

MEASURING THE PROSPECTIVE FOR CAREER DEVELOPMENT IN THE HOSPITALITY INDUSTRY IN NORTH MACEDONIA

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Abstract: *This research contains eclectic analyses of the theory of human resources development along with the findings from the empirical research with the main goal to determine the prospects for career development in the hospitality industry in North Macedonia. By using a sample of employees from different gender, age and education, the differences in perception have been evaluated and analyzed. Based on the findings, the researchers identified the current competencies, the future training needs as well as the career status of the employees in the hospitality industry in North Macedonia. Additionally, the research investigated the differences in the evaluated competencies among different groups of employees (gender, age, education, career status). The measured competencies were divided into six groups: Leadership/Assertiveness, Ethics/Professionalism, Teamwork/Communication, Orientation towards success, Self-management (stress, emotions) and Learning and development. By conducting the set of questionnaires, the quantitative analyses were conducted on the different variables that have been analyzed by computing different statistical methods like descriptive analyses, t-test ANOVA and correlation analyses. The paper also explores the necessity for developing the human resources departments into the organizations from hospitality industry where the educated and experienced professionals will be involved in providing services for competences and career development of each employee based on the organizational and individual needs. This practical approach should increase the awareness of the leaders in the hospitality industry in North Macedonia to invest in the knowledge and development of human resources as the main resource for organizational success and development.*

Keywords: *Hospitality Industry, Career Development, Human Resources Development.*

JEL classification O15 · Z32

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1. INTRODUCTION

The big changes present in everyday life contribute to all segments of human life. In relation to the changes, many different approaches and philosophies are present in the process of managing people and leading business. In today's managerial and business philosophy, the term "capital" is rarely related to money and material tools, on the contrary - it is more related to people, their competences, creativity and development potential (Baum, 1995). In today's business world, only the new knowledge (human capital) and technology can move the bridges of the production capabilities above, and there are the main factors that can increase the production by using the same resources. People, their knowledge, their capabilities, their motivation, and their satisfaction are the main factor for achieving success on both the domestic and the global market (Baum, 1997). The intellectual war for experts, leaders and young talents is a more and more present form of concurrency and, in the same time, leading them is the basic topic in the business literature of the 21st century.

The human resources management (HRM) is constantly changing and developing together with the changes and challenges of modern organizations. The managers of the companies become aware that people with their competences, with their ideas and possibilities, are the most important potential for the organization, the potential that should be led in a rational and human way (International Labour Organization, 2001). The manager-employee relations based on power can be changed with cooperation, teamwork and creative dealing with the set goals by increasing the importance of integrity, initiative and personality of the employees. It is clear that in such conditions, the employees (at any level or function) are not accepting to be employed just to finish their working task and to receive their salary; they want to share their opinions, to present their qualities and to improve themselves as persons by developing their own careers (Kelliher & Johnson, 1997). As far as the employees recognize the potential for developing their own careers in the organization (no matter the type or size), they work for achieving the organizational goals. The employee that is evaluated, respected and compensated is satisfied with the working status and the work position, and at the same time, he/she is motivated for satisfying their higher needs for career development.

2. COMPETENCY AND CAREER DEVELOPMENT

Career development is a natural phenomenon in the professional life of all employees. The most common misconception is that career development automatically means moving up the hierarchical scale in the company. However, career development is a much more complex process, which is mostly conditioned by the following factors: human resources development policy; the company's culture; the experience and performance of each individual and the ability and demonstrated development potential (Millar et al., 2013). In the most companies, employees consider that those who have been employed since the very beginning of the company's work or the longest-serving employees are those who are the most loyal and should be rewarded by giving them the opportunity to further develop their careers. Of course, the career development of these people is not excluded as an option, but what needs to be emphasized is that development is not an exclusive right of "indigenous people" in the company, and development must never be used as a long-term reward in the company (Baum, 1990).

Competence development is a standardized requirement from an individual to perform a particular work activity appropriately. It is a combination of knowledge, rituals, and behavior in favor of better performance. In other words, competence is a condition of an adequate qualification, i.e. having the ability to perform a certain work role (Millar et al., 2013). Competencies

are usually divided into subgroups, such as analytical thinking, organizational communication, problem-solving, creativity, etc. For example, management competence includes aspects of the thinking system and emotional intelligence as well as negotiation skills and the ability to impose the influence of others (Baum, 1990). A well-developed competency model is a useful tool in the process of strengthening talent management, employment and retention of talents, career planning for employees and managing their performance. The company can also benefit from a good model of competence. The purpose of the model is to outline the required competencies that will guide the behavior towards the most efficient performance of each working category. Knowledge of competencies will also mean helping to identify the most appropriate employee for a particular work role. In the same way, the excellent performance will be differentiated from the average, which will determine the criterion of success (Kelliher & Johnson, 1997).

Many research studies are trying to identify the crucial competencies in the hospitality industry. Tas (1983), identified the managing guest problems, professionalism and ethics, communication skills and positive attitude towards the other employees and customers as the most important competencies in the hospitality industry (Tesone & Ricci, 2005). According to Hersey and Blanchard (1988), there are groups of competencies that represent technical, human and conceptual skills as well as demonstration of organization skills, people skills, and leadership. Additionally, Sandwith (1993) presented the five elements competency model that represents the following groups of competences: conceptual-creative, leadership, interpersonal-relational; administrative, regarding personnel and financial management of the business; and technical, concerning the knowledge and skills essential to producing the product or service. Human relation skill (teamwork and relations with others) according to Doyle (1992) are ranked most highly along with elective communication when recruiters make selection decisions for the employees in the hospitality sector.

3. RESEARCH METHODOLOGY

In line with the current needs for Human Resources development in the hospitality industry, the researchers developed the practical pilot research for measuring the development of the employee's competencies of 31 participants employed in three restaurants in Tetovo, North Macedonia. By using a sample of employees from different gender (2 groups), age (3 groups) and education (3 groups) the differences in perception for their current career status and their further competence development have been evaluated and analyzed.

The measured competencies were divided in six groups of questions: Leadership/Assertiveness (5 questions), Ethics/Professionalism (3 questions), Teamwork/Communication (12 questions), Orientation towards success (3 questions), Self-management (3 questions) and Learning and development (3 questions). The data for this research has been collected by using the two questionnaires for self-assessment (the competence questionnaire created by the authors and Career status assessment (20 questions and three levels: low, middle and high level of career development³). The questionnaires have been translated and adopted on Macedonian and Albanian language.

4. RESULTS

According to the results from the descriptive analyses in general, the participants have a tendency to give high marks on the evaluated groups of competences. As it can be seen on the Table 1 and Chart 1, the mean for all evaluated competences is higher than 4 and it is above the expected mean. However, the crucial needs for competence training according to the employees in the

³ 2006 Career Transitions Unlimited; Dilip Saraf

restaurant business in North Macedonia are self- management (control of the stress, emotional intelligence), team/communication (dealing with others) and learning and development (constant development of the professional and business knowledge).

Regarding the career development status, the general mean is 3,97, which represents the middle level of career development in general.

Table 1: Competence and career assessment*

General	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Leadership/Assertiveness	32	13	34	686	21,44	4,332
Ethics/Professionalism	32	9	15	404	12,63	1,680
Team/Communication	32	33	59	1581	49,41	7,242
Orientation towards success	32	7	15	398	12,44	2,154
Self Management (Stress, emotions)	32	4	15	392	12,25	2,540
Learning and development	32	12	25	657	20,53	3,473
Career development	32	45	98	2541	79,41	14,114

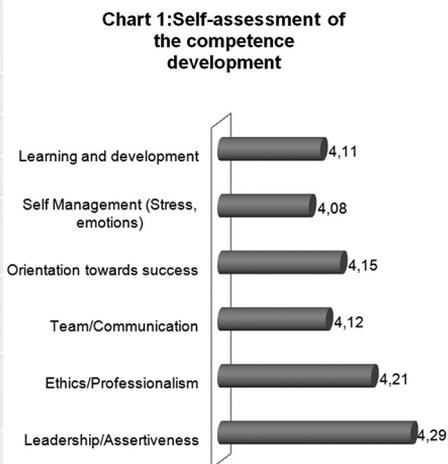


Figure 1. Descriptive statistics-results from the competence and career status assessment

Based on the descriptive statistics and compare means conducted among males and females it can be concluded that females evaluate the level of competences and career development higher than males in all of the measured aspects. However, as it can be seen on the table in figure 3 the difference among males and females is statistically significant for Team/ communication and Career development. This means that the competencies for Teamwork and Communication are significantly higher in the female population compared to the male population. Finally, females average for career development is 94,75 which represents a high level of career development compared with the average of the males (77,21) that represents the middle level.

Table 2: Competence and career assessment * Gender

Leadership/Assertiveness	Gender	N	Mean	Std. Deviation	Std. Error Mean
Leadership/Assertiveness	Female	4	24,50	1,000	,500
	Male	28	21,00	4,456	,842
Ethics/Professionalism	Female	4	14,25	,500	,250
	Male	28	12,39	1,663	,314
Team/Communication	Female	4	57,25	1,708	,854
	Male	28	48,29	7,034	1,329
Orientation towards success	Female	4	13,75	,957	,479
	Male	28	12,25	2,222	,420
Self Management (Stress, emotions)	Female	4	14,25	,957	,479
	Male	28	11,96	2,575	,487
Learning and development	Female	4	24,00	2,000	1,000
	Male	28	20,04	3,372	,637
Career development	Female	4	94,75	1,893	,946
	Male	28	77,21	13,728	2,594

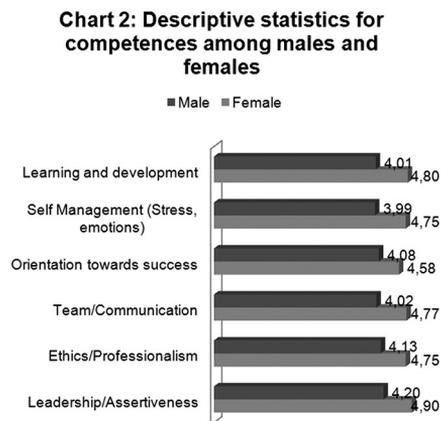


Figure 2. Descriptive statistics-results from the competence and career status assessment for males and females

Table 3: T-test for competence and career assessment *Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Leadership/Assertiveness	Equal variances assumed	3,227	,083	1,545	30	,133	3,500	2,266	-1,127	8,127
	Equal variances not assumed			3,574	23,312	,002	3,500	,979	1,476	5,524
Ethics/Professionalism	Equal variances assumed	3,359	,077	2,191	30	,036	1,857	,848	,126	3,588
	Equal variances not assumed			4,624	15,637	,000	1,857	,402	1,004	2,710
Team/Communication	Equal variances assumed	5,673	,024	2,505	30	,018	8,964	3,578	1,656	16,272
	Equal variances not assumed			5,674	21,274	,000	8,964	1,580	5,681	12,247
Orientation towards success	Equal variances assumed	1,174	,287	1,318	30	,197	1,500	1,138	-,824	3,824
	Equal variances not assumed			2,356	8,810	,043	1,500	,637	,055	2,945
Self Management (Stress, emotions)	Equal variances assumed	1,174	,287	1,737	30	,093	2,286	1,316	-,401	4,972
	Equal variances not assumed			3,349	11,085	,006	2,286	,683	,785	3,787
Learning and development	Equal variances assumed	,698	,410	2,275	30	,030	3,964	1,743	,405	7,524
	Equal variances not assumed			3,343	5,824	,016	3,964	1,186	1,041	6,887
Career development	Equal variances assumed	7,672	,010	2,516	30	,017	17,536	6,969	3,303	31,768
	Equal variances not assumed			6,350	29,899	,000	17,536	2,762	11,895	23,177

Figure 3. Results for the t-test for competences and career development among males and females

Table 4: Competences assessment *Age

Age	Mean	L/A	E/P	T/C	OTS	SM	L&D
19-29	21,48	25	25	49,72	12,24	12,20	20,40
	N	25	25	25	25	25	25
	Std. Deviation	4,727	1,782	7,569	2,223	2,466	3,524
30-49	21,17	13,33	49,17	13,33	13,33	21,50	
	N	6	6	6	6	6	6
	Std. Deviation	2,994	1,211	6,432	1,966	1,966	3,564
50-	22,00	12,00	43,00	12,00	7,00	18,00	
	N	1	1	1	1	1	1
	Std. Deviation						
Total	21,44	12,63	49,41	12,44	12,25	20,53	
	N	32	32	32	32	32	32
	Std. Deviation	4,332	1,680	7,242	2,154	2,540	3,473

Chart 3: Descriptive statistics for competences among different age groups

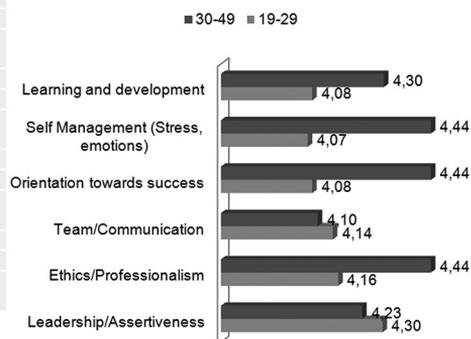


Table 5: Career status assessment *Age

Age	Mean	N	Std. Deviation
19-29	79,08	25	14,611
30-49	80,17	6	14,372
50-	83,00	1	
Total	79,41	32	14,114

Figure 4. Descriptive statistics-results from the competence and career status assessment for different age groups

Based on the analyses for competence and career assessment among three different age groups it can be concluded that the age group (30-49) has the highest results in competences compared to the others for the most of the evaluated aspects. However, the age group (19-29) has a higher level of competences for Leadership/Assertiveness and Team/Communication. The only statistically significant difference is for Career status assessment/Career development, where the means of the 30-49 group are significantly higher than the means of the group 19-29. The group above 50 years has been excluded from further analyses because of the small number of participants.

		Sum of Squares	df	Mean Square	F	Sig.
Leadership/Assertiveness	Between Groups	88,925	2	44,463	2,616	,090
	Within Groups	492,950	29	16,998		
	Total	581,875	31			
Ethics/Professionalism	Between Groups	,405	2	,202	,067	,935
	Within Groups	87,095	29	3,003		
	Total	87,500	31			
Team/Communication	Between Groups	24,041	2	12,021	,218	,806
	Within Groups	1601,677	29	55,230		
	Total	1625,719	31			
Orientation towards success	Between Groups	7,039	2	3,519	,746	,483
	Within Groups	136,836	29	4,718		
	Total	143,875	31			
Self Management (Stress, emotions)	Between Groups	13,705	2	6,852	1,067	,357
	Within Groups	186,295	29	6,424		
	Total	200,000	31			
Learning and development	Between Groups	61,532	2	30,766	2,856	,074
	Within Groups	312,436	29	10,774		
	Total	373,969	31			
Career development	Between Groups	5043,241	2	2521,621	64,573	,000
	Within Groups	1132,477	29	39,051		
	Total	6175,719	31			

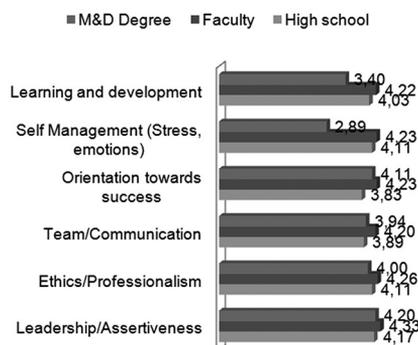
Figure 5. ANOVA test for competences and career development among different age groups

		L/A	E/P	T/C	OTS	SM	L&D
High school	Mean	20,83	12,33	46,67	11,50	12,33	20,17
	N	6	6	6	6	6	6
	Std. Deviation	2,483	2,160	9,266	2,345	1,506	,983
Faculty	Mean	21,65	12,78	50,39	12,70	12,70	21,09
	N	23	23	23	23	23	23
	Std. Deviation	4,867	1,650	6,423	2,098	2,530	3,825
Master and Doctorate degree	Mean	21,00	12,00	47,33	12,33	8,67	17,00
	N	3	3	3	3	3	3
	Std. Deviation	3,606	1,000	10,214	2,517	1,528	1,000
Total	Mean	21,44	12,63	49,41	12,44	12,25	20,53
	N	32	32	32	32	32	32
	Std. Deviation	4,332	1,680	7,242	2,154	2,540	3,473

Education	Mean	N	Std. Deviation
High school	77,50	6	9,182
Faculty	79,91	23	15,500
Master and Doctorate degree	79,33	3	14,844
Total	79,41	32	14,114

Figure 6. Descriptive statistics-results from the competence and career status assessment for different educational groups

Chart 4: Descriptive statistic for competence among different education group



According to the results of competence and career status assessment among three groups of participants based on their level of education, as presented in Figure 7, it can be concluded that the education group of employees that have finished faculty has the highest scores in all of the measured competencies as well as the level of career development. Additionally, the difference between the three educational groups is significant only for the competencies for Self- management (stress-emotions).

		Sum of Squares	df	Mean Square	F	Sig.
Leadership/Assertiveness	Between Groups	3,824	2	1,912	,096	,909
	Within Groups	578,051	29	19,933		
	Total	581,875	31			
Ethics/Professionalism	Between Groups	2,254	2	1,127	,383	,685
	Within Groups	85,246	29	2,940		
	Total	87,500	31			
Team/Communication	Between Groups	80,240	2	40,120	,753	,480
	Within Groups	1545,478	29	53,292		
	Total	1625,719	31			
Orientation towards success	Between Groups	6,839	2	3,419	,724	,494
	Within Groups	137,036	29	4,725		
	Total	143,875	31			
Self Management (Stress, emotions)	Between Groups	43,130	2	21,565	3,987	,030
	Within Groups	156,870	29	5,409		
	Total	200,000	31			
Learning and development	Between Groups	45,309	2	22,655	1,999	,154
	Within Groups	328,659	29	11,333		
	Total	373,969	31			
Career development	Between Groups	27,726	2	13,863	,065	,937
	Within Groups	6147,993	29	212,000		
	Total	6175,719	31			

Figure 7. Anova test for competences and career development among different education groups

Table 10: Correlation analyses of the competence and career development

	L/A	E/P	T/C	OTS	SM	L&D	Career development
Leadership/Assertiveness	1	,289	,557**	,387*	,236	,383*	,529**
		,108	,001	,029	,194	,031	,002
		32	32	32	32	32	32
Ethics/Professionalism	,289	1	,530**	,368*	,280	,411*	,224
	,108		,002	,038	,121	,019	,217
	32	32	32	32	32	32	32
Team/Communication	,557**	,530**	1	,615**	,320	,387*	,345
	,001	,002		,000	,074	,028	,053
	32	32	32	32	32	32	32
Orientation towards success	,387*	,368*	,615**	1	,545**	,623**	,358*
	,029	,038	,000		,001	,000	,044
	32	32	32	32	32	32	32
Self Management (Stress, emotions)	,236	,280	,320	,545**	1	,829**	,345
	,194	,121	,074	,001		,000	,053
	32	32	32	32	32	32	32
Learning and development	,383*	,411*	,387*	,623**	,829**	1	,569**
	,031	,019	,028	,000	,000		,001
	32	32	32	32	32	32	32
Career development	,529**	,224	,345	,358*	,345	,569**	1
	,002	,217	,053	,044	,053	,001	
	32	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Figure 8. Correlation analyses of the competence and career development (Pearson Sig.2-N)

Finally, based on the founding's from the correlation analyses, the relation between the different groups of competencies and career development is significant for the Leadership/Assertiveness, Orientation towards success and Learning and development. This means that the level of development of the leadership/assertiveness skills, orientation towards successes and willingness for continuous development will develop is in line with the career development.

5. CONCLUSION

All resources of production are important, like machines, capital, money, land, etc. in order to ensure the achievement of production of a running factory. Overall supremacy has to be given to the element of human resources. Man, itself, ensures the economical use of resources by applying wisdom. Hence, any amount of efforts spent on training of human resources will yield its appropriate result and higher productivity for the organization. The prospects and growth, productivity and profitability of an organization depend on effective utilization of such resources, employed in the effort of achieving company objectives. The achievement of an organization can be seen as a result of cooperation and hard work at all the levels of functioning of an organization. Any huge capital investment in developing the infrastructure of a training institute and its running will show results in achieving higher productivity and profitability in the years that come.

The paper gives a clearer picture for the most important competencies for career development in the restaurant businesses in North Macedonia. It represents that there is a need of integrated use of training and development, career development, and organization development in order to improve employee's individual effectiveness.

The professionals for human resources management as well as the managers of the organization in the hospitality industry in North Macedonia should create the set of systematic and planned activities designed to provide its members with the opportunities to learn necessary skills to meet current and future job demands. This process should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. The human resources development programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources.

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