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# Moments that Matter: Experiences, Commitment and Career Decisions of Young Professionals in the Tourism and Hospitality Sector

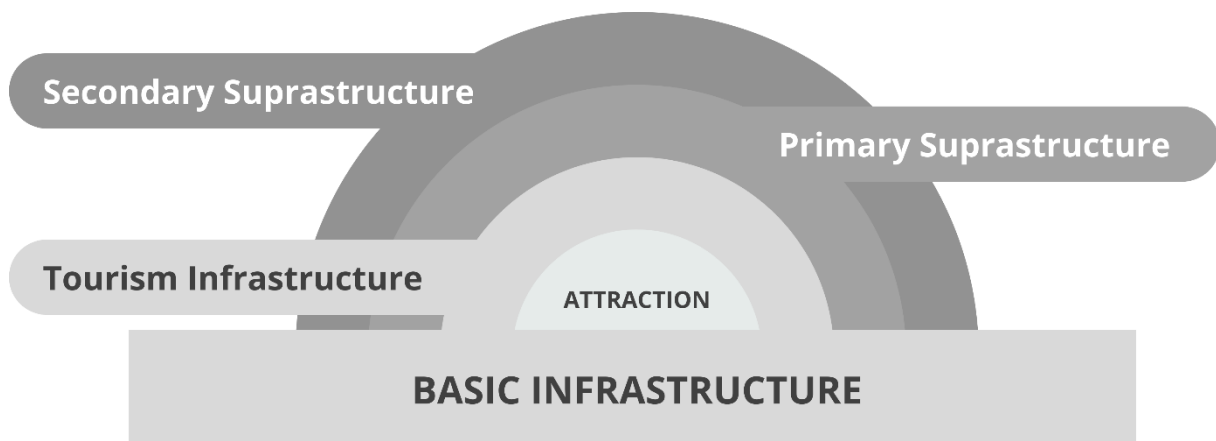
Thesis booklet

## **I. RESEARCH BACKGROUND AND JUSTIFICATION OF THE TOPIC**

The tourism and hospitality sector is one of the most dynamic yet vulnerable industries worldwide (OECD, 2024). It offers diverse career opportunities but also faces structural challenges such as seasonality, high employee turnover, and fluctuating working conditions. Young professionals entering the field often experience uncertainty regarding long-term career prospects, making career decision-making and sectoral commitment particularly critical. The sector's attractiveness is therefore closely tied to economic factors and the experiential and relational dimensions that shape individual career paths (Akkermans et al., 2018; Forrier et al., 2015; Kravariti et al., 2021).

The tourism and hospitality sector encompasses highly diverse and multifaceted fields, covering a wide range of professions—some directly belonging to the sector, and others closely linked to it, yet forming an integral part of its operation. For this reason, the first step is to clarify precisely what tourism and hospitality mean and the related occupational categories. It is also important to note that young people often lack a realistic and comprehensive understanding of the vast array of professions in this domain, which may contribute to uncertainty in their career choice decisions. In this dissertation, therefore, careers in tourism and hospitality are interpreted through Michalkó's (2016) infrastructural and suprastructural model (Figure 1), which encompasses both the primary and secondary services of the tourism sector, thereby providing a comprehensive framework for subsequent analyses.

**Figure 1. Tourism Infrastructure and Suprastructure (based on Michalkó, 2016)**



*Source: Michalkó (2016), author's own compilation*

The trends highlight that career building in tourism and hospitality continues to face numerous challenges, which have only been further exacerbated by the COVID-19 pandemic, the Russian–Ukrainian war, and the rise in inflation and energy prices (Gössling et al., 2021; OECD, 2024). Although detailed statistical data on the long-term post-pandemic effects are not yet available, the results of a domestic study from 2021 previously mentioned suggest that the crisis significantly influenced students' career plans and work orientation: while junior students generally displayed greater optimism regarding employment in tourism and related fields, graduating students showed far higher levels of uncertainty (Formádi and Gyurác-Németh, 2021).

Professional and financial recognition remain key motivators; however, the instability experienced during the pandemic led many to question the future of a career in tourism (Formádi and Gyurác-Németh, 2021). At the same time, several international studies emphasize that the sector possesses unique advantages—such as an enjoyable and diverse work environment, international career opportunities, and continuous skill development possibilities—that can make this dynamically changing field attractive in the long term (Kusluvan et al., 2010; Richardson and Thomas, 2012).

From the perspective of career theory, several frameworks provide valuable insights into how individuals make career choices. Super's life-span (Super, 1953) theory highlights the evolving nature of self-concept across different career stages. Savickas' career construction (2002) theory emphasizes the role of narratives in shaping career identity, while the social cognitive career theory developed by Lent, Brown, and Hackett (1994) focuses on self-efficacy and the influence of contextual factors. In addition, the taxonomy of career decision-making difficulties (Gati et

al., 1996; Kulcsár et al., 2020) sheds light on the barriers and uncertainties that hinder young people in translating aspirations into concrete plans. These perspectives converge in recognizing that career choices are not isolated decisions but are influenced by learning experiences, social contexts, and perceived opportunities.

In parallel, organizational theories provide further explanatory depth when brought to a sectoral level. Research suggests that long-term attachment is nurtured through a combination of formal agreements and a shared alignment of emotions and values (Kim et al., 2020; Meyer & Allen, 1991, Meyer et al., 1990). The concept of embeddedness (Ampofo, 2020; Mitchell et al., 2001; Robinson et al., 2014; Yang et al., 2019) highlights the web of professional, social, and personal ties that anchor individuals in their work environment. The theory of person-profession fit, which draws upon the concepts of person-organization fit and person-job fit (Park and Hai, 2023), highlights the importance of aligning individual characteristics with the values, demands, and opportunities associated with a profession. This alignment can contribute to a more fulfilling and effective professional experience for individuals. When applied to tourism and hospitality, these theories illuminate why some young professionals remain in the sector despite challenges, while others choose to exit.

Experience-based approaches emerged as a concept for shaping consumer experiences; however, it has increasingly gained prominence in the interpretation of learning and employee journeys (Manning and Bodine, 2012; Verhoef et al., 2009). This dissertation emphasizes an **experience-based approach**, which holds that the responsibility of organizations extends beyond merely providing an operational environment: creating inspiring and supportive experiences that contribute to the formation of professional identity, foster employee commitment, and enhance the attractiveness of the tourism and hospitality sector. Within this perspective, the **design of experiences** is particularly critical in this field, where young professionals' embeddedness is strongly influenced by their first encounters with the profession and by the various forms of connection they establish with it (Gannon and Maher, 2012; Richardson, 2009).

Experiences play a decisive role in whether young entrants envision a future in the sector. Within the three dimensions of experience – (1) positive learning experiences (Kolb, 1984; Lashley and Barron, 2006), (2) early employee experiences (Rhoades and Eisenberger, 2002; Zhou et al., 2021), and (3) emotional connections to professional communities–(Dutton, 2003; Jackson and Wilton, 2016) it might be possible to improve the attractiveness of the tourism

sector, enhance levels of embeddedness, and contribute to the sustainability of professional talent pipelines.

The justification of this dissertation lies in **bridging career development theories with organizational theories at the sectoral level and the practical realities of the tourism and hospitality sector**. By exploring how experiences—individual, organizational, and community-based—affect career decisions, this research contributes to both theory and practice. Theoretically, it integrates career development models with concepts of commitment, embeddedness, person–profession fit, and decision-making difficulties. On the practical side, it offers insights for educators, employers, and professional associations to design interventions that attract and retain the next generation of professionals.

**The overarching aim of this research is to understand how an experience-based approach—that is, the deliberate and strategic design of employee experiences—can provide a competitive advantage for tourism and hospitality in the ongoing and future competition for talent, particularly in fostering commitment and long-term retention.**

The dissertation seeks to answer the following main research questions:

**RQ1:** What factors and underlying needs shape university students' motivations for career choice in the tourism and hospitality sector?

**RQ2.** What key experiences influence the career decisions of young professionals entering the tourism and hospitality sector?

**RQ3.** What decisive experiences lead to either commitment or career exit in tourism and hospitality?

## **II. RESEARCH METHODOLOGY**

### **Mixed-method research**

This study first explores the appeal of employment in the tourism and hospitality sectors, investigating the motivational factors that influence university students' career choices and areas of study. It then examines how experiences contribute to professional embeddedness. Finally, the study addresses the factors that promote commitment to the sector or lead to career exits, with particular focus on formative experiences and effective practices that facilitate career development. A special emphasis is placed on the concept of experience-based mentoring

programs, which encourage engagement with professional communities and support long-term career orientation.

The complexity of the topic—arising from the multi-actor, interdisciplinary, and dynamic nature of labor market phenomena—justified the adoption of a mixed-method approach. Qualitative insights are indispensable in capturing young people’s attitudes toward a career in tourism. This necessitated the use of multiple qualitative techniques, including focus group discussions, narrative content analysis, participatory action research, and expert interviews.

Notably, the research uniquely reflects on the period before, during, and after the pandemic, enabling me to dynamically track the long-term impacts of a global crisis—in this case, COVID-19. Dividing the study into multiple stages allowed for examination of the same issues across different time points and perspectives. In pursuing this approach, I embrace a longitudinal, experience-based framework that effectively highlights the stages of career decision-making while also thoughtfully considering the emotional and social dimensions involved.

Accordingly, the research is structured into several phases, requiring the application of multiple methods to reveal details and interconnections. The specific research objectives, questions, and sub-questions linked to each stage are summarized in **Table 1**.

### Research method

The qualitative research consists of several phases, each contributing to a more comprehensive understanding and attaining deeper insights. Accordingly, the research unfolds along three strands: **(1) motivations, (2) experiences shaping professional embeddedness, and (3) influences on the decision between career commitment and career exit**. The qualitative study, therefore, consists of three phases, applying different yet complementary methods to provide a holistic understanding. Each phase is presented in detail, with explicit justification of methodological and analytical design choices to ensure transparency and reliability of findings.

**Table 1. Detailed Description of the Research Phases**

| PHASE             | RESEARCH OBJECTIVE                                           | RESEARCH QUESTION                                                                                                                      | RESEARCH STAGE                                    | EMERGING CONCEPTS                                             | SUB-QUESTIONS                                                                                                                                                                                                                                                                          | METHODOLOGY                                        | TIME-FRAME | PARTICIPANTS                                                |
|-------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------|-------------------------------------------------------------|
| <b>Phase I.</b>   | Mapping career choice motivations                            | RQ1: What factors and underlying needs shape university students' motivations for career choice in the tourism and hospitality sector? | Stage 1 – Mapping career choice motivations       | Sectoral attractiveness, Person–profession fit, Career choice | RQ1.1 What motivations and perceptions do young professionals hold toward the tourism and hospitality sector?<br>RQ1.2 Which factors shape the sector's image in either a positive or negative way?<br>RQ1.3 How has the COVID-19 pandemic affected young professionals' career plans? | Focus group                                        | 2021, 2022 | University students, graduates                              |
|                   |                                                              |                                                                                                                                        | Stage 2 – Exploring study choice motivations      | Career planning, Learning experience                          | RQ1.4: What factors motivate students to choose a degree in tourism and hospitality?<br>RQ1.5: What short- and long-term career goals do first-year tourism and hospitality students articulate?                                                                                       | Content analysis                                   | 2024       | First year TH students (BBU)                                |
| <b>Phase II.</b>  | Identifying decisive early career experiences                | RQ2: What key experiences influence career decisions of young professionals entering the tourism and hospitality sector?               | Stage 3 – Career decision-influencing experiences | Work-related experience, Community experience                 | RQ2.1: What formative experiences do young professionals encounter that influence their career decisions?                                                                                                                                                                              | Focus group                                        | 2024, 2025 | University students, graduates                              |
|                   |                                                              |                                                                                                                                        | Stage 4 – Role of mentoring experiences           | Embeddedness , Mentoring framework, Professional communities  | RQ2.2: What individual and community experiences contribute to young professionals' sectoral embeddedness through the experiential learning processes of a mentoring program?                                                                                                          | Action research (participatory) , Content analysis | 2022–2025  | Young professionals who participated in a mentoring program |
| <b>Phase III.</b> | Identifying experiences leading to commitment or career exit | RQ3: What decisive experiences lead to either commitment or career exit in tourism and hospitality?                                    | Stage 5 – Identifying commitment/exit triggers    | Career exit, Commitment                                       | RQ3.1: What positive experiences contribute to the development of commitment?<br>RQ3.2: What negative experiences lead individuals to exit the sector?                                                                                                                                 | Expert interviews                                  | 2022–2025  | Committed professionals in TH, and TH career exiters        |

## Phase 1

The first phase aimed to explore the study and career choice motivations of university students, carried out in two stages, each focusing on different aspects of career planning.

- In the first stage (2021–2022), **focus group interviews** were conducted to examine the background **of students' career-related decisions**, with particular emphasis on their perceptions of working in tourism and hospitality, the motivational factors influencing these decisions, and the impact of the COVID-19 pandemic. Semi-structured questions enabled an in-depth exploration of personal experiences and attitudes.
- The second stage was initially designed during 2021–2022; however, given the distorting effects of the pandemic, data collection was postponed and eventually carried out in 2024. This involved a qualitative content analysis that revealed **students' motivations for choosing their field of study** and their short- and long-term career goals. A narrative approach was applied, considering the story-like structures of responses and their self-reflective elements.

The findings of these two stages jointly provide a comprehensive overview of students' career decision-making motivations and lay the foundation for analyzing formative experiences in subsequent phases.

## Phase 2

The second phase focused on identifying the experiences that significantly influence students' career decisions, building on the first phase's findings, which highlighted students' search for workplaces offering positive experiences.

- As an initial step (3rd stage), two temporally distinct **focus groups** were conducted during the post-pandemic stabilization period (2024 and 2025). Participants included both domestic and international students, allowing for comparison of perspectives and experiences across different backgrounds. Special attention was paid to mapping those experiences that had positively or negatively influenced students' career aspirations and professional commitment.
- In the second part of this phase (4th stage), I examined the relationship between professional experiences and early-career embeddedness in greater depth. This was carried out within the framework of **participatory action research** (2022–2025), which enabled interactive exploration of experiences, reflective analysis, and feedback

integration into the processes of the mentorship program. While interviews and focus groups were also conducted, the primary focus of this analysis rested on participant observation and content analysis of textual feedback.

Together, these investigations contribute to a deeper understanding of how professional experiences can be designed and structured more consciously, ultimately strengthening the attractiveness of tourism and hospitality as a sector and supporting young professionals' embeddedness.

### **Phase 3**

The third phase aimed to explore in depth the positive and critical experiences and factors that drive professionals in tourism and hospitality either towards long-term commitment or, conversely, towards career exit.

- In this phase (5th stage), expert interviews were conducted with both committed professionals and career leavers who had previously spent considerable time in the sector. The retrospective approach made it possible to identify key experiences, decision points, and the positive and negative influences that shaped their career trajectories. Special emphasis was placed on critical junctures and experiences that weakened early-career commitment and eventually led to career exit.

Taken together, the three phases allowed for a complex, experience-based examination of the whole career cycle in tourism and hospitality—from initial career choice, through professional commitment, to career exit.

### **Data analysis**

I conducted a qualitative inquiry based on grounded theory with the aim of exploring and understanding in depth the implications of current labor market challenges in the tourism sector from the perspective of early-career professionals. The analysis follows the grounded theory methodology, which allows for flexible adaptation to the research design throughout the entire process. The first step of the analysis was open and axial coding, which served to structure and categorize the data. This method made it possible to highlight the key themes and relationships emerging from the data and to establish a comprehensive, theoretically grounded framework for understanding the phenomenon of experience-based mentoring programs (Creswell, 1998; Mitev, 2019, 2012).

In addition, I also employed qualitative content analysis, which involved the systematic and detailed examination of textual data from diverse sources, including questionnaire responses, interviews, focus group discussions, and evaluation forms (Hsieh and Shannon, 2005). This approach was also integrated into the participatory action research design (O’Leary and Coghlan, 2022). Content analysis allowed for the objective identification of key themes, patterns, and meanings within the data. Through an inductive approach, relevant codes and categories were defined in an emergent manner from the data, rather than being predetermined. This approach proved suitable for uncovering more profound insights into participants’ underlying perspectives and motivations, and for drawing broader conclusions from them (Creswell, 1998).

The combined application of grounded theory and qualitative content analysis has contributed to a nuanced examination of early-career professionals’ experiences, providing a more comprehensive understanding of career planning and commitment factors within the tourism sector (O’Leary and Coghlan, 2022)

### **III. MAIN SCIENTIFIC CONTRIBUTIONS**

#### **Answers to the Research Questions**

The dissertation examined professional commitment to the tourism and hospitality sector through three main research questions, with particular emphasis on the formative experiences that shape career decisions. The qualitative approach—including expert interviews, focus group discussions, and participatory action research—allowed for an in-depth exploration of both student and early-career perspectives. The following section summarizes the answers to the research questions.

#### **RQ1: What factors and underlying needs shape university students’ motivations for career choice in the tourism and hospitality sector?**

Students’ career choice motivations are influenced by multiple interrelated factors, including perceived career opportunities within the sector, expectations about working conditions, opportunities for learning and development, and the level of social prestige associated with the profession. In addition, expected income and the sector’s experiential dimensions (e.g., travel, cultural diversity, guest experience) play a decisive role. Ultimately, the attractiveness of the

sector depends on the extent to which young people perceive opportunities for personal fulfillment, career development, and experiential professional growth.

**RQ2: What key experiences influence career decisions of young professionals entering the tourism and hospitality sector?**

A range of experiences tied to the study period and initial work placements strongly shape career decisions. Key categories include positive learning experiences, impressions from internships, professional mentoring, and participation in industry-related events and professional communities. These experiences provide up-to-date, relevant knowledge, while also supporting the development of professional identity and emotional attachment to the sector. Both individual and community-based experiences proved highly significant, as they reinforce commitment and foster sectoral embeddedness.

**RQ3: What decisive experiences lead to either commitment or career exit in tourism and hospitality?**

Career commitment is primarily shaped by experiences that provide reinforcement, support, and positive feedback, particularly in the early career stages. Professional recognition, supportive supervisors and mentors, and the availability of growth opportunities all contribute to career persistence. Conversely, negative experiences—such as disorganization, exploitation, low prestige, or a sense of abandonment—significantly increase the likelihood of career exit. The findings underline that mentoring and community integration programs can play a crucial role in sustaining commitment, especially when they emphasize reflective feedback and active engagement.

**Conclusion**

The research demonstrates that career decisions and professional commitment in the tourism and hospitality sector are not isolated, one-off choices but the outcome of a longer process shaped by chains of experiences. The conscious design of these experiences—across educational, workplace, and community contexts—emerges as a key tool for strengthening long-term attachment to the profession.

**Key Findings of the Research**

The research highlights that professional commitment in the tourism and hospitality sector extends beyond individual motivations or structural conditions. It is shaped to a much greater extent by learning and community experiences that, across the different stages of career

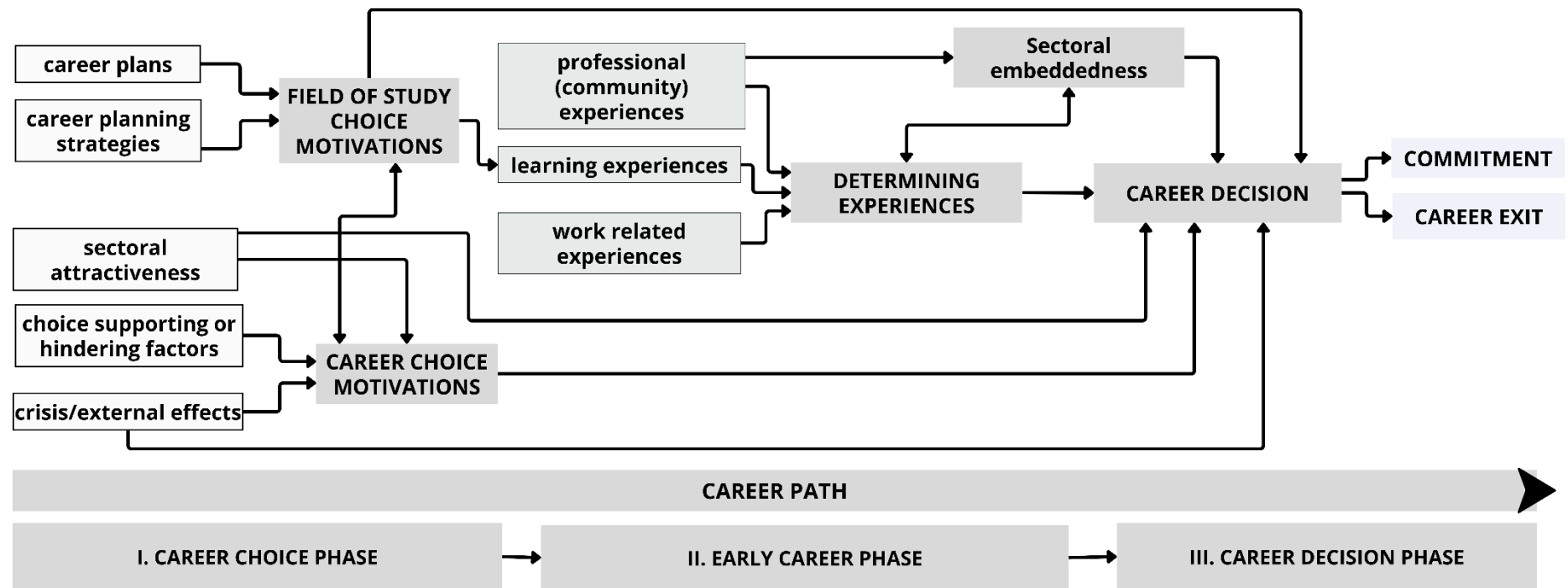
development, influence early-career professionals' identity, professional self-concept, and connection to the sector. This dissertation underscores the significance of both implementing systemic reforms and fostering a professional environment that is supportive, inclusive, and responsive to the needs of young professionals. By prioritizing these aspects, organizations can effectively attract and retain emerging talent.

This dissertation reinterprets career development processes by incorporating experiential learning, mentoring, and professional communities into the theoretical framework of sectoral embeddedness. At the same time, it offers valuable insights into the development of an experience-based and value-driven ecosystem that serves as a nurturing professional talent laboratory for the younger generation.

Mentoring programs, intentional inclusion of professional associations, and consistent, genuine communication of vision and value propositions may be key factors in shaping an industry that can not only survive but also thrive in a changing world. In this way, the dissertation contributes to the rethinking of educational, organizational, and career development processes, while also fostering an intergenerational dialogue that can support the sustainable renewal of tourism and hospitality in the long term.

The key takeaway from the research is that an **experience-based approach should be viewed not merely as a trend, but rather as an essential tool**. This approach provides the opportunity for the profession to rethink its future vision and to cultivate environments where young individuals can find their way and, ultimately, gain a deeper understanding of themselves.

Figure 2. Summary of Research Results



## Contribution to Career Theories

The study extends career theories by incorporating an experience-based perspective as an interpretive framework. Career development is influenced by internal preferences, social factors, and a series of experiences that can become navigable and transformative through reflection.

The dissertation engages with several key theoretical traditions in the context of tourism and hospitality:

- **Super's Life-Span Theory:** Career stages are examined through developmental norms and the experiences and reflections that shape them, thereby highlighting the central role of lived experiences in career trajectories.
- **Social Cognitive Career Theory (SCCT):** The study situates self-efficacy, environmental supports, and learning experiences within the context of professional encounters and mentoring, adding depth to SCCT by emphasizing the formative role of experiential learning.
- **Savickas' Narrative Career Construction Theory:** Retrospective interviews present career identity as a narrative, where meaning-making unfolds through lived experiences, reinforcing the experiential dimension of career construction.
- **Kulcsár et al.'s Career Decision-Making Difficulties:** The dissertation examines how experiences such as peer feedback or practical engagement help reduce career-choice uncertainty and strengthen decision-making competence.

Through this integration, career development and career choice are reinterpreted not merely as individual decisions or organizational effects but as complex, experience-driven, socially embedded processes. This contributes to the emerging international body of interdisciplinary career development models, which remain underrepresented in tourism and hospitality research.

The empirical design covers multiple life stages: (1) motivations for study program choice (student survey), (2) career planning strategies (focus groups), and (3) retrospective interpretations of professional orientation (interviews with both stayers and leavers). This approach goes beyond a single snapshot, instead mapping the entire career journey and the experiential turning points that underpin career choices.

The scholarly contribution of this dissertation rests on three main theoretical pillars: career theories, sectoral applications of organizational theories, and experience design. Rather than treating these frameworks in isolation, the research synthesizes them into an integrated, layered model that offers a new perspective on how young professionals' attachment to the tourism and hospitality sector can be understood.

### Contribution to Organizational Theories – Sectoral Applications

The research adapts organizational theories to the sectoral level, identifying experience-driven patterns of embedding that extend beyond individual workplaces. This reframes long-term career persistence as an outcome shaped by sectoral culture and professional communities.

- **Sectoral Attractiveness:** Beyond macro-level image factors, the study emphasizes experiential entry points such as internships, relationships with supervisors, and first job experiences, all of which critically influence attitudes toward the profession.
- **Sectoral Embeddedness:** Attention is directed toward experience-based elements—professional communities, sectoral norms, and identity formation—that reinforce belonging and professional integration beyond organizational boundaries.
- **Sectoral Commitment:** Findings show that meaningful tasks, learning opportunities, and career prospects foster loyalty not only to organizations but to the sector as a whole.

By linking career development to organizational and sectoral cultures and their socialization processes, the dissertation advances organizational theory applications within tourism and hospitality, with a focus on experiential career support.

### Contribution to Experience Design Theory

The dissertation reinterprets the concept of experience design, extending it to the processes of career development and professional socialization. It introduces the idea that a career pathway can be conceived as a consciously designed sequence of experiences that strategically shape commitment, retention, and professional identity.

Three dimensions of experience design are highlighted:

- **Learning Experiences:** Learning is understood as a holistic process where practice, reflection, mentoring, and interactions transform knowledge into embedded professional competence.

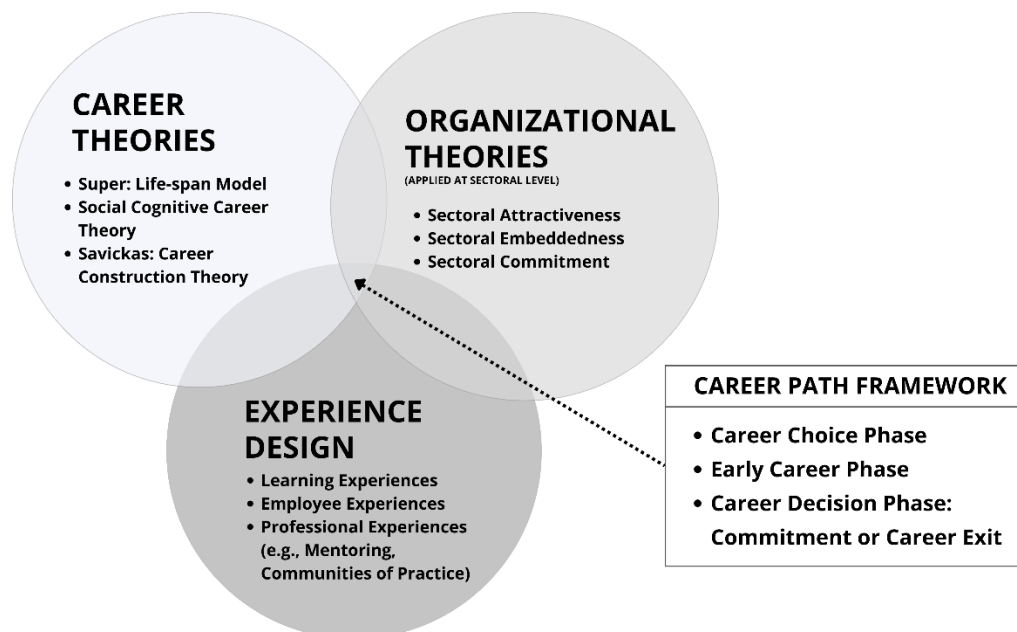
- **Employee Experiences:** Particular emphasis is placed on entry-level experiences such as internships, onboarding, and first supervisor relationships, significantly influencing long-term attachment to the sector.
- **Professional Experiences:** Recognition, feedback, and belonging to professional communities emerge as critical identity-shaping events that consolidate commitment to the sector.

This perspective broadens the traditional client-side interpretation of experience design by situating it within the professional development domain. Mentoring, community involvement, and early successes are turning points shaping young professionals' career trajectories.

### *An Integrated Model – Synthesizing the Three Pillars*

The dissertation proposes an integrated interpretive framework that synthesizes career theories, sectoral organizational theories, and experience design (Figure 15). This model both applies and redefines these frameworks, uncovering deeper mechanisms that shape young professionals' career pathways.

**Figure 3. Integrated Career Decision-Making Experience Model**



The model combines:

- the developmental, narrative, and decision-making logics of **career theories** (Super, Savickas, SCCT, Kulcsár et al.),
- the contextual and community-based structures of **organizational theories** at the sectoral level (attractiveness, embeddedness, commitment), and
- the practical and strategic dimensions of **experience design** (learning, employee, and professional experiences).

This interdisciplinary approach frames career choice, early career entry, and long-term commitment as a continuous chain of experiences shaped by social connections, learning opportunities, and reflexive narratives. The results outline an **experience-based career path**, in which each stage—career choice, career entry, commitment, or career transition—is defined by distinctive experiential types that influence sectoral attachment, professional identity, and career direction.

Beyond a novel theoretical perspective, the model provides practical insights for human resource development and retention strategies in tourism and hospitality. The lens of experience design proves particularly valuable in structuring professional communities, onboarding processes, and mentoring initiatives to strengthen sectoral commitment and reduce workforce attrition.

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## V. Published work

1. Horváth, V., & Kenesei, Z. (2025). Szakmai közösségek fejlesztése fiatalok bevonásával: Út az elköteleződéshez a turizmusban. *Turizmus Bulletin*, 25(5), 13–22.
2. Horváth, V., & Kenesei, Z. (2023). Employee experience journey mapping: A new approach to attracting talent in the tourism sector in the shadows of COVID-19. *Tourism and Hospitality Management*, 29(2), 209–219. DOI:[10.20867/thm.29.2.5](https://doi.org/10.20867/thm.29.2.5)
3. Horváth, V., & Kenesei, Z. (2022). Munkavállalói élmény tervezése: Új megközelítés a turizmusban a tehetségek bevonására a COVID-19 árnyékában. *Turizmus Bulletin*, 22(1), 47–57.
4. Dankó, D., Dióssy, K., Horváth, V., Nagy, O., & Varga, G. (Eds.). (2022). *Embracing change and transformation: Conference proceedings*. Corvinus University of Budapest.
5. Horváth, V. (2022). Recalculating – The effect of the COVID-19 epidemic on the career planning of tourism students. In D. Dankó, K. Dióssy, V. Horváth, O. Nagy, & G. Varga (Eds.), *Embracing change and transformation: Conference proceedings* (pp. 19–30). Corvinus University of Budapest.
6. Horváth, V., & Kenesei, Z. (2022). Újratervezés? – Avagy hogyan befolyásolja a turizmus hallgatók karriertervezését a COVID-19 járvány. In T. A. Albert, É. Happ, & E. Printz-Markó (Eds.), *Folytatás vagy újrakezdés a turizmusban: XII. Nemzetközi Turizmus Konferencia – Tanulmánykötet* (pp. 88–103). Széchenyi István Egyetem.
7. Horváth, V., & Kenesei, Z. (2021). Employee journey: A new approach to attracting talent in the tourism sector in the shadow of COVID-19. In E. Christou, A. Fotiadis, & K. Alexandris (Eds.), *TOURMAN 2021: Book of abstracts – Restarting tourism, travel and hospitality: The day after* (pp. 449–450). International Hellenic University.