og virkeligheten med temaer som karriere, personlighetstrekk og selv-realisering. Studiet er en del av master i International Hospitality Management ved samfunnsvitenskapelig fakultetet på Norsk Hotellhøgskole under Universitetet i Stavanger. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med prosjektet er å utforske om det er en enighet mellom ledere i hotellnæringen og studenter som om kort tid skal ut i arbeidslivet. Oppgaven er basert på teori og tidligere forskning som har funnet ut noen faktorer som kan være relevant i arbeidslivet. I denne oppgaven har jeg tatt utgangspunkt i tre undertemaer. Disse er karriereutvikling, personlighetstrekk og selvrealisering. Grunnen til disse undertemaene er for gå dypere inn på noen faktorer som kan påvirke dagen i arbeidslivet og individuelle meninger fra respondentene.

Hovedproblemstilling:
How are generation theory working in an empirical perspective?

Forskingsspørsmål:
1) Er karriere en faktor som er forklart annerledes i teorien enn hvordan det faktisk er i

virkeligheten?

2) Har personlighetstrekk en påvirkning for utfordringer i arbeidslivet?

3) Er selvrealisering en viktig faktor for å oppnå lykke i arbeidslivet?

Dette er en masteroppgave Våren 2020.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Jeg spør deg i å delta i denne masteroppgaven ettersom du enten jobber i hotellnæringen eller er student som om kort tid skal ut i arbeidslivet. Det behøves data fra både nåværende studenter og ledere som jobber i hotellnæringen for å se om det er en sammenheng mellom forventet forståelse av arbeidslivet og den aktuelle virkeligheten.

Utvalget er basert på snøball-metoden. Det vil si at jeg har hørt med en person som kunne hjelpe meg med å finne aktuelle personer som er relevant for min oppgave basert på kriterier om alder og stilling. På bakgrunn av teori er dette viktige kriterier for å samle spesifikk data til min oppgave. Det er 15-20 personer som får henvendelsen for å sikre at jeg har nok data til min analyse.

Jeg har fått kontaktopplysninger fra denne personen jeg kjenner til å kontakte andre personer som er relevant for intervjuet. Personen som ga meg kontaktopplysningene er ikke en del av denne oppgaven. Ved disse opplysningene vil jeg informere om prosjektet og sende dem et informasjonsskriv.

Hva innebærer det for deg å delta?

Metoden jeg har tenkt å bruke er et intervju. Opplysningene jeg vil få ut av det er informantens egne personlige meninger, opplevelser og erfaring. Jeg kommer til å ta lydopptak om det er i orden for informanten til å sikre at jeg får med meg data og kan da transkribere og kode dataen på best mulig måte etter intervjuet. Jeg vil også ta skriftlige notater. Det er viktig for meg at dette blir mer som en samtale og at informantene skal føle seg trygge og svare på det dem ønsker. Opplysningene skal være til hjelp for å utforske om det er en sammenheng mellom hva studenter har av oppfatninger sammenlignet med lederes oppfatninger.

- Hvis du velger å delta i prosjektet innebærer det at du samtykker til et intervju på cirka 45 minutter. Intervjuet inneholder spørsmål, men det er frivillig å svare og man kan la være på spørsmål om man ønsker det. Dine svar fra intervjuet vil bli kodet slik at det blir anonymt. Alt lydopptak vil bli slettet etter godkjent og avsluttet oppgave og notater vil bli makulert.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det er forskningsassistent, Victoria Lena Eriksson Nesvik og veileder, Einar Marnburg som vil ha tilgang på dataene. Personopplysninger vil bli anonymisert. Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data. All data lagres på ekstern offline server.

Eneste personopplysning som blir innhentet er navn, alder og utdanningsnivå.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 15.Juni 2020. Alle lydopptak vil bli slettet etter masteroppgaven er avsluttet og godkjent. Kontaktinformasjonen til informantene vil bli slettet etter godkjent og avsluttet masteroppgave. Notater vil bli makulert.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Norsk Hotellhøgskole ved Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Norsk Hotellhøgskole ved

  -Prosjektansvarlig og veileder Einar Marnburg, professor ved det samfunnsvitenskapelige fakultet, Norsk Hotellhøgskole, Universitetet i Stavanger.

Epost: einar.marnburg@uis.no

Telefon: 51833736/48601202

- Forskningsassistent: Victoria Lena Eriksson Nesvik, e-post: vl.nesvik@stud.uis.no
  eller telefon: 97485591

- Vårt personvernombud: personvernombud@uis.no

- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no)
  eller telefon: 55 58 21 17.

Med vennlig hilsen

Einar Marnburg   Victoria Lena Eriksson Nesvik

(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Hvilken effekt har generasjonsteori på
unge og fremtidige ledere i et empirisk perspektiv?», og har fått anledning til å stille spørsmål.
Jeg samtykker til:

☐ å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca.
September 2020.

(Signert av prosjektdeltaker, dato)

Appendix 3 – NSD evaluation

NSD sin vurdering

Prosjekttittel

Generasjonsteori i empirisk perspektiv

Referansenummer

846979

Registrert

05.02.2020 av Victoria Lena Eriksson Nesvik - vl.nesvik@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Det samfunnsvitenskapelige fakultet / Norsk hotellhøgskole

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Einar Marnburg, einar.marnburg@uis.no, tlf: 48601202

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Victoria Lena Eriksson Nesvik, vl.nesvik@stud.uis.no, tlf: 97485591

Prosjektperiode

02.03.2020 - 20.09.2020

Status

12.02.2020 - Vurdert

Vurdering (1)

12.02.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 12.02.2020 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html Du må vente på svar fra NSD før endringen gjennomføres. TYPE OPPLYSNINGER OG VARIGHET Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 20.09.2020. LOVLIG GRUNNLAG Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a. PERSONVERNPRINSIPPER NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: - lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen - formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål - dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet - lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet DE REGISTRERTES RETTIGHETER Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20). NSD vurderer at informasjonen som de registrerte vil motta

oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned. FØLG DIN INSTITUSJONS RETNINGSLINJER NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Tlf. Personverntjenester: 55 58 21 17 (tast 1)