

teaching note

The Case of Hazel Hollow Lodge; Focusing on Employee Recruitment and Retention

By Cynthia S. Deale and Seung-Hyun Lee

Case Study Summary

This case describes the employment situation at an inn in the mountains of western North Carolina in the United States. The Hazel Hollow Lodge has 10 management-level employees and a variety of staff members, many of whom are seasonal employees and college students. The inn used to do rather well at recruiting, retaining, and training employees, but in recent years it has had issues regarding the labor force at the inn, and with the onset of the COVID-19 pandemic the challenges have intensified. The issues addressed in this case may relate to generational differences, cultural differences, and employment issues, especially as the world continues to deal with the coronavirus pandemic. Motivational theories are applied to assist with the process of identifying and understanding the issues. The dilemma is that no one on the staff has the time or ability to address the labor issues and therefore, a consultant has been invited to address the employee recruitment, development, and training needs to try to identify possible solutions to the current and persistent challenge of attracting and retaining qualified people to work at the lodge by developing recruitment strategies, benefits packages, and training opportunities that appeal to employees and potential employees so as to recruit, train, retain, and develop employees effectively.

Learning Outcomes

The learning outcomes for the case are the following:

1. To describe the trends and issues related to recruiting, retaining, and developing employees in the hospitality industry.
2. To explain the generational, cultural, and other issues related to employee recruitment retention, training, and development in the hospitality industry.
3. To create strategies and activities for recruiting, retaining, and developing employees in the hospitality industry.
4. To evaluate strategies and activities for recruiting, retaining, and developing employees in the hospitality industry.

Target Audience

This case is suitable for use by instructors and students in undergraduate and graduate courses related to human resources, lodging operations, and hospitality in general. The case could be applicable in courses or workshops where the instructor wishes to engage students in the process of researching and creating workshops and/or other employee development opportunities, benefit packages, and training activities that can help students understand how to recruit, retain, and train employees. In addition, the case can help students to understand their own needs regarding their hospitality jobs and careers.

Recommended Teaching Approach Strategy

Educators may apply this case in numerous ways. For example, the case can be used as an individual assignment, a group assignment, a combination of an individual and a group activity, and as the focus of small group discussions and/or a class discussion. If the case is used as an individual assignment, the case study can be read and then the students can answer the discussion questions either in writing or during a face-to-face, synchronous class session. In the class session, students could discuss and compare their answers to the questions provided in the case. If the case is used as a group discussion assignment,

students can read the case study and answer the discussion questions in small groups in class or online via a discussion board assignment. The case could also be used as the basis of an individual or group project that could be completed over a period of time to allow the students to research and create relevant, well-referenced employee development plans and training activities to help recruit, retain, develop, and train employees. Groups could be asked to find another example of a labor issue (or issues) and write their own case study. A class discussion can be facilitated by having the students read the case study and answer the discussion questions prior to class. Then, over one or more class sessions (one hour or so), students could discuss, dissect, and analyze the case. Students can be assigned to function as discussion leaders that serve as facilitators for small groups in the classroom or online.

Appendix A provides examples of assignments that might be assigned to students to have them delve more deeply into the issues involved in the case, including employee recruitment, retention, development, training, and benefits, and they may help to generate interest in the topics related to the case that relate to students' careers in the hospitality industry (see Appendix A). Appendix B offers a description of the management team that can be used for the employee development assignment outlined (See Appendix B). A rubric for an employee development assignment is provided in Appendix C, and Appendix D includes a pyramid for a hierarchy of needs assignment, based on Maslow's (1943) motivational theory (See Appendices C and D). While Maslow's (1943) hierarchy of needs provides a nice visual way to look at employees' motivations, other motivational theories might also provide a lens through which to explore ideas for employee benefits and recruitment and retention strategies. For instance, Alderfer (1969) offers an alternative to Maslow's theory based upon the conceptualization of the three human needs of existence, relatedness, and growth (E.R.G.). Students could be provided with a diagram of the E.R.G. theory (Alderfer, 1969) and use it in a similar way to choose and categorize benefits and job attributes. Students could also apply McClelland's (1961) model that conceptualizes the three human needs as achievement (getting things done), power (having influence over others), and affiliation (having good relationships), noting that all people have a combination of the three, although one is usually dominant. Alternatively or additionally, students could apply Herzberg's motivation-hygiene theory which posits that there are two separate sets of mutually exclusive factors, specifically applied in the workplace that produce either job satisfaction or dissatisfaction (Herzberg, 1966; 1982; Herzberg et al., 1959). Many other theories could be applied and, as an additional or alternative assignment, an instructor could ask students to find a motivational theory that they wish to use and then have them apply it and explain why and how it was used to determine employees' needs (Souters, 2019).

Analysis of Teaching Objectives and Theoretical Concepts

Overview of Objective 1: The first teaching objective of the case is to describe trends and issues related to recruiting, retaining, providing benefits, and developing employees in the hospitality industry. This objective can be met by having the students read, write, and discuss trends and issues related to the topics. Lively discussions can occur as many hospitality students have been or are employed in the industry and therefore, they can relate to the issues and trends on a personal level, as well as an academic level.

Background Information for Objective 1: Trends include, but are not limited to employee dissatisfaction, difficulty recruiting employees, and high turnover. Employee dissatisfaction may be caused by a variety of issues including long hours and low pay and the lack of opportunities for advancement, and the COVID-19 pandemic has only made these issues worse as more employees leave the industry (Blake, 2021). Difficulty recruiting employees may be in part due to issues related to perceived or known dissatisfaction with the work and the availability of other employment opportunities, as evidenced by a low unemployment rate (U.S. Bureau of Labor Statistics, 2022). The turnover problem could be due to a variety of factors such as the pay; generational issues; the stressful and challenging nature of the business; a lack of training and thus, a lack of satisfaction leading to turnover, a lack of knowledge of the lodging industry as an option among potential workers, insufficient rewards, incentives, and benefits; or competition with other industries, and factors, such as stress, related to the COVID-19 pandemic (Ciserale, 2020; Horn, 2021; Jaddoud, 2021; Lai & Wong, 2020).

These issues are not new for over two decades ago, Qu and colleagues (2001) observed that pay was ranked as the most important job attribute, followed by benefits, advancement, and promotion, respectively in the foodservice industry. While a few years later, Towers (2005) found that competitive base pay, work/life balance, career advancement opportunities, competitive benefits, challenging work, salary increases linked to individual performance, learning and development opportunities, competitive retirement benefits, the caliber of coworkers, and the reputation of the organization were seen as

major factors in recruitment and retention, However, Walsh and Taylor (2007) noted that hospitality managers actively managed their own careers, and their decisions to stay or leave their current companies depended primarily on their desire for professional growth. Also, contrary to popular belief, they did not find that compensation and burnout were key factors in turnover, although it was important for participants in their study to be compensated well and to have a good benefits package, and they also valued opportunities to gain experiences that provide career and skill development (Walsh & Taylor, 2007). Yet in other more recent studies, specifically about the lodging industry, researchers found that the culture at work, including interpersonal relationships, work tasks, compensation, training, rewards and recognition, and performance appraisals played significant roles in employee retention (Frye et al., 2020; Moncarz et al., 2018). Furthermore, even more recently, during the COVID-19 pandemic, Vargas and colleagues (2021) found that wellness programs helped to increase satisfaction and mitigate employee turnover.

In terms of wages and benefits, the monetary wages paid to many employees in the lodging sector of the hospitality industry do not constitute their total earnings, and additional monetary and non-monetary rewards or benefits are frequently a feature of their employment (Johnson, 1983). A meta-analysis of recruiting employees, in general, found that perceptions of benefits and benefits package flexibility did not influence applicant attraction (Uggerslev et al., 2012), but the meta-analysis only involved studies focused on single, specific benefits and not overall benefits levels. In the hospitality industry specifically, a recent study found that companies that offer higher levels of benefits may be better able to attract and retain employees (Jolly et al., 2020). Thus, perhaps lodging industry employees today, as the COVID-19 pandemic moves forward, have different needs and wants with regard to benefits and possible attributes have been discussed by several scholars and operators (e.g. Choi & Dickson, 2010; Gordon & Adler, 2017; Harris et al., 2014).

A number of trends are occurring as the U.S. and the world moves forward through, and hopefully beyond, the COVID-19 pandemic. In the foodservice industry, trends seen at the National Restaurant Association's annual show in 2022 included simplified menus, supply chain issues, a focus on wellness, new products, the use of technology, and home delivery (Berry, 2022; Occhiogrosso, 2022). At the height of the pandemic, budget hotels were more popular than lodging options, but as 2022 progresses, Smith Travel Research (2022), a leading provider of hotel data, indicates that consumers' demand for hotels is back up and that they prefer full-service and smaller hotels. In addition, there is pent-up demand for events such as weddings because many people postponed theirs during the height of the pandemic (Arrais, 2022).

Overview of Objective 2: The second teaching objective is to explain the generational, cultural, and other issues related to employee recruitment retention, training, and development in the hospitality industry. This objective can also be met by having the students read, write and discuss topics and issues related to the topics. Interesting discussions can take place because, as noted, many hospitality students have been or are employed in the industry and therefore, they can relate to the topics on a personal as well as an academic level.

Background Information for Objective 2: In a study of front-line and service employees in the lodging industry, conducted about a decade ago, Gursoy and colleagues (2013) found generational differences regarding work values. The authors noted that some of the differences may be due to values connected to age or a stage in the life cycle and noted that there may be differences among people within generations regarding work values. In connection with generations, 61 million members of Generation Z (Gen Z) (born after 1995; thus, the age of many college students) have entered, are entering, or are about to enter the U.S. workforce and their characteristics include being highly educated, creative, and innovative (Bursch, 2014). Members of Gen Z are considered to be pragmatic, hardworking, multi-taskers with short attention spans, with specific needs for communication and consumption. The Gen Z cohort has truly grown up around technology, for this group comprises the first generation to really grow up with cellphones, laptops, and social media, making it very global in outlook and socially conscious (Morphy, 2018). Although members of Gen Z may be seen as being able to multi-task well, they may also be viewed as having fewer math skills and taking less pride in their work (Greer, 2018). However, they are perceived in positive ways as wanting to expand their skill set and valuing diversity and education (Alter, 2019). Additionally, prior to the COVID-19 pandemic, Gen Z perceived more functional attitudes connected to hospitality careers such as being interesting/exciting, fulfilling, and offering travel opportunities, as being important, and the perception of low pay was not a major attitudinal element (Goh & Lee, 2018). In their study, Goh and Lee (2018) demonstrated that Gen Z hospitality workers may not be motivated by pay, but instead by job satisfaction and the career prospects of the hospitality industry.

Looking at another generation, prior to and during the pandemic, is worthwhile to consider. For example, prior to the pandemic, with minimum training, retirees from other industries could also potentially have been a great source of staffing for hospitality firms, and there are more than 1.9 million early retirees, aged 50-64 who could potentially go back to work (Jaddoud, 2018). Those who are termed members of the Traditionalists or Silent Generation (born before 1945), people who are even older than Baby Boomers (born between 1945 and 1964), could also have potentially entered the workforce after retirement, particularly in the U.S. (Salsman, 2017). Perhaps due to their childhood experiences during the Great Depression and the determination from their parents to be prudent economically, they were inclined to be cautious about money and they try not to be wasteful, and they may have perceived that they do not have much money, and must be careful about expenditures (Abramson, 2018; Smola & Sutton, 2002). Therefore, they may still hope to be employed even part-time after retirement. However, the pandemic brought about what has been termed the “great resignation” and many employees sought retirement thus, these potential candidates may no longer wish to re-enter the workforce (Horn, 2021; Maurer & Mirza, 2021).

During the COVID-19 pandemic, researchers have discovered other subjects of value to employees and potential employees. For instance, focusing first, once again on Gen Z (because they are often the same age as college students), Leung and colleagues (2021), concluded through their study that lodging operators ought to develop corporate social responsibility programs (CSR) to build affective trust. These include CSR activities demonstrating the lodging operation’s hotels’ compassion for those suffering during the pandemic, because these programs may attract unemployed Gen Z, who are often impacted more by an affective trust. However, as noted, finding older employees may be even more difficult as many retired during the pandemic and have no intention of returning to the workforce (Williams, 2022).

Overview of Objective 3: The third teaching objective is to create strategies and activities for recruiting, retaining, and developing employees in the hospitality industry and to go beyond the issues raised in the second objective. This objective relates to the employee development activity (see Appendices A, B, and C).

Background information for Objective 3: Unfortunately, businesses may presume that particular qualities of the members of the generations to be true solely based on stereotypes or social representations that do not actually connect with reality and they may try to adapt them to newer generations, but do so without knowledge of generational perspectives (Maioli, 2017). Moreover, scholars caution managers and business and organizational leaders to focus on similarities rather than differences across the generations to effectively manage workplaces in the twenty-first century (Bursch, 2014); thus, strategies might focus on some common themes and ideas. Plus, happier employees have increased feelings of company loyalty, job satisfaction, and better attitudes overall, and management training programs lead to greater employee satisfaction and a reduction of employee turnover that offsets the cost of the training (Choi & Dickson, 2010). Perhaps personalized benefit options need to be considered such as paid family leave, commuter cost reimbursement, pet insurance, or tuition reimbursement.

Prior to the pandemic, Jung and Yoon (2015) conducted a study that measured pay satisfaction, pay level, pay raise, benefits, and pay structure related to job engagement and withdrawal within the lodging industry, and found that employees’ benefits, pay level, and pay structure led to employees’ job engagement. Yet, employees’ pay structure, pay level, pay raise, and benefits affected employees’ job withdrawal (Jung & Yoon, 2015). Furthermore, among low-middle level managers in the hospitality industry, factors such as compensation and benefits, job security, job growth, and job satisfaction were found to be responsible for a high tendency toward employee loyalty (Rishipal, 2019). In yet another study, conducted by Kumari (2016), employee satisfaction with their work in the lodging industry was connected to the following parameters: work culture, training, communication, rewards and recognition, the performance appraisal system, work relationships, and the work environment. In addition, in an earlier study, Tutuncu and Kozak (2007) observed that features of the job, including the work itself, supervision, and promotion were found to be the determinants of the level of overall job satisfaction for hotel employees. Additionally, employees in the lodging sector may want intrinsic rewards related to giving employees a feeling of accomplishment, contributing to their personal growth and development, and increasing their feeling of self-esteem (Lee & Ok, 2016).

Ideally, prior to and during the COVID-19 pandemic, people work best when they can balance their work and home life, and there is evidently a gap between theory and practice. Farrell (2012) noted that work-home balance needs more attention as this not only affects the quality of an employee's work life, it has impacts on the individual and on the greater good of society. Wellness benefits may add value to work-life balance and prior to the pandemic many firms already offered well-being programs to their employees. In fact, when line-level employees were offered wellness programs before the pandemic, they showed higher levels of well-being (Gordon & Adler, 2017). Moreover, when a company offered a sabbatical leave program (time away from work) for top-performing employees at management and higher levels, those who took part in such leave programs contributed at a higher level upon their return, bringing innovative ideas and a renewed commitment to the company's success (Harris et al., 2014). During the pandemic, Thomason and Williams (2020) noted that work-life balance still needs to be more of a focus, as companies need to reexamine the way that they expect employees to work to determine if it is out of necessity or due to tradition. Perhaps it is possible to restructure, revamp, and revise the way things are done conventionally within the hospitality industry, including within the lodging industry.

Furthermore, "green" programs influence not only the image of lodging properties, relations with the local community, and their competitiveness in the market, but they also affect the satisfaction of employees (Jelica et al., 2015). For example, Jelica and colleagues (2015) found that by participating in company-led "green" programs, employees feel good about the company and themselves as well. Additionally, these programs can impact work-related tasks. For example, these practices could mean housekeepers do not have to clean a room every day. As for communication strategies, being involved in communications and various meetings, employees feel included and believe that they have been part of the company's decision (Lee & Ok, 2016). In addition, in terms of career enhancement, more could be done to promote the positive aspects of a commitment to a career in the hospitality industry, rather than simply seeing the industry as a place for short-term employment opportunities (Jaddoud, 2018). Throughout the pandemic, the trend toward more environmentally sustainable lodging practices has continued (e.g., Dwivedi et al., 2022).

To further address this objective, one needs to explore issues related to the COVID-19 pandemic such as employee layoffs and terminations due to revenue losses and the negative psychological impacts on the employees' mental health and the higher turnover intention (Khawaja et al., 2021). Cheng and Kao (2022) found, in a recent study, that employee stress was very high during the pandemic and therefore, developing and offering stress reduction opportunities could help to recruit and retain employees. The employee development activity described in Appendix A can be applied as a means to focus on this objective. In practice, students have produced a variety of work-related training session ideas and thought about interesting additional activities that may be of interest to the employees listed (see Figure 1 in the case), and that may help to build a sense of community, such as employee cooking classes, wine clubs, and doing outdoor activities together. For while differences between the generations of employees may be noticeable, recommendations are to build a multigenerational workforce that centers on common ground. Ideas for making this happen include focusing on a shared vision, providing more opportunities to share and access information, encouraging curiosity, honoring and celebrating diversity, offering more rewards, being flexible, and considering the benefits offered (Combs & Keshaw, 2017; White, 2009).

The third teaching objective also relates to the needs activity (see Appendix A). For this activity, Maslow's hierarchy of needs pyramid is to be used by students to identify what they want and do not want from their jobs in the hospitality industry and their answers varied, but overall, they truly enjoyed the activity. It can be conducted in a face-to-face class with a printed pyramid perhaps or online via a drag-and-drop option. Students noted that they really enjoyed doing the activity through the online drag-and-drop method. The activity seemed to work best when students completed it by themselves first and then got into small groups to conduct a second round of the activity to try to come to an agreement about the options for employees.

Overview of Objective 4: The fourth teaching objective is to evaluate strategies and activities for recruiting, retaining, and developing employees in the hospitality industry. This activity also relates to the needs activity (see Appendix A). This can be explored in a similar manner to that above. To achieve this objective, students can take time to research and assess which strategies and activities they think would work best first and then they can join small groups to discuss the ideas further.

Background Information for Objective 4: The information provided for objectives 1, 2, and 3 can be helpful for understanding objective 4, too. In addition, one might want to investigate the human resources literature and trends. For

example, prior to the COVID-19 pandemic, the Society for Human Resource Management (SHRM, n.d., 2016) found that employees identified the following five factors as the leading contributors to job satisfaction: the respectful treatment of all employees at all levels; compensation/pay; trust between employees and senior management; job security; and ways to apply their skills and abilities at work. In 2022, as the world continues to move forward through the pandemic, strategies offered to succeed in recruitment and retention in the hospitality industry have been shown to include the following: using simplified hiring and onboarding processes; offering sign-on bonuses, improving the compensation and benefits packages; providing flexible shifts and schedules; conducting on-the-job training; and engaging in transparent advancement opportunities (Career Group Companies, n.d.)

Theoretical Concepts: Maslow's (1943) hierarchy of needs was used for the example assignment (see Appendices A, and D), but the other motivational theories may also elicit valuable responses and ideas and provide alternative ways to address the perceived effectiveness of the ideas generated through participating in the activities. An interesting activity is to assign students to conduct the needs activities using at least two different motivational theories (e.g., Alderfer, 1967; Herzog, 1966; Maslow, 1943; McClellan, 1961). Another idea is for students to conduct peer evaluations of their proposed strategies and activities and have them go outside of class to see what others, possibly fellow hospitality students and/or hospitality employees, think.

Additional Reading

- Castro-Casal, C., Vila-Vázquez, G., & Pardo-Gayoso, Á. (2019). Sustaining affective commitment and extra-role service among hospitality employees: Interactive effect of empowerment and service training. *Sustainability*, 11(15), 4092.
- Goh, E., & Okumus, F. (2020). Avoiding the hospitality workforce bubble: Strategies to attract and retain generation Z talent in the hospitality workforce. *Tourism Management Perspectives*, 33(1), 1-7, 100603.
- Gupta, V. (2019). Talent management dimensions and their relationship with retention of Generation-Y employees in the hospitality industry. *International Journal of Contemporary Hospitality Management*, 31(10), 4150-4169.
- Jaworski, C., Ravichandran, S., Karpinski, A. C., & Singh, S. (2018). The effects of training satisfaction, employee benefits, and incentives on part-time employees' commitment. *International Journal of Hospitality Management*, 74, 1-12.
- King, C., Madera, J. M., Lee, L., Murillo, E., Baum, T., & Solnet, D. (2021). Reimagining attraction and retention of hospitality management talent—A multilevel identity perspective. *Journal of Business Research*, 136, 251-262.
- Yao, S., Wang, X., Yu, H., & Guchait, P. (2019). Effectiveness of error management training in the hospitality industry: Impact on perceived fairness and service recovery performance, *International Journal of Hospitality Management*, 79(1), 78-88.

References

- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4(2), 142-175. [https://doi.org/10.1016/0030-5073\(69\)90004-X](https://doi.org/10.1016/0030-5073(69)90004-X)
- Alter, S. (2019, December 12). What does Gen Z mean for our workplace? *Convenience Store News*. Retrieved from <https://csnews.com/what-does-gen-z-mean-our-workplaces>
- Arrais, P. (2022, June 9). Pent-up demand makes for busy season for wedding industry. *BIV*. <https://biv.com/article/2022/06/pent-demand-makes-busy-season-wedding-industry>
- Berry, D. (2022). NRA 2022 – The trends driving the restaurant industry's recovery. *Food Business News*. <https://www.foodbusinessnews.net/articles/21424-nra-2022-the-trends-driving-the-restaurant-industrys-recovery>
- Blake (2021, October 7). Report: Hospitality workers could quit in droves in 2021. *QSR*. <https://www.qsrmagazine.com/employee-management/report-hospitality-workers-could-quit-droves-2021>
- Bursch, D. (2014). *Managing the multigenerational workplace*. UNC Executive Development, University of North Carolina (UNC), Chapel Hill, North Carolina.
- Career group Companies (n.d.) *Growing hospitality trends affecting hiring in 2022*. Retrieved June 17, 2022, from <https://careergroupcompanies.com/growing-hospitality-trends-affecting-hiring-in-2022/>
- Cheng, S. C., & Kao, Y. H. (2022). The impact of the COVID-19 pandemic on job satisfaction: A mediated moderation model using job stress and organizational resilience in the hotel industry of Taiwan, *Heliyon*, 8(3), e09134, <https://doi.org/10.1016/j.heliyon.2022.e09134>

- Choi, Y., & Dickson, D. (2010). A case study into the benefits of management training programs: Impacts on hotel employee turnover and satisfaction level. *Journal of Human Resources in Hospitality & Tourism*, 9(1), 103–116.
- Dwivedi, R. K., Manoj, P., Vashist, A., Pandey, D. K., & Kumar, D. (2022). , Assessing behavioral intention toward green hotels during COVID-19 pandemic: the moderating role of environmental concern. *Journal of Tourism Futures* [online] DOI: [10.1108/JTF-05-2021-0116](https://doi.org/10.1108/JTF-05-2021-0116)
- Farrell, K. (2012). Work-home balance: A management perspective. *Hospitality & Society*, 2(3), 273–291.
- Greer, D. (2018, October 1). Gen Z in the workplace. *Pizza Today*, 42-44. Retrieved from <https://www.pizzatoday.com/departments/back-office/gen-z-in-the-workplace/>
- Gursoy, D., Chi, C.G., & Karadag, E. (2013). Generational differences in frontline and service contact employees. *International Journal of Hospitality Management*, 32(1), 40-48. <http://dx.doi.org/10.1016/j.ijhm.2012.04.002>
- Harris, K. J., Rivera, G. L., & Bougae, C. (2014). Gimme' a break: Offering sabbaticals as an optional leave benefit in the lodging industry. *FIU Hospitality Review*, 31(3), 34–68.
- Herzberg, F. I. (1966). *Work and the Nature of Man*. Cleveland, OH.: World Publishing Company.
- Herzberg, F. I. (1982). *The Managerial Choice: To Be Efficient and to be Human* (2nd ed., Rev.). Salt Lake City, UT: Olympus.
- Herzberg, F. I., Mausner, B., & Snyderman, B. (1959). *The Motivation to Work* (2nd ed.). New York: John Wiley.
- Horn, O. (2021). The great resignation: stopping the ' bleed'. *Hospitality Insights*, 5(2), 1-2.
DOI: <https://doi.org/10.24135/hi.v5i2.111>
- Jaddoud, H. (2021). The Role of reflection in predicting stress coping, turnover, absenteeism and lateness: A study of the hospitality industry. *Journal of Hospitality*, 3(4), 180-201. Retrieved from <http://htmjournals.com/jh/index.php/jh/article/view/49>
- Jelica, M., Dragica, T., Lukrecija, D., Ivana, M., & Srdjan, M., (2015). Impacts of green marketing strategies on benefits of hotels: The case from Serbia. *International Journal for Responsible Tourism*, 4(2), 7–21.
- Johnson, K. (1983). Payment in the hotel industry: The role of fringe benefits. *Service Industries Journal*, 3(2), 191–213.
- Jolly, P.M., Self, T. T., & Gordon, S. E., (2020). Attracting hospitality recruits: the benefit of benefits, *Journal of Human Resources in Hospitality & Tourism*, 19(1), 1-22, DOI: 10.1080/15332845.2020.1672243
- Jung, H. S., & Yoon, H. H. (2015). Understanding pay satisfaction: The impacts of pay satisfaction on employees' job engagement and withdrawal in deluxe hotel. *International Journal of Hospitality Management*, 48, 22–26.
- Khawaja, K. F., Sarfraz, M., Rashid, M., & Rashid, M. (2021). How is COVID-19 pandemic causing employee withdrawal behavior in the hospitality industry? An empirical investigation. *Journal of Hospitality and Tourism Insights* [online] <https://doi.org/10.1108/JHTI-01-2021-0002>
- Kumari, N. (2016). Study of employee satisfaction in hotel industry. *Management and Administrative Science Review*, 5(2), 118-127.
- Lai, I. K. W., & Wong, J. W. C. (2020). Comparing crisis management practices in the hotel industry between initial and pandemic stages of COVID-19. *International Journal of Contemporary Hospitality Management*, 32 (10), 3135-3156.
[doi/10.1108/IJCHM-04-2020-0325/full/html](https://doi.org/10.1108/IJCHM-04-2020-0325/full/html)
- Leung, X.Y., Sun, J., Zhang, H., & Ding, Y. (2021). How the hotel industry attracts Generation Z employees: An application of social capital theory, *Journal of Hospitality and Tourism Management*, 49(1), 262-269.
<https://doi.org/10.1016/j.jhtm.2021.09.021>.
- Maioli, E. (2017). New generations and employment – An exploratory study about tensions between the psycho-social characteristics of the Generation Z and expectations and actions of organizational structures related with employment. *Journal of Business*, 2(1), 1-12.
- Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50 (4), 370–96. doi:10.1037/h0054346
- Maurer, R., & Mirza, B. (2021, September 12). Deconstructing the great resignation: SHRM research reveals which employees are leaving and why. *SHRM*. Retrieved June 17, 2022, from <https://www.shrm.org/hr-today/news/hr-news/pages/deconstructing-the-great-resignation.aspx>
- McClellan, D. C. (1961). *The achieving society*. New York, N.Y.: The Free Press.
- Moncarz, E., Zhao, J., & Kay, C. (2008). An exploratory study of US lodging properties' organizational practices on employee turnover and retention, *International Journal of Contemporary Hospitality*, 21(4) 437-458. DOI: [10.1108/09596110910955695](https://doi.org/10.1108/09596110910955695)
- Morphy, E. (2018, June 13). Generation Z: What they want in the workplace. *CMS Wire*. Retrieved from <https://www.cmswire.com/digital-workplace/generation-z-what-they-want-in-the-workplace/>

- Occhiogrosso, G. (2022, March 16). Trends affecting the restaurant industry in 2022. *Forbes*.
<https://www.forbes.com/sites/garyocchiogrosso/2022/03/16/trends-affecting-the-restaurant-industry-in-2022/?sh=6d1660db51e2>
- Qu, H., Ryan, B., & Chu, R. (2001). The perceived importance of job attributes among foodservice employees in Hong Kong Hotel industry. *International Journal of Hospitality & Tourism Administration*, 2(2), 57.
- Rishipal, H. (2019). Employee loyalty and counter-productive work behaviour among employees in the Indian hospitality sector. *Worldwide Hospitality & Tourism Themes*, 11(4), 438–448.
- Salsman, M. (2017, February 1). 5 Generations in the workplace (and why we need them all). *Entrepreneur*. Retrieved from <https://www.entrepreneur.com/article/288855>
- SHRM (n.d.). *Managing for employee retention*. Retrieved June 17, 2022, from <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingforemployeeeretention.aspx>
- SHRM (2016, April 18). 2016 employee job satisfaction and engagement: Revitalizing a changing workforce. Retrieved June 17, 2022, from <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/job-satisfaction-and-engagement-report-revitalizing-changing-workforce.aspx>
- Smith Travel Research (STR), 2022, June 13). Accommodation preferences after COVID-19: Back to normal or a new normal? *Hospitality Net*. <https://www.hospitalitynet.org/news/4110971.html>
- Smola, K.W. & Sutton, C.D. (2002), Generational differences: revisiting generational work values for the new millennium. *Journal of Organizational Behaviour*, 23(1), 363-82.
- Souters, B. (2019, November 5). 20 most popular theories of motivation in psychology. *Positive Psychology*.
<https://positivepsychology.com/motivation-theories-psychology/>
- Thomason, B., & Williams, H. (2020, April 16). What will work-life balance look like after the pandemic? *Harvard Business Review*. Retrieved June 17, 2022, from <https://hbr.org/2020/04/what-will-work-life-balance-look-like-after-the-pandemic>
- Towers, P. (2005). Winning strategies for a global workforce: Attracting, retaining, and engaging employees for competitive advantage. *Towers Perrin Global Workforce Study, Executive Report TP449-05*, Towers Perrin, Stamford, CT.
- Tutuncu, O., & Kozak, M., (2007). An investigation of factors affecting job satisfaction, *International Journal of Hospitality & Tourism Administration*, 8(1), 1-19, DOI: [10.1300/J149v08n01_01](https://doi.org/10.1300/J149v08n01_01)
- Uggerslev, K. L., Fassina, N. E., & Kraichy, D. (2012). Recruiting through the stages: A meta-analytic test of predictors of applicant attraction at different stages of the recruiting process. *Personnel Psychology*, 65(3), 597–660. DOI:[10.1111/j.1744-6570.2012.01254.x](https://doi.org/10.1111/j.1744-6570.2012.01254.x)
- U.S. Bureau of Labor Statistics (2022, June 3). Employment situation summary. *Economic News Release*.
<https://www.bls.gov/news.release/empsit.nro.htm>
- Varga, S., Mistry, T. G., Ali, F., & Cobanoglu, C. (2021). Employee perceptions of wellness programs in the hospitality industry. *International Journal of Contemporary Hospitality Management* [online] <https://doi.org/10.1108/IJCHM-12-2020-1417>
- Walsh, K., & Taylor, M.S. (2007). Developing in-house careers and retaining management talent. *Cornell Hotel and Restaurant Administration Quarterly*, 48(2), 163-182, DOI: [10.1177/0010880407300521](https://doi.org/10.1177/0010880407300521)
- White, G. (2009). Diversity in workplace causes rise in unique employee benefits and changes in cafeteria plans. *Journal of Management and Marketing Research*, 2 (1), 1-9.
- Williams, C. (2022, February 13). First to the finish line: How to attract top talent to your hospitality organization. *Hospitality Net*.
<https://www.hospitalitynet.org/opinion/4108942.html>

Appendices

Appendix A: Example Assignment Instructions

1. Employee Development Plan Assignment

Instructions for the Employee Development Plan Assignment

- I. Read the case study. Please see the descriptions of the employees that are located in Appendix B.
- II. Create employee development plans for each of the 10 management employees and design a training activity (or multiple training activities) for all employees. See the rubric for further details about the content and format (see Appendix C).

The plans could include

A. Ten Individual Employee Development Plans

Each plan needs to contain at least two sections (minimum length to be determined by the instructor):

1. One section should be about the development of each employee profiled. In the section, be creative and write two of your own ideas and include two based on information from research-based sources (cite your references).
2. Next, tell why this would be an effective plan for this person.

B. One Group Employee Development Plan

1. The first part of this section should include a brief plan describing an overall employee development program for the employees at the inn, explaining what it will be about and how it will be offered. Engage your creativity and use at least two references (cite your references).
2. Next, write at least a paragraph (of at least four sentences) telling why you think this will be an effective plan.

2. Employee Benefits Assignment

Instructions for the Employee Benefits Assignment

- I. Read the case study.
- II. Next, do some research to find out about employee benefits and what different employees, such as those of different generations, genders, and cultures, want in terms of benefits from their jobs, especially in the hospitality industry.
- III. Write up a brief summary of what you find. Write up your literature review in complete sentences in paragraph form.
- IV. Conduct a survey of hospitality students and/or employees to find out what they want in terms of benefits from their jobs.
- V. Place your findings in line with Maslow's hierarchy of needs and make a figure to include in your final report that is in the form of a pyramid to show the hierarchy of employee needs/benefits (Maslow, 1943). The pyramid starts with basic physiological needs at its base, followed by safety and security needs, then social well-being and self-esteem, and finally self-actualization needs (Maslow, 1943). See the example of a pyramid of employee needs for further details about the content and format (see Appendix D). Alternatively, as directed, you can use other classic motivational theories to categorize the needs (e.g., Alderfer, 1969; Herzberg, 1966; McClellan, 1961).
- VI. Write up your findings in a report to add to your literature review. Complete your project as a formal paper. Include the following: A title page, an introduction, a literature review, methods, findings, implications, conclusions, and references in APA format. Be sure to include citations within the paper and provide a list of references.

Appendix B: The Hazel Hollow Lodge Leadership Team

| Role | Individual Employee Characteristics |
|-------------------------------|---|
| General Manager | The General Manager is Stephen. He is a 57-year-old Caucasian male with a bachelor's degree in business and experience owning his own hospitality business. Stephen worked in Europe prior to coming to North Carolina and grew up in California. Stephen is very gregarious and collaborative, but his life is all about work. Stephen is, however, extremely interested in wines. |
| Assistant General Manager | The Assistant General Manager is Eleanora. She is an outgoing 38-year-old, African American woman with an associate degree and she has had her own event-planning company in the past. She would like to pursue her education further, maybe even beyond the bachelor's degree. She grew up in Savannah, Georgia where she gained a great deal of hospitality experience. Eleanora loves to cook. |
| Front Desk Manager | The Front Desk Manager is Ariana. She is a 29-year-old, Arab American female with a bachelor's degree in hospitality management. She enjoys her work but is thinking of becoming a teacher. She grew up in Detroit. Her family is originally from Jordan. |
| Food and Beverage Manager | The Food and Beverage Manager is Zeke. He is a 36-year-old Caucasian male with 20 years of experience in the food and beverage area. He grew up near the inn and has a high school diploma, but no further education or training. He has worked at the inn in a variety of capacities including as a dishwasher, server, and sous chef since it opened 16 years ago. |
| Head Chef | Danielle is the Head Chef. She is Native American and 41 years old. She holds a 2-year degree in culinary arts. She has been highly involved in arts, crafts, and music related to her Native American heritage. She is a member of the Eastern Band of the Cherokee Indians (EBCI). |
| Assistant (Sous) Chef | The Assistant (Sous) Chef is David. He is a 32-year-old, Mexican American male without a college degree and 14 years of hospitality experience. He plays the guitar well and has even played a few concerts. |
| Executive House-keeper | The Executive Housekeeper is Brian. He is a 28-year-old, Asian American male. He is a college graduate with a hospitality management degree and work experience in hotels and country clubs. His family is originally from Bali, Indonesia. He enjoys kayaking, hiking, mountain biking, and climbing. He grew up in the mountains of western North Carolina. |
| Events/ Meetings Manager | The Events/Meetings Manager is Grace who is 49 years old. Grace is of Caucasian and Pacific Island descent and identifies herself as a lesbian. She has an undergraduate degree in hospitality management and has worked in the hospitality industry her entire adult life, including extensive experience in the food and beverage area. Grace grew up in Charlotte, North Carolina and would like to have her own events company. |
| Facilities Manager | The Facilities Manager is a 62-year-old Caucasian man named Ben. He is responsible for the maintenance of the property. He has worked at maintaining properties throughout his life and is a high school graduate. He grew up on the property adjacent to the inn. |
| Accountant/ Financial Manager | The Accountant/Financial Manager is a 29-year-old Caucasian man named Lee. He is from the area, knows the owners well, has a college degree, and hopes to have his own accounting business in the future. |

Appendix C: Example of an Employee Development Training Project Rubric

Student name _____

| CATEGORY | 0 | 1 | 2 | 3 | 4 | Total possible |
|--|---|---|---|---|---|----------------------|
| Title | 0 missing | .25 | .5 partially correct | .75 | 1 | 1 |
| Introduction/summary/Synopsis | Missing-lacks content did not follow directions (0) | Missing some content-lacks depth /did not follow all directions (2) | Complete and followed directions/lacks detail, depth, or creativity (4) | Complete/ followed directions-shows some thought, creativity, and care (6) | Very thoughtful, creative, complete & followed directions (8) | 8 possible |
| Content areas are incorporated into the employee development plans | Missing— lacks content and/or did not follow directions/ lacks content in several areas, may lack references to support claims made in paper (22.4) | Missing some content/lacks depth –and/or did not follow all directions/ lacks content in at least one area and may lack references to support claims made in paper (44.8) | Complete and followed directions/may lack some detail, depth, or creativity/ basic content is present--has relevant references to provide evidence and support claims made (67.2) | Complete and followed directions/shows some thought, creativity, and care/ referenced content is present--shows some care--and provides evidence and support claims made (89.6) | Very thoughtful, creative, complete & followed directions/ Carefully referenced content is present--shows care & depth & provides evidence to support claims made (112) | 112 possible (28x4) |
| Conclusion/Rationale | Missing (0) | Lacks depth and explanation (1) | Basic explanation/wrap-up of main points (2) | Complete explanation of paper/an exceptionally good wrap-up of the main points (3) | Thorough, exceptionally thoughtful/ excellent wrap-up of the main points (4) | 4 possible |
| Organization, format, and writing/ references, in-text citations, APA format, reference list, etc. | lacks organization does not show evidence of planning and care (16) | somewhat organized--basic organization and can be followed by the reader/ may lack some items (32) | organized— can easily follow the paper/all the basics are there (48) | highly organized/can easily follow the paper/can be shared with others perhaps with a little work (60) | Highly organized-can easily follow the paper/can readily be shared with others (80) | 80 possible (20 x 4) |

Comments:

Your total points:

Appendix D: Example of Pyramid of Employee Needs

(Source: Maslow, 1943)

Student name _____

