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Configuration Of The Individual Context Level: Case Of Smes In The Tourism Sector Of Boyacá.

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Abstract

The purpose of this article is to construct the individual context-level settings. To this end, the case study methodology was used, applied to SMEs in the tourism sector, specifically with hotels. This study took human resources managers/managers and employees as a sample unit through interviews and focus groups. From there, it was necessary to carry out a conceptual construction based on the articles of scientific journals. In addition, a contextual construction was necessary, with the help of specialized software. From the establishment of two dimensions of the Individual Context Level, it was found that two categories emerged that complement and allow us to understand the configuration of this level. Similarly, the relationship between the categories and the corresponding dimensions. Finally, we conclude about the base configuration and the two configurations that complement it from the dimensions and their emergent categories of the Individual Context Level.

Key words: Individual, Employment, Career, Human Resource Development, Satisfaction, Commitment.

1. INTRODUCTION

From its explanatory model, Garavan (2007) explains that Human Resource Development (HRD) contributes to horizontal alignment and intervenes on expectations and needs in terms of motivation and demands in terms of employees' employability for learning; This is why employee contributions to the HRH process are increasingly recognized from a strategic point of view. In the case of employees, because they are involved in the process of identifying needs and are increasingly concerned with aspects of development such as employability, career, job satisfaction and commitment to carry it out effectively; in the case of companies because they are concerned that employees are engaged and developing at a high level and use these criteria as key measures of an effective HRD process (Schneider & Bowen, 1985). This is how Garavan (2007) From its model, it invites us to continue in the work of the Individual Context Level (NCI), which focuses on employability and career.

Research evidence regarding how companies respond to NCI is contradictory. Such is the case with Martin, Staines, and Pate (1998) who found that companies do talk about HRD, but it was not observed in reality that the type of competencies and skills that employees consider necessary to secure their future have been provided; that is, the company's discourse does not correspond to the actual appropriate practices of HRD. Kanter (1997) cited in Garavan (2007) He argues that in a post-entrepreneurship world, the best source of security for employees is not the guarantee of a specific job or a specific employer, but of their employability and at the same time their career. This suggests that employees require in order to develop their career and employability: willingness to keep learning, belief in oneself and not in the power of a position alone, ability to collaborate and be able to connect in various ways with new teams, and commitment to the intrinsic motivation to achieve in a particular project that can show results (Garavan, 2007).

This situation is not alien to the department of Boyacá-Colombia, which has four productive enclaves, one of them the tourism sector. From the department's development plan, a large tourist center is identified in the city of Paipa, from where the hotel sector is the driver of the economy in the department. Paipa has a CORTUPAIPA Tourism Corporation, where hotels are brought together for better quality and service (Meneses, 2013). Due to the above, the need arises to objectively construct the configuration of the individual context level from the conceptual and contextual in the SMEs of the tourism sector of the department of Boyacá.

Based on the above, a theoretical support based on the level of individual context, career concept, employability concept, satisfaction concept, and commitment concept is presented. Secondly, the methodology is shown from the case study of yin, through documentary analysis based on articles and the diary of notes; In addition, content analysis based on the QDA Miner software of the information collected from the interviews and focus groups. These interviews were applied to managers or those in charge of the human resources area and focus groups to employees. The information analyzed is the result of work in

eight hotels in the department of Boyacá, which represent SMEs in the tourism sector of the department of Boyacá. Thirdly, the results appear in three moments: the analysis of trends in the initial dimensions of employability and career; the analysis of trends in the categories of Career and Employability, by codes according to hotels; analysis of trends in the Career and Employability categories, by codes according to sample unit. Thanks to these analyses, two propositions were generated that reflect that two categories emerge from the research. Fourthly, the discussion takes place: because it is a configuration, it revolves around the existing relationships between the two main dimensions with each of the two emerging categories, even relating them to each other. At the end, it becomes aware of the configuration of the Individual Context Level with its emerging categories in each of its dimensions.

2. THEORETICAL SUPPORT

2.1. INDIVIDUAL CONTEXT LEVEL

From a strategic perspective, it is understood that policies will be influenced by employees' ambitions and career aspirations, their willingness to upskill and their commitment to achieving organizational goals (AbuKhalifeh, Som, & AlBattat, 2013; Garavan & Carbery, 2012a; Wang, Hutchins, & Garavan, 2009). The NCI starts with concepts that explain the concept initially, such as expectations, attitudes, employability, and cognitive characteristics that can influence the types of HRD activities that organizations may adopt (AbuKhalifeh et al., 2013). The literature on HR management from a strategic point of view suggests that important decisions related to employees – NCI – based on two major concepts, such as the career and employability of the person who works in the organization, influence the degree to which HRD is practiced (Garavan & Carbery, 2012b).

In the same way Sayegh, Anthony, and Perrew (2004) They proposed that the key to management is relevant experience developed in education, training, and exposure to different situations. This is why authors such as Lazar (1999) They state that managers and employees need explicit knowledge, an advantage that facilitates the processing of information in a logical manner and the ability to analyze information correctly in important situations; It also highlighted what the role of the employee's career was in terms of self-efficacy in these situations. It is also important that employees have developed employability to participate in learning activities related to problem solving; This is suggested by a reluctance to address problems prevalent in the workplace or by an individual unwillingness to resolve a crisis in the organization (AbuKhalifeh et al., 2013).

The theme of developing existing employees as well as successfully developing new employees so that they can contribute quickly in terms of performance and effort, makes qualitative research designs particularly useful for understanding how different groups of employees engage and respond to challenges within all types of strategies (Alagaraja & Egan, 2013). Thurston, D'Abate, and Eddy (2012) They argued that it was necessary to use different techniques to obtain employee perceptions and attitudes, such as interviews, which could be used to expand the quantity and quality of information collected on the topic of employee development in the organization. In this vein, Hendry and Jenkins (1997) show the importance of the degree to which employees can impose an agreement; this particularity has consequences for the types of HRD activities expected of employees and provided by the company. An example of the above are found in Grandey (2000) By evidencing that a strong self-efficacy or in other words a strong motivation to career and employability, affects the ability of employees to manage emotions and have the necessary confidence to make decisions, for example in crisis situations.

2.2. CAREER

In the 1960s, Edgar Schein tried to understand: how did managers' values depend on their experience? How would managers be socialized from a set of values? What kinds of values would enable managers to pursue careers in which they could transform the organization? (Edgar Schein, 1974). Thus, human resource planning has a great challenge and it is in relation to the alignment of the changing needs of the organization and employees. For this reason, there must be a clear understanding of the changing condition of work, of the dynamics of the "internal career", of the self-image of employees in how they construct their own work lives and their relationship with their personal and family concerns (Edgar Schein, 1990).

The concept of career is understood as the life experiences of employees where a set of values, motives and attitudes guide and restrict an employee's development (E. H. Schein, 1987; E. H. Schein, 1975, 1978). The race is based on bases, which have been referred to in the literature as anchors (Edgar Schein, 1974, 1990, 1996). These bases make it possible to identify the reason why the employee: wants to achieve his or her development, has the will to continue learning and believes in himself, the ability to collaborate, commitment and the emotion of achievement; All this results in a degree of satisfaction and commitment. Although Schein's studies point to eight anchors or bases, it is clear that in each employee only one prevails (Danziger, Rachman-Moore, & Valency, 2008; Feldman & Bolino, 1996; Wils, Wils, & Tremblay, 2010). In addition, it was found that this base owned by a certain employee remained the same over time (E. H. Schein, 1978). In turn, these bases are composed of three elements that determine the motivators, as shown in Table 1 (Danziger et al., 2008):

- **Talents**

Aimed at developing competencies that become a challenge for the employee. These self-perceived talents and skills are developed from success or failure in working life.

- **Needs**

They depend on the safety/stability of the employee. It develops. Self-perceived motives and needs are developed by a sense of service or dedication to a cause, in addition to the employee's lifestyle and work experience gained in different jobs.

• Values

Supported in the search for autonomy/independence and entrepreneurial creativity of the employee that leads to initiative as a personal characteristic that leads employees to carry out anticipatory, persistent behaviors capable of overcoming difficulties in order to achieve the objectives that are intended. These self-perceived concepts, attitudes and values are developed on a system of norms and values in a given organization.

What they ultimately look for in their career (e.g., good income, security, interesting work, opportunities to be creative, etc.)

CAREER ANCHORS	MOTIVATORS		
	TALENTS	VALUES	NEEDS
Technical/functional competence	Competitiveness	Improvement	Operational
General management competence	Opportunities	decision making	Crisis
Autonomy/independence	Pace of work	Freedom	Restrictions
Security/stability	Adaptation	Provision	Work comfort
Entrepreneurship/creativity	Creation	Life Project	Construction
Service/dedication	Alignment	Staff	Social
Pure challenge	Solve problems	Overcoming	Challenges
CAREER ANCHORS	MOTIVATORS	Tranquillity	TALENTS
	NEEDS	Technical/functional competence	Competitiveness

Fountain. Own elaboration based on the career anchors (Edgar Schein, 1980, 1990, 1996).

2.3 EMPLOYABILITY

Table 2 shows the overview of some authors who have proposed different definitions of employability. This term has also been used in different contexts (McQuaid & Lindsay, 2002) These include public policy and employment (Kossek, Huber, & Lerner, 2003), vocational counseling (Bricout & Bentley, 2000) and the economy (Lefresne, 1999), to take on a wide range of meanings. However, studies on the subject differ in the definitions, dimensions, and measurement indicators of the phenomenon (Forrier & Sels, 2003a).

the ability and willingness of employees to switch to a similar or different position at another company

Improvement	Operative
Competence in General Management	Opportunities
Decision-making	Crisis
Autonomy/independence	Pace of work
Freedom	Restrictions
Security/Stability	Adaptation
Disposal	Work comfort
Entrepreneurship/Creativity y Forrier and Sels (2003b)	Creation
Life project	Construction
Service/Dedication	Alignment
Personnel	Social
Pure Challenge	Solve problems
Overcoming	Challenges
Lifestyle	Balance
Tranquillity	Family
Jo GL Thijssen (2000)	What they're good at and what they're not good at
They want to be associated with what type of company, work environment, product or service.	What they ultimately look for in their career (e.g., good income, security, interesting work, opportunities to be creative, etc.)
De Grip, Van Loo, and Sanders (2004)	el perfil profesional que debe desarrollar el empleado con el objeto de que su formación encaje con las necesidades de la organización
De Grip and Zwick (2005)	la capacidad y voluntad que tienen los empleados para cambiar a un puesto similar o diferente en otra empresa

Fountain. Own elaboration

Therefore, for this study, the concept of employability will refer to the adequacy between the continuous preparation (theoretical knowledge, practical knowledge and skills resulting from experience) and qualification (intrapersonal attitudes, interpersonal attitudes and skills resulting from aptitudes) to the demands of the labor market in which he or she is immersed. In this way, the ability to respond to these new demands becomes possible, and how employability points to the possibility of distinguishing, identifying and improving learning and professional skills, preferably at an early stage of their career. This approach implies that an employee is employable to the extent that he or she can use his or her personal conditions effectively (prepared and qualified) to negotiate with the demands of the environment (Chan, 2000). This highlights the need to address the interaction of individual and external factors that influence the employee's ability to operate effectively within the labor market (McQuaid & Lindsay, 2002).

This is how Groot and De Brink (2000) They demonstrate that the essence of employability lies in the ability to find and keep a job and both the preparation and qualification of the employee are considered key elements in the process. On the other hand Herriot and Pemberton (1995) They propose that the offer of employability enhancement opportunities makes the employee available with attractive skills – preparation and qualification – for a wide range of employers that would allow him to get jobs in different organizations and thus reduce job insecurity (Arthur & Rousseau, 2001). At last Forrier and Sels (2003b) insist that employability is not a static characteristic of employees, but is related to time and space; If an employee may find it difficult to be employed in the here and now, he or she may well be employable at a different time and place – because of how prepared and qualified he or she is – as a result of the change in his or her personal characteristics or the jobs available at that particular time.

Employability allows a promotion of opportunities, which the employee can offer in different organizations in jobs, according to their own conditions and improve job stability (Arthur & Rousseau, 2001; Herriot & Pemberton, 1995). To this end, employability must lead to the development of human potential, which thereby increases the chances of maintaining employment, and as a consequence greater satisfaction and commitment (Forrier & Sels, 2003b). In addition, the training and qualification demanded in the labour market provides an employee with "the new form of job security" (Bagshaw, 1997, p. 187).

2.4 SATISFACTION

Conceptualizing satisfaction allows us to recognize the places and parts of work that produce satisfaction (Spector (Peiró, Romá, Sánchez, & Llorens, 1995; Spector, 1997). In addition, it allows the distinction between intrinsic and extrinsic characteristics of work to be explored in a differentiated way (Hackman & Oldham, 1976) and also its social component (Judge, Thoresen, Bono, & Patton, 2001). Of course, satisfaction in organizations has been an object of interest to researchers since the second third of the twentieth century (Hoppock & Spiegler, 1938). A determinant of motivated behavior is the desire to satisfy needs that lead to personal or professional development (Ryan & Deci, 2000). These needs are met when employees: they believe what they are doing is consistent with their values, they believe they have the ability to perform their tasks and achieve their goals, and they feel connected to others.

Put this way, authors such as Makanjee, Hartzer, and Uys (2006) They defined satisfaction as the way employees think and feel about their work experience. Whereas Spector (1997) He stated that satisfaction is the extent to which employees like or dislike their jobs. According to (Luthans, 1998), satisfaction is an emotional response to a work situation, which can only be inferred, often determined by how well results meet or exceed expectations. Accordingly, one of the most accepted definitions of job satisfaction is the one proposed by Locke (1976), who considers it as a pleasurable or positive emotional state resulting from the evaluation of the job, or from experiences in and of the job. However, satisfaction is viewed differently by men and women in relation to expectations at work (Campbell, Converse, & Rodgers, 1976) (Gilligan, 1993). As can be seen over time, different definitions of satisfaction have emerged, where most converge towards an attitudinal response, an attitude that includes aspirations and expectations, and that allows for professional and/or personal development (Cook, Hepworth, Wall, & Warr, 1981; Montalvo, Peiró, & Bonmatí, 2003; Peiró et al., 1995).

• Job Development Satisfaction

In improving career development, there is a very strong relationship with categories such as qualification and preparation to increase the chances of obtaining a job in line with one's preferences and expectations (Farrell & Rusbult, 1981; Lance, 1991; Mowday, Porter, & Steers, 1982). In this sense, they characterize satisfaction as an affective response with aspects of work activity such as the opportunities to learn, the variety of tasks performed, the skills required and allowed to be put into play in the workplace and the autonomy to carry out tasks. Such satisfaction can be generated by independence at work, recognition or promotion. Authors such as Herzberg (1962), Judge et al. (2001) and Spector (1997), point out that there is evidence that the increase in job satisfaction is related to concepts of employability, career and commitment. However, there is a divided opinion on the causal relationship between them, and they complement the idea of a professional development (Bateman & Strasser, 1984; Bluedorn, 1982; Dossett & Suszko, 1990).

• Satisfaction in Personal Development

However, there is no single, accepted definition of satisfaction (Peiró et al., 1995), has been defined as an attitude involving an appreciation of the work situation in different aspects considered and the extent to which that situation responds to expectations and aspirations (Montalvo et al., 2003). Such an attitude can refer to work in general, differentiated aspects or facets of it such as employee development and that are evidenced in responsibility, achievement or growth (Cook et al., 1981).

2.5 COMMITMENT

The ideas regarding the concept of commitment are atomized and depend to a large extent on the type of construction and the context in which it is applied. For example, there are many aspects of employee engagement: commitment to the manager, the profession, the profession, and the organization (Meyer & Allen, 1997). According to this view, organizational engagement focuses on employees' commitment to the organization. Table 3 shows the main contributions to the concept. To be more explicit, seven contexts were determined according to the concept, as well as the type of construction: one-dimensional in relation to the pressure exerted by the organization, and multidimensional, in relation to the multiple concepts to be taken into account to achieve commitment.

Multidimensional

CONTEXT	AUTHOR	CONCEPT	AUTHOR
CONCEPT	Groot and De Brink (2000)	The ability to find and keep a job and are considered key elements in the process, both the preparation and the attitudes or disposition of the employee.	Silla, Gracia, and Peiró (2005)
	Van der Heijden (2002)	the ability to be employed in a job where you are employable and are not only able to find employment, but to achieve a fulfilling and suitable one	Hillage and Pollard (1998)
	Trevor (2001)	the perceived ease of movement in the labour market	Prieto (1994)
	Hillage and Pollard (1998)	the ability to enter the world of work, maintain and even obtain a new job or outside the organization itself	Gamboa, Gracia, Ripoll, and Peiró (2007)
	ILO (2004)	It addresses the acquisition of transferable skills and qualifications, in order to strengthen people's ability to take advantage of education and training opportunities.	McLaughlin (1995)
	Ball (1997)	Career Management Competencies	Jo GL Thijssen (2000)
	Bloch and Bates (1995)	A new protection mechanism in the labour market	Forrier and Sels (2003a)
Provides employees with the ability to obtain employment if required	Jo GL Thijssen (2000)	the individual ability to perform a variety of roles in a given labour market	Groot and De Brink (2000)
	De Grip, Van Loo, and Sanders (2004)	the professional profile that the employee must develop in order for their training to fit with the needs of the organization	From Grip and Zwick (2005)
	O'Reilly and Chatman (1986, p. 449)	the psychological attachment that the person feels for the organization; will reflect the degree to which the employee internalizes or adopts characteristics or perspectives of the organization	Multidimensional
	Allen and Meyer (1990, p. 14)	a psychological state that binds the employee to the organization (i.e., makes turnover less likely)	Multidimensional
	Mathieu and Zajac (1990, p. 171)	a bond or connection of the employee to the organization	Multidimensional
Labor	Rusbult and Farrell (1983)	...refers to the likelihood that an employee will stay with a job and feel psychologically attached to it, whether it is satisfying or not.	Multidimensional
Ocupacional / career	Blau (1985, p. 278)	"...one's attitude toward one's profession or vocation.	Multidimensional
	AUTHOR	CONCEPT	CONSTRUCTION
General	Becker (1960, p. 32)	Engagement arises when a person, by making a side bet, links extraneous interests to a consistent line of activity	Unidimensional
	Oxford (2016)	Compromise that restricts freedom of action.	Unidimensional
	Salancik (1977)	a state of being in which an employee is compelled by his or her actions and, through these actions, into beliefs that underpin the activities of his or her own participation	Unidimensional
	Scholl (1981, p. 593)	a stabilizing force that acts to maintain the direction of behavior when expectation/fairness conditions are not met and do not work	Unidimensional
	Brickman, 1987, p.2	a force that stabilizes individual behavior in circumstances where the employee would be tempted to change that behavior	Multidimensional
Organizational change	Oliver, 1990, p.30	one's inclination to act in a certain way toward a particular goal of commitment	Multidimensional

Strategy	Brown, 1996, p.241	an obligatory force that requires the person to respect the commitment, even in the face of fluctuating attitudes and whims	Multidimensional
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Fountain. Own elaboration.

Meyer and Allen (1991) They developed a three-component model based on the observation of similarities and differences in existing conceptualizations of organizational commitment. This model has been extensively tested and received considerable support (Allen & Meyer, 1996; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Another recent development related to the model has been the attempt to identify the mechanisms underlying the relationships between employee engagement and development (Meyer, Stanley, & Parfyonova, 2012). The key difference was in distinguishing between commitments characterized by different mindsets: Affective commitment (AC) reflects an emotional attachment and desire to stay with the organization, normative commitment (NC) is experienced as a sense of obligation to remain, and commitment to permanence (QC) reflects knowledge of the costs associated with departure (Meyer et al., 2012).

However Meyer and Allen (1991, p. 68) They argued that employees can "experience all three forms of engagement to varying degrees" and that it is important to consider how "the various forms of engagement can interact to influence behavior," i.e., an employee might feel a strong desire and a strong need to stay, but little obligation to do so. After Meyer and Allen (1997) Meyer et al. (2002) Meyer et al. (2012) They argued that commitment could be determined by one, two, or all three mindsets. This is validated by different authors such as Dunham, Grube, and Castaneda (1994), Hackett, Bycio, and Hausdorf (1994), Ko, Price, and Mueller (1997), McGee and Ford (1987); Meyer, Allen, and Gellatly (1990). For this research, affective commitment and permanence were taken as references, given the context in which we worked and the results found.

• **Affective commitment**

Authors draw on the affective attachment mentality and conceptualize it as an affective orientation toward the organization. Kanter (1968, p. 507) He defines it as "the attachment of the employee's affective and emotional background to the group." Buchanan (1974, p. 553) He described it as "Partisan, affective attachment to goals and values, and to the organization itself, in addition to its purely instrumental value." From there, affective engagement refers to the emotional attachment, identification, and participation of employees in the organization. Employees with a strong affective commitment continue to work with the organization because they want to. Such commitment falls into four categories: personal characteristics, organizational structure, work-related characteristics, and work experiences (Mowday et al., 1982).

• **Commitment to permanence**

Authors draw on the perceived cost mindset and conceptualize it as staying in an organization. Becker (1960, p. 33) He sees it as a willingness to engage in "consistent lines of activity," resulting from the accumulation of "side bets" that would be lost if the activity were discontinued (pension, seniority). Similarly, Kanter (1968, p. 504) He defined it as the "benefit associated with continued participation and a 'cost' associated with the departure." At the same time, in order to Stebbins (1970, p. 527) states that it is "The awareness of the impossibility of choosing a different social identity because of the immense hardships involved in making the change." Other authors base it on consideration of the costs and benefits associated with organizational membership that is not related to affect (Etzioni, 1975; Hrebiniak & Alutto, 1972). At last Farrell and Rusbult (1981, p. 79) They state that it is "related to the likelihood that an employee will leave their job and involve feelings of psychological attachment, regardless of affect."

For this reason, the commitment to permanence refers to the awareness of the costs associated with leaving the organization and employees staying because they need to. Anything that increases perceived costs can be considered a precedent, such as side bets, investments, and the availability of alternatives (Meyer & Allen, 1984). Perceiving as a possible cost of leaving the position of an organization for different reasons such as: the threat of wasting the time and effort invested in acquiring non-transferable skills, losing attractive benefits, giving up privileges based on seniority, having to uproot the family, and disrupting personal relationships. That is, engagement will develop as a function of the lack of alternative employment opportunities and an accumulation of parallel bets (Becker, 1960).

3. METHODOLOGY

For this research, the case study methodology proposed by Yin (1989), as shown in Figure 1. This methodology works based on five steps: 1. Case study design: the type of integrated multiple case was determined; by the type of analysis that was carried out according to the population under study. From there, six selection criteria were determined, which ultimately determined to work with the hotel sector in the city of Paipa. 2. Preparation of data collection: the feasibility was seen based on the structure and availability of the hotels, based on the organizational chart and a letter of acceptance that allowed eight hotels to be purged. At the same time, the pilot test of the instruments with the collaboration of a manager and an academic from the HR area. 3. Data collection: in a first phase, from interviews with managers or human resources managers, and from a focus group to employees; A second phase, which was a confirmatory based on observation and a diary of notes where the information required for the study was corroborated. 4. Case Study Analysis: Through the documentary analysis based on scientific articles and the diary; In addition, from the content analysis based on the QDA Miner software. 5. Elaboration of the case report: it allowed a theoretical and conceptual construction to be carried out that led to the construction of the configuration of the individual context level.

It should be noted that in order to carry out this qualitative analysis, it was necessary to use the content analysis technique of Krippendorff (1990). In this way, it was possible to establish in a systematized and objective way the codes and categories existing in the information collected. Likewise, the importance of the second phase in the collection of information, which allowed as a confirmatory evidence of the way in which two categories emerged that were not contemplated at the beginning of the study. This second phase took place through an informal talk with the managers or those in charge of the Human Resources area, with whom the interview was carried out in the first phase. Also, through informal dialogues with hotel employees in which the researcher had the opportunity to share with them and stay, some time after collecting the information of the first phase.

Figure 1. Steps Case Study. In original language: Spanish

CASO DE ESTUDIO					
PASOS	MOMENTO 1	MOMENTO 2		MOMENTO 3	
1	DISEÑO DEL CASO DE ESTUDIO	MULTIPLE INTEGRADO	CRITERIOS SELECCIÓN	TIPO EMPRESA	PYMES
				DEPARTAMENTO	BOYACÁ
				ENCLAVE PRODUCTIVO	TURISMO
				MEDIADORES	CREPIB
				SECTOR	HOTELES
				IMPORTANCIA EN LA REGION	TRAYECTORIA APORTE
2	PREPARACION DE LA RECOLECCION DE DATOS	VIABILIDAD	ESTRUCTURA HOTEL	ORGANIGRAMA	
			DISPONIBILIDAD HOTEL	CARTA ACEPTACION	
	PRUEBA PILOTO	GERENTE RRHH	CUESTIONARIO		
		ACADEMICO RRHH			
3	RECOLECCION DE DATOS	PYMES DEL SECTOR TURISMO (HOTELES)	FASE1	GERENTES	ENTREVISTAS
			FASE2	EMPLEADOS	FOCUS GROUP
				CONFIRMATORIO	OBSERVACIÓN
4	ANALISIS DEL CASO DE ESTUDIO	ANALISIS DOCUMENTAL		ARTÍCULOS	
		ANALISIS DE CONTENIDO		DIARIO DE NOTAS	
5	ELABORACION DEL REPORTE DE CASO	CONSTRUCCION	CONCEPTUAL	EVIDENCIA TEORICA	
			CONTEXTUAL	EVIDENCIA TRABAJO DE CAMPO	

Fountain. Own elaboration based on Yin (1989)

4. RESULTS

After the conceptual analysis, the results of the collected information are presented. These results show, in the first place, the trend of the dimensions Career and Employability by hotels according to the sample unit (Employees, Manager), which allows us to show what is most interesting in the development of SMEs in the tourism sector. Second, the trend of the Career and Employability categories, by hotel codes, in order to identify the base configuration at the Individual Context Level, including emerging categories. Thirdly, the trend of the Career and Employability categories, by codes according to sample unit, where the configuration of the two dimensions is structured. That is, there is an initial configuration of the NCI and two configurations that complement the categories that emerged from the study.

Table 4. Trend of the Career and Employability dimensions by hotels according to the sample unit. In original language: Spanish

Dimension	Hotel	% Unidad Muestral		Total General
		Empleados	Gerente	
Carrera	H1	1,343	1,194	2,537
	H2	0,746	1,642	2,388
	H3	0,896	3,731	4,627
	H4	0,746	3,433	4,179
	H5	0,896	1,642	2,537
	H6	1,343	2,388	3,731
	H7	2,388	2,537	4,925
	H8	0,746	4,627	5,373
Total Carrera		9,104	21,194	30,299
Empleabilidad	H1	2,239	2,836	5,075
	H2	3,433	2,090	5,522
	H3	3,731	6,567	10,299
	H4	6,567	4,925	11,493
	H5	4,627	4,478	9,104
	H6	4,627	6,567	11,194
	H7	2,537	5,821	8,358
	H8	2,836	5,821	8,657
Total Empleabilidad		30,597	39,104	69,701
Total general		39,701	60,299	100,000

Fountain. Own elaboration based on information analysis in QDA Miner software

Table 4 presents the results obtained for the race dimension show that H8 has a value of 5.373%, this was the hotel with the highest percentage in relation to H7, H4 and H3; of which 4.627% corresponds to the manager's response. The tendency is inclined towards a thought on the part of the managers in wanting the employee to develop in his or her career; Perhaps because of the need to have employees with a vision of professional and labor development. For the employability dimension, the H4 has a value of 11.493%, this was the hotel with the highest percentage with respect to H6 and H3; of which 6,567% corresponds to the responses obtained from employees. The trend is more equitable in this case, compared to the result of the previous dimension. Complementing, it can be said that employability is more important when hiring staff since it obtained a value of 69,701% as opposed to career that has a value of 30,299; Here, there is a philosophy that the employee is developed to demonstrate short-term results within the organization.

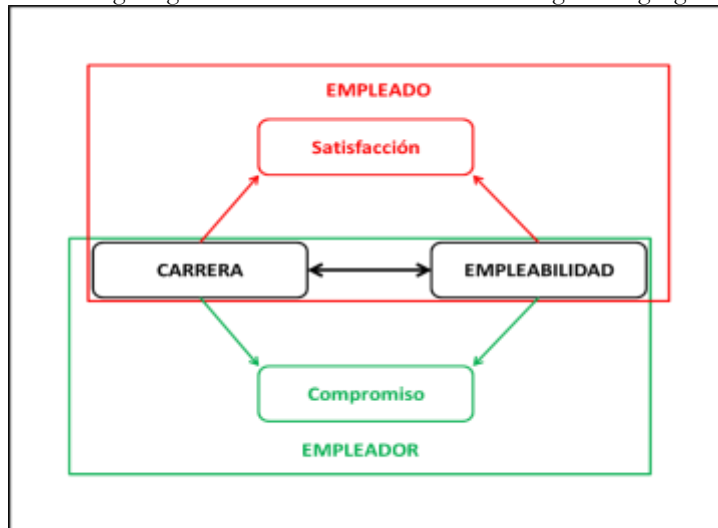
Table 5. Trend in the Career and Employability categories, by hotel codes. In original language: Spanish

Dimension	Categoría	Código	H% Hoteles								Total General
			H1	H2	H3	H4	H5	H6	H7	H8	
Carrera	Compromiso	Afectivo	0,448	0,149	1,791	1,045	0,746	0,149	0,746	1,493	6,567
	Necesidad	Necesidad	0,149	0,448	0,746	0,299	0,299	0,896	0,149	0,597	3,582
		Requiere Carencia	0,746	0,746	1,194	1,493	0,896	1,642	2,687	0,597	10,000
	Talentos	Expectativa	0,149	0,746	0,597	0,896	0,448	0,597	1,045	1,791	6,269
	Valores	Aspiración	1,045	0,299	0,299	0,448	0,149	0,448	0,299	0,896	3,881
		Ambición	1,045	0,299	0,299	0,448	0,149	0,448	0,299	0,896	3,881
Total Carrera			2,537	2,388	4,627	4,179	2,537	3,731	4,925	5,373	30,299
Empleabilidad	Compromiso	De Permanencia	0,149		0,149	0,299	0,448	0,299	0,448	0,448	2,239
	Cualificación	Actitudes	1,343	1,045	2,388	4,925	4,030	4,328	2,090	1,791	21,940
		Habilidades C	0,149	0,448	0,299	1,045	0,448	0,896	0,149	1,343	4,776
	Preparación	Conocimientos	1,940	2,090	2,836	2,239	1,791	2,687	1,940	2,239	17,761
		Habilidades P	0,746	1,343	3,731	2,537	1,642	2,090	3,134	1,642	16,866
Satisfacción	Desarrollo laboral	0,746	0,597	0,896	0,448	0,746	0,896	0,597	1,194	6,119	
Total Empleabilidad			5,075	5,522	10,299	11,493	9,104	11,194	8,358	8,657	69,701
Total general			7,612	7,910	14,925	15,672	11,642	14,925	13,284	14,030	100,000

Fountain. Own elaboration based on information analysis in QDA Miner software

Table 5 shows that, as a result of the results, two categories emerge (satisfaction and commitment) that complement each in turn, the dimensions of Career and Employability. For example, for the career dimension, satisfaction emerges from the category of personal development, and in terms of commitment, from the category of the type of affective commitment. On the other hand, in employability, satisfaction emerges from the category of job development, and in commitment from the category of the type of commitment of permanence. The category of qualification of attitudes shows a value of 21.940%, which can be evidenced that for the hotels of Paipa, employability is the most important factor for the DRH since employability obtains a higher total value of 69.701% with respect to the career value that only obtains 30.299%. The importance of the two categories that emerged from the study is noteworthy, because they complement the concepts of the initial dimensions of the Individual Context Level. This allows for greater objectivity when generating Human Resource Development plans. Based on these results and the respective analysis, the base configuration of the Individual Context Level is presented below.

Figure 2. Configuring the Individual Context Level. In original language: Spanish



Fountain. Own elaboration based on conceptual and contextual construction.

Figure 2 explains the behavior of the emerging categories: satisfaction is directed and is thinking about the employee; it is a satisfaction that contributes with personal development to the Career and with job development to Employability. On the other hand, the commitment is directed and is thinking about the employer; it is a commitment that contributes with the affective type to the Career and with the type of permanence to the Employability. Seen in this way, it is understood that although employee and employer jointly seek development from the dimensions of career and employability, each from their particular interest considers satisfaction for the employee and commitment for the employer to be a priority. As a final result of this base configuration of the Individual Context Level, the following propositions are generated.

Proposition 1. Career and employability as dimensions of the individual context level are complemented by satisfaction.

Proposition 2. Career and employability as dimensions of the individual context level are complemented by commitment.

These two propositions are detailed separately in each of the dimensions. For example, in Table 6 and Figure 3, the Career dimension is complemented by satisfaction in personal development and affective commitment; In Table 7 and Figure 4, the Employability dimension is complemented by satisfaction in job development and commitment to permanence. Like this

Table 6. Trend of the Career category, by codes according to sample unit. In original language: Spanish

Dimension	Categoría	Código	% Unidad Muestral		Total General
			Empleados	Gerente	
Carrera	Compromiso	Afectivo	0,448	6,119	6,567
	Necesidad	Necesidad	0,299	3,284	3,582
		Requiere Carencia			
	Satisfacción	Desarrollo personal	6,716	3,284	10,000
	Talentos	Expectativa	1,343	4,925	6,269
Aspiración Ambición					
Valores	Iniciativa	0,299	3,582	3,881	
	Conducta Decisión				
Total Carrera			9,104	21,194	30,299

Fountain. Own elaboration based on information analysis in QDA Miner software.

Table 6 shows that for the career dimension, personal satisfaction has the highest value of 10,000%; of which 6,716% corresponds to employee responses. Like the categories of need, talents or values, satisfaction is key and complements the career dimension through the type of personal development, and in this way understand the concept of Individual Context Level from the Career. The same behavior occurs with the commitment category, through the affective type. Based on these findings, the race configuration is schematized with the two emergent categories applied to the context.

Figure 3. Setting up the race at the Individual Context Level. In original language: Spanish



Fountain. Own elaboration based on conceptual and contextual construction.

Figure 3 shows the composition of the Career dimension, with its five categories: three initial (talents, needs and values) and two emerging (satisfaction in personal development and affective commitment). This configuration allows us to understand in a more objective way the role played by the career dimension at the Individual Context Level within the Human Resource Development process.

Table 7. Trend in the Employability category, by codes according to sample unit. In original language: Spanish

Dimension	Categoría	Código	% Unidad Muestral		Total General
			Empleados	Gerente	
Empleabilidad	Compromiso	De Permanencia	0,896	1,343	2,239
	Cualificación	Actitudes	8,806	13,134	21,940
		Habilidades C	1,791	2,985	4,776
	Preparación	Conocimientos	8,358	9,403	17,761
		Habilidades P	8,358	8,507	16,866
	Satisfacción	Desarrollo laboral	2,388	3,731	6,119
Total Empleabilidad			30,597	39,104	69,701
Total general			39,701	60,299	100,000

Fountain. Own elaboration based on information analysis in QDA Miner software.

Table 7 shows that for employability, the qualification of attitudes has a value of 21.940%, of which 13.134% corresponds to the managers' responses; Therefore, it can be evidenced that a satisfied staff can improve their attitude within the hotel. Like the preparation and qualification categories, satisfaction is key and complements the Employability dimension through the type of job development, and in this way understand the concept of Individual Context Level from Employability. The same behavior occurs with the commitment category, through the type of permanence. Based on these findings, the race configuration is schematized with the two emergent categories applied to the context.

Figure 4. Configuration of employability at the Individual Context Level. In original language: Spanish



Fountain. Own elaboration based on conceptual and contextual construction.

Figure 4 shows the composition of the Employability dimension, with its four categories: two initial (preparation and qualification) and two emerging (satisfaction in job development and commitment to permanence). Like the Career dimension, the Employability setting allows you to better see the behavior within the Human Resource Development process from the Individual Context Level.

5. DISCUSSION

Within this configuration, it is important to review the relationships that arise around them. In this way, it is evident that there is a bidirectional concatenation both in the dimensions and in the emerging categories in the research: Satisfaction-Commitment, Satisfaction-Employability, Satisfaction-Career, Commitment-Employability, Commitment-Career. In this way, when an employee achieves the articulation between his or her career and his or her employability, a work commitment is built: a positive and full state of mind at work characterized by vigor (high levels of energy and resilience), dedication (high levels of commitment accompanied by enthusiasm and challenge) and absorption (high levels of concentration and a feeling of happiness due to involvement in various activities) (Schaufeli, Salanova, González-Romá, & Bakker, 2002). Finding the point of convergence between career and employability is a success that combines focus and consistency over time. There is a perception of both parties, organization and employee, determined by the reciprocal promises and obligations implicit within the development process. In other words, it refers to the perception of employees and the company about the "mutual obligations that exist in the context of that relationship" (Guest & Conway, 2002, p. 22), in terms of employability and career

Satisfaction/Commitment Ratio

Meyer and Allen (1997) They found a positive relationship between job satisfaction and organizational engagement. In addition, there are numerous studies that have studied this relationship (Currivan, 1999). Although, the nature of the causal relationship

between job satisfaction and organizational engagement is an unresolved issue (Mowday et al., 1982; Mueller, Boyer, Price, & Iverson, 1994; Williams & Hazer, 1986). For example Mowday et al. (1979) They differentiated between organizational commitment and job satisfaction. Thus, engagement is more global and reflects an overall response to the organization as a whole, including its values and goals, while satisfaction reflects an employee's response to their work or certain aspects of it. The study of the relationship between satisfaction and commitment has received considerable attention in the literature. The widely held position is that satisfaction leads to commitment (Buchanan, 1974; Hrebiniak & Alutto, 1972; Steers, 1977). Others such as Bateman and Strasser (1984) They proposed that commitment leads to satisfaction. Meanwhile Curry, Wakefield, Price, and Mueller (1986) They found no causal effect in either direction. Meanwhile Williams and Hazer (1986) They proposed that the relationship is reciprocal. Even with this mix of opinions regarding the relationship between satisfaction and commitment, both concepts have been used in the study of employability and career.

There are some proposals regarding the relationship between commitment and satisfaction, which are theoretically important because they aim to describe the influence of an employee's psychological attachments in the organization on his or her intentions to stay or leave the organization (Mobley, Horner, & Hollingsworth, 1978; Tett & Meyer, 1993). This would be a complex task because of the wide and often contradictory set of backgrounds that have been associated with the forms of employee engagement and satisfaction (Caldwell, Chatman, & O'Reilly, 1990; Dunham et al., 1994). Recent research suggests that managerial efforts to develop affective engagement should focus on work experiences and job characteristics such as task autonomy, task significance, task identity, skill variety, supervisory feedback, and organizational reliability, all of which have been identified as significant antecedents of satisfaction (Allen & Meyer, 1990; Cotton & Tuttle, 1986). Greater job satisfaction, as a result of improved peer relationships, leads to higher levels of engagement between work teams and ultimately to an increase in the overall volume of favorable and cooperative behaviors (Bolino, Turnley, & Bloodgood, 2002; Foote & Li-Ping Tang, 2008; Judge et al., 2001) Judge and Klinger, 2007).

Liou (1995) He studied the relationship between job satisfaction and organizational commitment, finding a positive relationship between job satisfaction and organizational commitment. In contrast, employees in individualistic societies value autonomy, self-determination, and independence; It is also expected that collectivist societies will lead to higher levels of job satisfaction and organizational commitment (Pérez Arrau, Eades, & Wilson, 2012). Based on this, Meyer and Maltin (2010) and Greguras and Diefendorff (2009) They proposed that satisfaction levels should differ between groups of engagement profiles. More specifically, because they pursue a course of action consistent with their desires and values. In other words, there is an important correlation between engagement and satisfaction. This could be attributable to the fact that satisfaction measures include elements that need to be considered in efforts to understand and manage employee behavior (Meyer & Allen, 1997; Tett & Meyer, 1993). That's why a satisfied employee leads to lower absenteeism and employee turnover and also reduces hiring costs. However, there is a divided opinion on the causal relationship between them (Dossett & Suszko, 1990; Farrell & Rusbult, 1981; Lance, 1991)

For this research, it is assumed that engagement develops as a result of experiences that meet the needs of employees, compatible with their values. Then, two categories are observed: those that satisfy employees' need to feel comfortable in the organization, both physically and psychologically and that are career-directed, and those that contribute to employees' feelings of competence in the job role and that target employability. For this reason, employees want to stay and are willing to work on behalf of the organization because of the benefits that come from the relationship. Employees engage with organizations with which they share values. In addition, they work for the success of these organizations, because in doing so they behave in a manner consistent with their own values (Meyer & Allen, 1991; Meyer et al., 2012; Meyers, van Woerkom, & Dries, 2013).

Satisfaction/Employability Ratio

Employees who are able to survive and meet current needs are those who have the most up-to-date knowledge and skills. As it is difficult to predict the requirements of the labor market, achieving flexibility with attitude in operation seems to be the key criterion that allows an employee to remain competitive (Johannes GL Thijssen, Van der Heijden, & Rocco, 2008). Job satisfaction is the affective orientation that employees show towards their organizational roles (Kalleberg, 1977). Thus, the greater or lesser development of job satisfaction depends on the degree of fulfillment between the initial aspirations and the achievements actually achieved, in the form of work experience or responses from the environment, which increases the employability of the person who works in the organization (Hamermesh, 1999).

Employability should encourage the development of the maximum human potential, thereby increasing the chances of maintaining employment, and consequently leading to greater job satisfaction (Forrier & Sels, 2003a). Thus, the improvement of the workplace will lead to the development of subjective well-being, which is the precursor of job satisfaction (D'Addio, Eriksson, & Frijters, 2007). In other words, to the extent that the company is positively involved in the employability process of its professionals (continuously facilitating employment opportunities), they will perceive greater job satisfaction.

Satisfaction/Career Ratio

The manager is expected to adopt a mindset that emphasizes freedom, self-direction, and the selection of career and learning opportunities based on personal values. Career is seen as a situation in which the employee identifies learning needs and goals, selects appropriate learning strategies, and participates in them (Ellinger, 2004). It can be put into practice through motivational processes that generate satisfaction with different categories of motivation that reflect different levels of development (Connell & Wellborn, 1991; Dec & Ryan, 2000). The highest degree of satisfaction is given by intrinsic motivation: this refers to participation in learning for its own sake (Dec, 1975). In this way, extrinsic motivation can vary greatly, because it involves commitment or participation as a means to an end rather than intrinsic satisfaction. That's why intrinsically motivated behaviors

are more autonomous, and go beyond satisfying a contingency of demand or reward. This occurs when the identified career regulations are assimilated to the employee; Such behaviors are performed by choice because the employee considers them important (Dec & Ryan, 2000).

Employee development shares many qualities with intrinsic motivation, although it is still considered extrinsic because they are performed for separable results, in addition to the inherent satisfaction. When employees are self-directed, they meet the need for development and are carried out with the primary goal of improving career-related skills and wearable competencies rather than just the innate satisfaction of engagement. Employees who engage in activities for externally regulated reasons, such as compliance and external rewards and punishments, do not meet their need for development fully (Guay, Senécal, Gauthier, & Fernet, 2003). Some examples of satisfaction that impact behaviors include work and family resources, work and family demands, gender, and dependents (M. O'Driscoll, Brough, & Kalliath, 2006). The consequences of these antecedents manifest themselves in behaviors that affect the employee's development (M. P. O'Driscoll, 1996).

Commitment/Employability Ratio

The perception of commitment among colleagues improves the degree of well-being of employees in the company and, therefore, performance and proactive behaviors that favor greater involvement in the organization (Scott, Bishop, & Chen, 2003). In line with this idea, we establish that the greater or lesser level of commitment in labor relations in the company attends to one of the most prominent factors in the employability of the people who work in the organization (Lee, Mitchell, Sablinski, Burton, & Holtom, 2004). Saks (2006) It also defends the correspondence between the employee's commitment (in relation to his work and to the company) and the latter's skills and intentions; that is, their employability. Professionals who perceive greater support in the development of their preparation or qualification are more likely to participate and commit (Paré & Tremblay, 2007; Saks, 2006). Likewise, the disposition of positive and cooperative behaviors among colleagues increases the attractiveness of the employee due to the increase in cohesion of the employee, in addition to the reciprocity of the helping behaviors of its members (Chen, Niu, Wang, Yang, & Tsaur, 2009).

Currently, organizational commitment in terms of temporary relationships has given the competitive environment of companies a situation that is paradoxical: companies are unable to guarantee long-term stability in employment, and demand from their employees a greater commitment to a high level of performance. To a certain extent, it can be said that the balance in employment relations has become unbalanced; The employee is asked for more than a few years ago, although he cannot be offered in return the stability and career development that were previously practically guaranteed (Gamboa et al., 2007). Finally, in these professional implications, we must point out that a greater commitment to the company in employees can lead to a reduction in the lack of adaptation to the organization, thanks to the increase in employability. As a result of this commitment in employees, it will also be possible to avoid the increase in organizational costs, as well as maintain and/or see the levels of efficiency and effectiveness grow; therefore, the final quality of goods and services, and customer service (Saorín-Iborra & Sánchez-Manjavacas, 2013).

Commitment/Career Relationship

Employees who are career-focused and adopt the attitudes and behaviors required of career concepts will report high engagement. In such a way, it is suggested that employees look for work activities that are true to themselves and select jobs that provide the best outlet for the expression of talents (Peterson, 2013). The career anticipates that employees will be drawn to both the psychological and objective dimensions of work (Hall & Mirvis, 1995). Career engagement refers to the degree to which an employee identifies with their job, actively participates in it, and considers their job performance to be important to their self-esteem (Lance, 1991).

Chusmir (1982) It postulates that work commitment is an attitude toward a job that links the manager's identity to the employee's own development. The two concepts of career and commitment have been associated with the development of human resources. Maurer and Tarulli (1994) They found that engagement predicted race participation and volunteer development. It follows that when an employee places a strong emphasis on work, then he or she is more likely to participate in career activities and thus development. Employees engaged with high labor centrality are likely to care more about career development and engage in more internal career exploration (Garofano & Salas, 2005).

6. CONCLUSIONS

The construction of the configuration of the Individual Context Level within the Human Resource Development process allows us to understand how, from clearly identified dimensions, the employee seeks his or her own common interests of great importance for the organization. The knowledge of these dimensions, each with its specific configuration, objectively guarantees the establishment of plans, objectives and strategies in the area of Human Resource Development. It undoubtedly complements the other levels of this process, which leads to a more holistic vision and implementation, with benefits for both the organization and the employee.

The two categories that emerged to complement the concept of Individual Context Level within the Human Resource Development process complement the conceptual construction and allow us to determine in context the importance of the thinking of all those who participate in an organization. On the one hand, the perspective of the employee with strong interests in Employability and Career that guarantee the satisfaction of the employee. On the other hand, the perspective of the employer, who is equally aware of Employability and Career, but in this case with a particular interest in the employee's commitment. Thus, from the categories of satisfaction and commitment, the dimensions of Employability and Career complement each other, in order to have a more objective approach in terms of Human Resources Development.

Within this research, something very valuable is achieved that contributes to the generation of knowledge, and that is the fact that two categories emerged (satisfaction and commitment) as a result of the study. Each of these categories is presented differently in each of the proposed dimensions. This is due to the contribution that these categories make and the behavior of how they are presented. Undoubtedly, this proposal facilitates and becomes both a theoretical and practical basis for researchers, managers and/or those in charge of the Human Resources area, specifically in the Human Resource Development process. In addition, it allows evidence of the difference between the perspective of the Manager and that of the employee, that is, that although both parties are interested in the Development of Human Resources from employability and career, the interests are different. For the employee because of the search for satisfaction, and for the employer because of the employee's need for commitment.

These results are useful as a basis and applicable, in academia and in organizations. In academia for having a different way of studying the Individual Context Level, given by the conceptual deepening and evidence of two categories that to date had not been formally established, in the way they are presented in this research. In organizations, for the contribution in the proposal of the configuration of the Individual Context Level to the plans of the Human Resources area; The identification of the five categories of the Career dimension and the four categories of the Employability dimension formalizes and facilitates from a strategic perspective the achievement of objectives with a view to generating organizational value. In addition to this, the importance given to the employee, with a way of thinking and feeling that transcends the interest of good performance.

These results are generalizable from the conceptual construction in academia for future research. In a practical way, it initially applies in the context of the tourism sector, and opens the doors to analyze this applicability in other sectors and contexts. In addition, this study manages to centralize the diversity of proposals of the categories developed here and that revolve around the theme of Human Resources. There are multiple conditions in which each category develops according to interest; For this reason, this study leaves a clear basis with conceptual and contextual support in SMEs, to continue deepening Human Resource Development.

There is a great contribution from these findings to the understanding of Human Resource Development, and it is the different way of understanding the Individual Context Level within the Human Resource Development process, due to the identification of categories that make it up and the configuration based on its dimensions and categories. The depth and identification of such a configuration provides a basis for future research and for structuring the strategic platform of SMEs in the tourism sector of the department of Boyacá. In addition, it complements the proposal of the Garavan (2007) of the levels of Human Resource Development, with a holistic view of the panorama in this process. It closes a gap in the sense of the approach and study at the Individual Context Level in terms of the configuration for a better understanding at the academic and organizational level.

The configuration of the NCI aimed to carry out a conceptual and contextual construction within the HRD process based on the dimensions of Employability and Career. While the importance of these two dimensions is clear to academia, and to the organization for employees and employers, there are still gaps in understanding NCI within the HRD process. Identifying these gaps should provide guidance for future research. Carrying out quantitative studies to contrast the dimensions and categories proposed. In the same way, the generation of a model from the found propositions, that is, modeling from the found propositions, in order to confirm and apply in other contexts. At the same time, establish a methodology in order to operationalize this configuration in organizations. Continue with the study of the different relationships between dimensions and categories based on the proposed configuration. Do not forget to carry out studies that link the other levels of context of the Human Resource Development process

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