RELATIONSHIP AMONG BRANDING, CAREER DEVELOPMENT AND TOURISM EDUCATION: AN IMPLICATION FROM TURKEY

Assist. Prof. Dr. Murat Selim SELVI, Düzce University, Akçakoca School of Tourism Administration and Hotel Management, selvi_m@ibu.edu.tr

Assoc. Prof. Dr. Cengiz DEMIR, Ege University, Faculty of Economics and Administrative Sciences, Department of Business Administration, cengiz.demir@ege.edu.tr

ABSTRACT

The purpose of this study was to investigate possible impacts of branding of hotel enterprises on the career development of students in tourism education. A questionnaire was used to collect empirical data. The population of the research included the 3rd and 4th year students. Four tourism education institutions were selected and 450 students participated in the survey. Overall 392 valid questionnaires were taken into considerations. This paper reports the majority of the students have negative views and expectations and attitudes towards the tourism industry in Turkey. The findings show that a branded hotel enterprise can make significant contribution in helping students of tourism and hospitality management education professional approach to the industry in a more professional way and to solution of the most important problems suffered in relation to the hotel work mentioned in the context.

Key Words: Career indecision, tourism education, branding, career development.

1. INTRODUCTION

One of the fundamental purposes of the people working in various profession groups is to continue their career development by obtaining important positions in the relevant enterprises. For some people, career is a profession chosen for life and some see career as climbing the stairs of a company (Larsson et al. 2001: 611). Career is to have a direction as a path or to highlight consecutive positions that would be obtained (Adamson et al. 1998). Brauch (2004)

emphasized that career paths can be both logical and intentional, career moves can be down, up, forward, back and horizontal. Careers, from the organizational point of view, include structural issues such as workforce market structures and organizational policies. From the individual point of view, careers include career development and experiences, education, ambition and work experience (Garavan and Coolahan 1996).

Schultze and Miller (2004) defined the career in sociological terms as "people's ability to achieve success and prestige in the professional life" and in psychological terms as "the individual's perception frequency in his/her behaviors and attitudes related to the professional and private life".

Career plans of individuals arise after they begin to recognize themselves at the end of adolescence and make a career choice which is combined with the consistent goals they set in accordance with their own vision.

In order to reduce the gap among perceptions, expectations and experiences, students need to be informed about employment opportunities thus; their career decisions are based on choice rather than chance (Hing and Lomo, 1997: 77). The complicated emotions, doubts, feeling of lack of control and the contradictions between current job opportunities and long-term career goals observed in young people may lead to early career indecision. Feldman stated that, early career indecision at young ages appeared to be a phenomenon (2003).

The tourism industry provides many opportunities for well-qualified people at international level. Career opportunities are claimed to be more accessible in the tourism industry than in many other industries of the economy due to both the nature of the business and the strong international affiliation of tourism enterprises (Baum, 1995; ILO, 2001). Traditionally, training to become a managing director of a major hotel chain or airline includes long periods of expatriation, if not an entire career. Despite this, the inclusion of the international dimension in studies of educational issues in tourism has been fairly limited, and there is no solid knowledge about the extent and patterns of the phenomenon or of attitudes towards it (Ladkin, 2002).

Enterprises offering branded goods and services can have positive effects on the personnel by displaying a more professional management approach. Some of the positive effects can be listed as "job satisfaction, job motivation, trust in and commitment to the organization and job safety. The hotel enterprises that have already become a brand or those enterprises that make efforts to become a brand may have the same effects on the personnel, and they can also make significant contribution in helping the students of tourism and hospitality management education by approaching the industry in a more professional way.

2. THE RELATIONSHIP BETWEEN CAREER INDECISION, CAREER DEVELOPMENT AND TOURISM EDUCATION

2.1 Career Indecision

The major factors that lead to early career indecision in young people are lack of a specific career goal, job hunting behaviors, interests, uncertainty about the changing workforce markets, demographic characteristics, lack of professional knowledge and self-development knowledge, early work experiences and family differences. Such characteristics of hotel enterprises arising from the nature of the business create negative effects on the students who have insufficient professional knowledge and experience.

O'Leary and Deegan (2005) determined that career opportunities in such departments as front desk (receptionist, front desk chief or manager), food and beverage (waiter, restaurant chief, bar chief, food and beverage manager, etc.), accounting (cost controller, accounting chief or manager) influenced the career development of the working personnel.

It was demonstrated in a survey conducted by Aksu and Köksal (2005) on a group of undergraduate students in the field of tourism education in Turkey that the majority of the students had negative expectations and attitudes towards the tourism industry in Turkey. But, the students chosen tourism education for their first three choices in the university entrance examination conducted by the Higher Education Council of the Republic of Turkey displayed a more positive approach. A similar study on tourism students conducted by Kusluvan and Kusluvan (2000) obtained similar results in Turkey. The factors causing these negative views can be listed as the difficulties experienced due to the nature of the work, working conditions, unskilled managers, low salaries, inappropriate behaviors and loosing job.

It is natural that males and females have diverse skills and ambitions. (O'Leary 1997; 1). While money is important for some people in career ambition, professional career is important for others. There are important differences between these two factors. All aspects of career development influence the career models and career selection. Career ambition is based on personal choices and career goals. Countryman et al. (2005) examined the career options in the tourism industry for male and female students and drew attention to certain differences between the options of males and females. It was stated that women generally considered a significantly narrower range of opportunities than men and male students were more ambitious than their female colleagues at the middle management level (Fornäs and Bolin, 1995). Drummond and Chell (2001) demonstrated that all students imagined embarking on great international careers, but women obviously felt that they had less freedom of movement here.

O'Leary and Deegan (2005) emphasized that females tend to have reduced desire to work in hotel enterprises. The authors listed the reasons of this reduced desire as the difficulties experienced in family life caused by the requirements of this profession, absence of an well-organized wage system and lack of equal career opportunities.

2.2 Career Development

Career specialists, Schultze and Miller, defined career development as "the sum of psychological, educational, physical and economical factors shaping the individual career process of the individuals" (2004).

A career development signifies the career results for individuals and enterprises. Individuals begin to seek role models to help themselves in achieving their goals in their choice of career. Ginn (1998) emphasized that individuals should be career strategists and provide specific role models for making important decision in career development. According to Gibson (2004), managers' examination of the models formed in relation to the progress of individuals in the career process is useful in determining how to enhance the development of individuals in enterprises.

The conventional career development models include the career experiences (O'Neil and Bilimoria 2005). Modern careers include many units or organization types. According to Gunz (1998), organizational structure is an important characteristic in career mobility. Career mobility of individuals among various professions in tourism industry is an important issue in career development (Richards 2001).

The career model is related to people's lives and work experiences. The career experiences of individuals play an important role in climbing up the career ladder (O'Neil et al. 2004). One of the most important factors in the career ladder is the career orientations and plans made by enterprises. The organizations should be aware of the different characteristics of their employees and make the career orientation studies depending on such differences (Petroni 2000).
Ladkin (2002) believes that education is an important starting point in career development and constitutes the foundation of career analysis. Furthermore, there is a correlation between the education success level and career developments of individuals. Individuals with high education level make progress within the organizational structure.

Duffy (1999) defined the lifelong learning process as one of the key elements in professional career development. Another important factor in career development is to have a professional identity (Robitschek and Cook 1999; Jackson and Neville 1998). Diemer and Bluestein (2005) emphasized that the young people who lived in the city and had a high level of critical intelligence were the persons who were most committed to the career development process.

It was indicated that the university students were obliged to make right career decisions in relation to business life (Eveland, et al. 1998).

2.3 Tourism education

The tourism industry has been becoming more complicated with a greater emphasis on specialized training. Demand is increasing for people with special skills obtained in colleges, junior colleges, technical institution, vocational schools, and high schools. Education programs range in length from a few months to several years. The important question is what type of education is needed to obtain a job in the hospitality industry?

Richards (1998) suggests that tourism education programs should be in compliance with the industry. Ernawati (2003) pointed out the importance of continuously scrutinizing the academic and practical lessons programs of tourism education institutions for students' career progress with the industry. This approach was supported by the results of the study made by Mckercher (1995) about the career development of tourism students.

Worldwide, there are many university programs for (predominantly managerial) career development in tourism industry, and many universities also have international departments attracting students to their full-time programs or shorter exchange courses. Bachelor and master degree programs in hotel and restaurant management provide the strongest background for a career development as a hotel manager. Graduates of these programs are highly sought by employers in this industry. New graduates often go through on-the-job training programs before being given much responsibility. Eventually, they can advance to a top management position in a large chain operation. Obviously, the market for student exchange has increased hospitality courses being among the more popular (Jenkins, 1997; Richards, 1995). Tertiary education in tourism in particular has grown dramatically, driven by the notion that tourism enterprises are in desperate need of qualified staff (High Level Group, 1998; ILO, 2001; Leslie, 1993).

Numerous research studies have been conducted to investigate employment, tourism education and professional career of employees in the tourism and travel industry. For example, Mulcahy (1998) examined the importance of professional work experience in the hospitality literature. Amoah and Baum (1997) pointed out the importance of equality between education and employment in hospitality enterprises, and Hjalager and Andersen (2001) emphasized the importance of determining whether to consider employment in the tourism industry as any incidental job or a professional career. Ross (1997) highlighted the tension experienced in the career race among the employees in hospitality enterprises and the effects of this tension on business life. Jameson and Holden (2000) drew attention to the graduation identity and employment positions of personnel working in small-scale hotel enterprises.

Cultural differences can have an influence in the career acquisition process in the tourism industry. For example, Airey and Frontistis (1997) compared the perceptions and attitudes towards the tourism industry among the young English and Greek people and found that the English people had a better career support system and that there were differences in attitudes towards the tourism industry. Jenkins (2001) made a comparison between career attitudes of Dutch and English students towards the tourism industry and found certain significant differences. Still, it was reported that a substantial number of hospitality and tourism management graduates were leaving the industry due to low job satisfaction, poor employment conditions and absence of motivating factors (Pavesic and Bremer 1990) resulting in high staff turnover, wastage of trained and experienced personnel.

The rate of employee turnover in the tourism industry is significantly high in most countries (Bonn and Forbringer, 1992), Furthermore, employees with dedicated training in the hospitality and management sectors are likely to leave the sector within a number of years (Hjalager and Andersen, 2001). Some of the reasons are salary, unsocial working hours, and lack of career opportunities (Emenheiser et al. 1998).

It was indicated that the proportion of managers or employees with a university degree in tourism/hospitality management or any other higher educational institution was low in the hospitality industry compared with all other industries (Purcell and Quinn, 1996). Chung (2000) and Tas (1988) referred to the skills such as human relations, effective verbal and written communications required by the hospitality industry employees and their career success.

According to Riley and Szivas (2003), the failure to establish fair salary and wage policies in the hotel enterprises leads to dissatisfaction and lack of motivation and reduces workforce efficiency. Changing economic and social conditions influence employment in the tourism industry and play a determinative role in worker motivation. In their study, Iverson and Deery (1997) suggested that one of the most important problems experienced in human resources in the tourism industry was the high level of employee turnover.

Ladkin (2002) made a case study of the opinions of the hotel general managers in Australia relating to the length of career, vocational education, career mobility and career ambition. He examined that each profession had an image that was required by the job. From the perspective of hotel managers, this popular image requires food and beverage knowledge, working in a big hotel, being an assistant manager, being committed to the industry, being highly flexible, participating in a social environment and learning a foreign language.

3. BRANDING IN THE HOSPITALITY INDUSTRY

The emergence of branding is another contemporary issue in the hospitality industry which is linked to merger and acquisition activities. Forgacs (2003)

stated that the branding activities initially started at Holiday Inn. The emergence of a multiplicity of new brand names worldwide in the last five years – Cendant's Wingate Inn, Accor's Studio 6, Hilton's Garden Inn, and others – bears testimony to its increasing importance (IH&RA, July 2000).

The use and planning of tourism industry human resources on a regional and national basis are still current issues in tourism (Liu and Wall 2004; Pizam 1999). Provision of information to be used in planning of human resources of enterprises necessitates career analysis. Ladkin (2002) suggested that these career analysis components should be carefully examined by hotel managers in the planning process of the branded hotel enterprises. According to Tesone (2004), hospitality enterprises should complete their corporate arrangements by making job descriptions for each position and ensuring the orientation of new employees to enable them to make progress in their career.

Brand equity is increasingly powerful in the hospitality industry. In Canada, 76% of Canadian hotel rooms having more than 100 rooms were branded (IH&RA, July 2000).

4. METHODOLOGY

The international tourism authorities state that Turkey should become a brand on the basis of touristic enterprises and destination. In recent years, Turkey has been making significant progress in terms of the number of international tourist arrivals and tourism receipts (Demir, 2004; Demir and Oral, 2006). However, the employee profile of the hospitality enterprises demonstrates that the proportion of specialized personnel who have received tourism education is quite low. This situation has significant negative impacts on the students having tourism and hospitality management education for their profession.

Accordingly, the purpose of this study was to find out the possible effects of branding in hotel enterprises on the students having tourism and hospitality management education at undergraduate level.

The survey questionnaires were used to collect the data. The questionnaire consisted of two parts. The first part of the questionnaire included the questions about certain characteristics of the students such as gender, work experience, and the educational background). The second part had 21 different statements related to the possible effects of branding in hotel enterprises on the career development process of the students. The 21 statements in the second part of the questionnaire were measured by using the Five-Point Likert scale.

A total of 450 undergraduate students completed the survey questionnaires and 392 out of 450 valid questionnaires were taken into consideration from the 3rd and 4th year students of institutions listed below:
- Abant İzzet Baysal University, Akçakoca School of Tourism and Hotel Management.

- Balıkesir University, Balıkesir School of Tourism and Hotel Management
- Dokuz Eylül University, Faculty of Business, Department of Tourism Management.
- Gazi University, Faculty of Tourism and Trade Education, Department of

   Hospitality Management.

The cluster sampling method was used due to the wide volume of the population, the long distance between the population units and the similar characteristics of the clusters comprising the population.

4.1 Results of the Study

Certain characteristics of the students (gender, professional experience, type of the employer organization and educational background) are seen in Table 1. Each statement in the second part of the questionnaire was evaluated between 1 (strongly disagree) and 5 (strongly agree) and the relevant frequencies and percentage distributions were given in Table 2. In addition, the average and standard deviation values were calculated for each statement. Moreover, the results of the t test and variance analysis showed that the difference between the opinions of the students about the effects of branding on their career development was insignificant at the meaningful level of 0.05 according to gender, professional experience, type of the tourism enterprise and educational background variables.

Frequency and percentage distributions relating to the certain characteristics of the students were given in Table 1. The opinions of the students about branding in hotel enterprises were given in Table 2.

As seen in Table 1, 49% of the respondents were male and 51% were female, and more than half of them (53.3 %) were graduates of Anatolian Tourism and Hotel Vocational High Schools. The majority of the working students (36.2%) were employed in 5 star hotel enterprises and in general the work experience of the respondents was 3 years or less (68.1%).
In addition, Table 2 showed that 2.8% (f=11) of the respondents negatively responded to the statement "branding in hotel enterprises enhances the importance of tourism education" as "strongly disagree" and 6.1% (f=24) responded as "disagree". On the other hand, 45.2% (f=177) of the students responded to the same statement positively as "agree" and 39.5% (f=155) as "strongly agree". Thus, the students highlighted that branding in hotel enterprises would enhance the importance of tourism education ($\overline{X}$ = 4.12).

It is known that some hospitality enterprises have formerly avoided employing qualified employees in order to reduce cost and employed so many unqualified

employees in the back-of the house jobs (kitchen staff, cleaners, gardeners etc.).

Table 1. Frequency and percentage distributions relating to certain characteristics of the students

Characteristics		f	%
Gender	Male	192	49,0
	Female	200	51,0
	Total	392	100,0
Professional experience	No experience	36	9,2
	3 years or less	267	68,1
	More than 3 years	89	22,7
	Total	392	100,0
Type of tourism enterprise	Hotel enterprise	215	54,8
	Resort hotel	40	10,2
	Travel agent	59	15,1
	Other (restaurant.-bar, pension, camping, motel etc.)	42	10,7
	Sub-total	356	90,8
	No response	36	9,2
	Total	392	100,0
Status of hotel enterprise	1, 2 and 3 star	24	6,1
	4 star	49	12,5
	5 star	142	36,2
	Sub total	215	54,8
	No response	177	45,2
	Total	392	100,0
Previous tourism education	None	158	40,3
	Anatolian Tourism and Hotel Vocational High School	209	53,3
	Other (In-service training, courses etc.)	25	6,4
	Total	392	100,0

The students expressed that branding in hotel enterprises would create greater learning motivation for academic and vocational lessons ($\overline{X}$ = 3.87), increase the
desire to learn a foreign language ($\overline{X}$ = 4.14), and encourage them to follow up industrial developments ($\overline{X}$ = 4.03). These results may be interpreted as follows: The idea of working in hotel enterprises that make efforts to become a brand would encourage the students to enhance their theoretical and practical knowledge and learn more. This would be the same for the knowledge of foreign language. Besides, it may be propounded that the students would have greater motivation to follow up the intellectual information about Turkish tourism and world tourism and have through knowledge particularly about current issues.

Table 2.Frequency and percentage distributions relating to students' opinions branding in hotel enterprises

	Branding in hotel enterprises;	I Strongly disagree		I disagree		I am not sure		I agree		I strongly agree		Total		$\overline{\mathrm{X}}$	s.s.
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Enhance the importance of tourism education	11	2,8	24	6,1	25	6,4	177	45,2	155	39,5	392	100	4,12	0,97
2	Creates greater learning motivation for academic and vocational lessons	8	2,0	42	10,7	41	10,5	200	51,0	100	25,5	391	99,7	3,87	0,98
3	Increases my desire to learn a foreign language	14	3,6	30	7,7	21	5,4	147	37,5	179	45,7	391	99,7	4,14	1,05
4	Encourages me to follow developments in the industry	6	1,5	19	4,8	60	15,3	176	44,9	128	32,7	389	99,2	4,03	0,90
5	Plays a motivating role in improving my personal knowledge, skills and abilities	8	2,0	38	9,7	48	12,2	177	45,2	118	30,1	389	99,2	3,92	0,99
6	Gives me a professional perspective in the industry	10	2,6	18	4,6	34	8,7	167	42,6	157	40,1	386	98,6	4,31	2,26
7	Increases the expectations of the industry about tourism education institutions	2	,5	32	8,2	36	9,2	153	39,0	166	42,3	389	99,2	4,15	0,93
8	Encourages me to work in the tourism industry	18	4,6	44	11,2	60	15,3	158	40,3	105	26,8	385	98,2	3,74	1,11
9	Ensures a more professional collaboration between hotels and tourism education institutions	5	1,3	36	9,2	69	17,6	135	34,4	138	35,2	383	97,7	3,95	1,01
10	Creates a positive effect in improving my professional career	6	1,5	19	4,8	31	7,9	202	51,5	131	33,4	389	99,2	4,11	0,86

Table 2.Frequency and percentage distributions relating to students' opinions branding in hotel enterprises (continue…)

	Branding in hotel enterprises;	Strongly disagree		disagree		I am not sure		I agree		I strongly agree		Total		$\overline{X}$	s.s.
		f	%	f	%	f	%	f	%	f	%	f	%		
11	Makes my profession respected and prestigious	6	1,5	20	5,1	30	7,7	154	39,3	180	45,9	390	99,5	4,23	0,91
12	Increases my trust in the industry	11	2,8	30	7,7	64	16,3	145	37,0	140	35,7	390	99,5	3,95	1,04
13	Enhances the opportunity to become specialized and professionalized	11	2,8	25	6,4	39	9,9	155	39,5	158	40,3	388	99,0	4,09	1,00
14	Provides promotion opportunities to display my creativity	16	4,1	56	14,3	80	20,4	145	37,0	91	23,2	388	99,0	3,61	1,11
15	Provides promotion opportunity to the degree of my success and ability	13	3,3	40	10,2	42	10,7	183	46,7	105	26,8	383	97,7	4,07	3,00
16	Ensures improved job guarantee	16	4,1	43	11,0	61	15,6	143	36,5	121	30,9	384	98,0	3,80	1,12
17	Offers better economic rewards facilities (salary, bonuses, premiums, awards etc.)	16	4,1	29	7,4	65	16,6	131	33,4	147	37,5	388	99,0	3,93	1,10
18	Offers better social facilities (accommodation, transport, leave etc)	14	3,6	41	10,5	80	20,4	129	32,9	125	31,9	389	99,2	3,79	1,11
19	Encourages team spirit in the workplace	15	3,8	48	12,2	87	22,2	158	40,3	81	20,7	389	99,2	3,62	1,06
20	Provides fair wages	20	5,1	44	11,2	113	28,8	142	36,2	66	16,8	385	98,2	3,49	1,06
21	Allows adoption and valuing of my personal options	10	2,6	52	13,3	103	26,3	148	37,8	73	18,6	386	98,5	3,57	1,02
22	Speeds up my Professional career development through intense on the job training program	4	1,0	34	8,7	36	9,2	179	45,7	137	34,9	390	99,5	4,05	0,94

Table 2 also showed that; branding in hotel enterprises would be a motivational tool in the development of personal knowledge, skills and abilities of students ($\overline{X}$ = 3.92). Branding in hotel enterprises would have a positive effect in the self-development of the students in such fields as human relations, attitudes and conducts, and customer relations, and the utilization of computer package programs in the front desk, food and beverage, accounting-financing and similar departments. In addition, the students believed that branding in hotel enterprises would provide a professional point of view about the sector ($\overline{X}$ = 4.31), increase the expectations of the industry about tourism education institutions ($\overline{X}$ = 4.15), encourage working in the tourism industry ($\overline{X}$ = 3.74) and ensure a more professional collaboration between the hotels and the tourism education institutions ($\overline{X}$ = 3.95).

The increases in the number of branded hotels in Turkey may entail employment of qualified employees. This may help the students getting tourism education, acknowledge the industry and maintain a more professional attitude. Moreover, branded hotels may have an indirect effect on tourism education institutions in terms of the effectiveness of experimental lessons and may increase the possibility of collaboration with these institutions.

The students believed that branding in hotel enterprises would create a positive effect in improving their professional career ($\overline{X}$ = 4.11), bring responsibility and prestige to their profession ($\overline{X}$ = 4.23), increase their trust in the industry ($\overline{X}$ = 3.95), and enhance the opportunities to become specialized and professionalized ($\overline{X}$ = 4.09).

It is possible to say that branding in hotel enterprises will create a more professional operation and management understanding, it is likely that branded hotels will act more carefully and diligently in job description and job analysis, work simplification, work division and specialization efforts and thus implement career development programs for employees who wish to climb up the career ladder. This will create a positive effect on career ambition, professional commitment, prestige and responsibility of the students.

The students expressed that the branded hotels would provide better opportunities for them to display their creativity ($\overline{X}$ = 3.61), provide promotion opportunities to the degree of their successes and abilities ($\overline{X}$ = 4.07), ensure improved work security ($\overline{X}$ = 3.80), offer better economic ($\overline{X}$ = 3.93) and social conditions ($\overline{X}$ = 3.79). The students also indicated that the branded hotels would allow adoption and the valuing of their personal opinions ($\overline{X}$ = 3.57), encourage team spirit in the workplace ($\overline{X}$ = 3.62), provide a fair wage system ($\overline{X}$ = 3.49), and speed up their professional career development through intense in-service training programs ($\overline{X}$ = 4.05).

The employees of hotel enterprises are positively influenced and psychological satisfied when their opinions, feelings, respects and ideas are taken into consideration, their efforts are appreciated and promoted depending on their work performance. Providing employees with economic and social rights influencing their work efficiency will increase their work satisfaction and positively affect their attitudes towards the organization. Even more important is that a continuous job guarantee granted to employees will increase their commitment to the work and the workplace. The students believed that, through branding in the hotel enterprises, a more fair and just wage policy would be adopted instead of the unjust wage applications which were a source of continuous dissatisfaction among the personnel. An established work discipline and team spirit in a branded hotel would ensure superior and high-class relations among the employees.

5. CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to investigate possible impacts of branding of hotel enterprises on the career development of students in tourism education. This paper reports the majority of the students have negative views and expectations and attitudes towards the tourism industry in Turkey. The findings show that a branded hotel enterprise can make significant contribution in helping students of tourism and hospitality management education professional approach to the industry in a more professional way and to solution of the most important problems suffered in relation to the hotel work mentioned in the context. It is possible to summarize the findings as below:

- The diversities of the employee profile in the hotel enterprises in Turkey cause negative effects on the motivations of the students having tourism education when considering the hotel business as a permanent and important profession and a career path. The students who get to know hotel enterprises during their training process may suffer early career indecision due to the reasons mentioned above and the complex structures related to business life in the tourism industry.

- Students' negative attitudes towards tourism jobs result in industry's failure to recruit and retain the number of qualified tourism and hospitality management graduates it needs. Thus, the tourism industry and firms will not be able to capitalize on the skilled and qualified graduates. This will probably have a negative effect on the service quality, consumer satisfaction and loyalty, and gaining competitive advantage through personnel. Consequently, tourism firms may have to increase training expenditure to counterbalance the negative consequences of poor industry transfer and retention rates among tourism and hotel management graduates. If students were informed realistically and sufficiently about careers and working conditions in the tourism industry they would form more realistic and

lower expectations regarding to jobs in the tourism industry. As a result they would be less disappointed when they choose to study tourism and work in the tourism industry which might prevent industry attrition.

- It may be assumed that during the work design process of branded hospitality enterprises, there will be a more professional point of view in guiding the knowledge, skills, abilities, attitudes and behaviors of the employees in line with job definitions and dimensions. Those enterprises providing career development opportunities can largely satisfy the career requirements of their own top level technical personnel and thus motivate them better in line with the goals of their organization.

- The efforts made to become a brand are believed to produce a more professional approach to the solution of the most important problems suffered in relation to the social and economic rights of personnel in the hotel business industry, which in turn will make an important contribution in combination with other measures to efforts to increase morale and motivation. Work satisfaction will increase commitment of the employees to the industry and help them progress firmly upward on the career ladders.

- Brand equity is increasingly powerful in the hospitality industry. From this point of view, hotel enterprises should consider this issue seriously and begin to create a hotel brand in Turkey.

From a cross cultural perspective, the study showed a strong relationship with the results of past studies conducted by other researchers. For example, Okumuş and Yağcı found that the cooperation between tourism and hospitality education institutions and hotel enterprises in Turkey had limited, and the education programs of these institutions were not well organized and the quality and quantity of their academic staffs were not sufficient (2005). Mayaka and Akana also found that tourism education programs in many countries were very far from the expectations of the industry (2006). Mayaka and Akana also indicated that the qualifications of the academics in tourism education institutions were not sufficient (2006).

It was indicated that working conditions, education and career opportunities, compensation and benefit administrations had significant effects on the loyalty and job satisfaction of well educated tourism personals (Lam, et al., 2001).

Wong and Pang (2003) stated that the selection of proper motivation devices by middle level managers in hotel enterprises had positive effects on the productivity of employees.

In the conclusion, it is possible to say that hotel enterprises should increase the share of the budget for career development (Pizam, 1999),   move together with tourism education institutions for the improvements of their human resources strategies (Wahab, et al. 1998; Mayaka and Akama, 2006) and organize common education programs and projects (Esichaikul and Baum, 1998). Thus, hotel enterprises will increase the desire of their employees to make career in tourism industry, provide their intents and loyalty and have a positive effects on the prestige of hospitality occupation.

The results are based upon a limited number of respondents. By using different analyses, it would be possible to determine other relationships between branding in hotel enterprises and career development of undergraduate students having tourism education. First, future research could be carried out on how would branding process in the hospitality industry be completed and the possible emerging brand challenges. Second, a study could be conducted into the effects of hotel branding on financial performance, finally, future research could focus profitably on the impacts of culture on the perceptions of destination images and their associated brand attributes and the consumers' brand expectations in the hotel industry.

REFERENCES

Adamson, S. J; N. Doherty, and C. Viney. (1998). "The Meanings of Career Revisited: Implications For Theory and Practice", **British Journal of Management**, Vol: 9 No: 4, pp. 251-59.

Airey, D. and Frontistis, A. (1997). "Attitudes to Careers in Tourism: An Anglo-Greek Comparison", **Tourism Management**, Vol:8 No:3, pp. 149-58.

Aksu, A.A.and Köksal,C.D.(2005). "Perceptions and attitudes of tourism students in Turkey", **International Journal of Contemporary Hospitality Management,** Vol:17 No:5, pp.436-47.

Amoah, V.A. and Baum, T. (1997). "Tourism Education: Policy Versus Practice", **International Journal of Contemporary Hospitality Management**, Vol: 9 No:1, pp.5-12.

Baum, T. (1995). Managing Human Resources in the European Hospitality Industry: A strategic approach. Chapman & Hall. London.

Bonn, M. A. and Forbringer, L.R. (1992). Reducing turnover in the hospitality industry: an overview of recruitment, selection and retention. **International Journal of Hospitality Management,** Vol:11 No:1, pp.47-63.

Brauch,Y. (2004). "Transforming Careers: From Linear to Multi Directional Career Paths", **Career Development International**, Vol:9 No:1, pp. 58-73.

Chung, K.Y. (2000). "Hotel Management Curriculum Reform Based on Required Competencies of Hotel Employees and Career Success in the Hotel Industry", **Tourism Management**, Vol:21 No:5, pp. 473-87.

Countryman, C.C. ; A. De Franco and T.Venegas. (2005). "Controller: A Viable Career for Hospitality Students", **International Journal of Contemporary Hospitality Management,** Vol:17 No.7, pp. 577-89.

Deimer, M.A. and Blustein, D.L. (2006). "Critical Consciousness and Career Development Among Urban Youth." **Journal of Vocational Behavior**, Vol: 68, No:2, (April) pp.220-232 available (June) http://www.sciencedirect.com/.

DEMİR, Cengiz. (2004). "A Profile of Turkish Tourism", **International Journal of Contemporary Hospitality Management,** 16(5), 325-328.

DEMİR, Cengiz and Saime ORAL. (2006). "Economic Impacts of Tourism on Turkish Economy", 2nd International Conference on Business, Management and Economics organized by Yaşar University, **E-Conference Proceeding,** 15-18 June, 2006, Çeşme, İzmir-Turkey.

Duffy, R.L. (1999). "The Value of Lifelong Learning: Key Element in Professional Career Development", **Journal of the American Dietetic Association**, Vol:99 No:5, pp. 538-43.

Emenheiser, D. A, Clay, J. M. and Palakurthi, R. (1998). Profiles of successful restaurant managers for recruitment and selection in the US. **International Journal of Contemporary Hospitality Management,** Vol:10 No:2, pp.54-62.

Ernawati, D.B. (2003). "Stakeholders' Views on Higher Tourism Education", **Annals of Tourism Research**, Vol:30 No:1, pp.255-58.

Esichaikul, R. and Baum, T. (1998). "The Case for Governmental Involvement in Human Resources Development: A Study of the Thai Hotel Industry", Tourism Management, 19(4), pp.359-370.

Eveland, A. P; R.K. Conyne and V.L. Blakney. (1998). "University Students and Career Decidedness: Effects of Two Computer-Based Career Guidance Interventions" **Computers in Human Behavior**, Vol:14 No:4, pp.531-41.

Feldman, D.C. (2003). "The Antecedents and Consequences of Early Career Indecision Among Young Adults", **Human Resource Management Review**, Vol:13, No: 3, pp.499-31.

Forgacs, G. (2003). "Brand Asset Equilibrium in Hotel Management", **International Journal of Contemporary Hospitality Management**, Vol:15 No:6, pp.340-42.

Ginn, M.E. (1998). "Underpinning Professional Career Development Through A Systems Analysis Methodology", **Socio-Economic Planning Sciences**, Vol:32 No:1, pp.67-81.

Gibson, D.E. (2004). "Role Models in Career Development: New Directions for Theory and   Research", **Journal of Vocational Behavior**, Vol:65 No:1, pp.134-56.

Garavan T. N. and Coolahan M. (1996). "Career Mobility in Organizations: Implications for Career Development – Part I, **Journal of European Industrial Training,** Vol:20 No:4, pp.30-40.

Gunz, H. (1998). "Organizational Logics of Managerial Careers", **Organizatioanl Studies**,   Vol:9 No:4, pp.529-54.

Hargrove B.K.; M.G. Creagh and B.L. Burgess. (2002). "Family Interaction Patterns as predictors of Vocational Identity and Career Decision-Making Self-Efficacy", **Journal of Vocational Behavior,** Vol:61 No:2, pp. 185-01.

High Level Group on Tourism and Employment. (1998). European Tourism and New Partnerships or Jobs. Conclusions and recommendation of the high level group on tourism and employment. Bruxelles: EU-Commission.

Hing, N. and Lomo, E. (1997). Careers for tourism graduates: choice or chance? **Journal of Hospitality and Tourism Education**, Vol:9 No:1, pp.77-89.

Hjalager, A.M. and Andersen S. (2001). "Tourism Employment: Contingent Work or Professional Career?", **Employee Relations**, Vol:23 No:2, pp.115-29.

IH&RA, (July 2000) "The impact of branding on the UK hotel industry", **Travel & Tourism Analyst,** No: 2, London.

ILO (2001). Human Resources Development, Employment and Globalization in the Hotel, Catering, and Tourism Sector. Geneve: ILO.

Iverson, R.D. and Deery, M. (1997). "Turnover Culture in the Hospitality Industry", **Human Resource Management Journal**, Vol:7 No:4, pp.71-82.

Jackson, C.C. and Neville, H.A. (1998). "Influence of Racial Identity Attitudes on African American College Students' Vocational Identity and Hope" **Journal of Vocational Behavior**, Vol:53 No:1, pp. 97-13.

Jameson S. M. and Holden, R. (2000). "Graduateness Who Cares? Graduate Identity in Small Hospitality Firms", **Education + Training**, Vol:42 No:4/5, pp.264-71.

Jenkins A.K. (2001). "Making A Career of It? Hospitality Students' Future Perspectives: An Anglo-Dutch Study", **International Journal of Contemporary Hospitality Management**, Vol:13 No1, pp.13-20.

Kusluvan, S.and Kusluvan, Z. (2000). "Perceptions and Attitudes of Undergraduate Tourism Students Towards Working in the Tourism Industry in Turkey",**Tourism Management** Vol:21 No:3, pp.251-269.

Ladkin, A. (2002). "Career Analysis: A Case Study of Hotel General Managers in Australia", **Tourism Management**, Vol:23 No:4, pp.379-88.

Larsson, R.; M.Driver; M.Holmqvist and P.Sweet. (2001). "Career Dis-Integration and Re-Integration in Mergers and Acquisitions: Managing Competence and Motivational Intangibles" **European Management Journal,** Vol:19 No:6, pp.609-618.

Leslie, D. (1993). Higher education for hospitality and tourism: A European dimension. **International Journal for Hospitality Management** Vol:12 No:1, pp.101-07.

Liu, A. and Wall, G. (2004). "Planning Tourism Employment: A Developing Country Perspective",**Tourism Management,** Vol:27 No:1, pp.159-71.

Mayaka, M and Akama, J.S. (2006), "System Approach to Tourism Training and Education: The Kenyan Case Study", **Tourism Management (Electronic Version).**

Mckercher, B.; A.Williams and I.Coghlan. (1995). "Career Progress of Recent Tourism Graduates", **Tourism Management**, Vol:16 No:7, pp.541-45.

Mulcahy, J.D. (1998). "Vocational Work Experience in the Hospitality Industry: Characteristics and Strategies", **Journal of European Industrial Training**, Vol:22 No: 3, pp.128-37.

Okumuş, F and Yağcı, Ö. (2005). "Tourism Higher Education in Turkey", Journal of Teaching in Travel and Tourism, 5(1/2), pp.67-93.

O'Leary, S. and Deegan, J. (2005). "Career progression of Irish Tourism and Hospitality Management Graduates, **International Journal of Contemporary Hospitality Management,** Vol:17 No:5, pp.421-32.

O'Leary, J. (1997). "Developing a New,Mindset: The "Career Ambitious" Individual", **Women in Management Review,** Vol:12 No:3, pp.91-99

O'Neil, D. A., D. Bilimoria and A. Saatcioglu. (2004). "Women's Career Types: Attributions of Satisfaction With Career Success", **Career Development International,** Vol:9 No:5, pp.478-00.

O'Neil, D. A. and Bilimoria, D. (2005). "Women's Career Development Phases Idealism, Endurance, and Reinvention", **Career Development International,** Vol:10 No: 3, pp.168-89.

Pavesic, DV, Bremer, RA. (1990). "Job satisfaction: What's happening to the young manager?", **Cornell HRA Quarterly**, Vol:30 No:4, pp.90-96

Petroni, A. (2000). "Strategic Career Development for R&D Staff: a Field Research", **Team Performance Management: An International Journal**, Vol:6 No:3/4, pp.52-61

Pizam, A. (1999). "The State of Travel and Tourism Human Resources in Latin America", **Tourism Management**, Vol:20 No:5, pp.575-86.

Purcell, K. and Quinn, J. (1996). "Exploring The Education-Employment Equation in Hospitality Management", **International Journal of Hospitality Management**, Vol:15 No:1, pp.51-68.

Richards, G. (1995). European Tourism and Leisure Education: Trends and prospects. Tilburg University Press Tilburg.

Richards, G. (1998). "A European Network for Tourism Education", **Tourism Management**, Vol:19 No:1, pp.1-4.

Richards, G. (2001). Mobility in the European Tourism Sector. The role of transparency and recognition of vocational qualifications, Luxembourg. Thessaloniki: Cedefop Panorama Series.

Riley, M. and Szivas, E. (1999). "Tourism Employment During Economic Transition", **Annals of Tourism Research**, Vol:26 No:4, pp.747-71.

Riley, M. and Szivas, E. (2003). "Pay Determination A Socioeconomic Framework" **Annals of Tourism Research,** Vol:30 No:2, pp.446-64.

Robitschek C. and Cook, S.W. (1999). "The Influence of Personal Growth Initiative and Coping Styles on Career Exploration and Vocational Identity", **Journal of Vocational Behavior,** Vol:54 No:1, pp.127-41.

Ross, G. (1997). "Career Stress Responses Among Hospitality Employees", **Annals of Tourism Research,** Vol:24 No:1, pp.41-51.

Schultze, G. and Miller, C. (2004). "The Search for Meaning and Career Development", **Career Development International**, Vol:9 No:2, pp.142-52.

Tas, R.F. (1988). "Teaching Future Managers", **Cornell H. R. A. Quarterly,** Vol:29 No:2, pp.41-43.

Tesone, D.V. (2004). "Development of A Sustainable Tourism Hospitality Human Resources Management Module: a Template for Teaching Sustainability Across the Curriculum", **Hospitality Management,** Vol:23 No:3, pp.207-37.

Wahab, S., A.Hammam and J.Jafari. (1998). "Tourism education and Training", **Anals of Tourism Research,** 25(2), pp.527-528.

Wong, S. and Pang, L. (2003). "Motivators to Creativity in the Hospitality Industry Perspectives of Managers and Supervisors", **Tourism Management,** 24(5), pp.551-559.