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Hotel Leadership Competencies: Senior Executive Leader Perspectives

Abstract

The emergence of new technologies, globalization, evolving customer demands, and a changing workforce profile in the hotel industry prompted this exploratory investigation on leadership competencies for hotels. Using qualitative research methods, senior executive leaders from major hotel companies in the lodging industry were interviewed and through analysis, eighteen hotel leadership competencies emerged. Many competencies found in this study were consistent with previous research, while several new competencies were identified including, the proficient use of technology and social media, being adept at working in accelerated timeframes, ability to deliver learning based on workforce expectations, being accessible and available, and acting with authenticity.

Word Count: 4,423

Keywords: Competencies; Hotel Industry; Leadership; Executive Leaders; Changing Workplace

Introduction

The hotel industry is facing many new changes and challenges in the workplace. Technology, changing customer expectations, and an evolving workforce are three major drivers of this change.

The migration to social media for information, the transparency of service, sharing experiences, and unparalleled exposure to information in the digital space suggest that the ability of hotels and their leaders to communicate with their stakeholders online by both receiving and providing feedback are directly related to their ability to be successful (Gu & Ye, 2014). Reputation management will dominate the hotel industry in the near future. Leaders will be required to manage the hotel's reputations and how well they are able to do this will determine a hotels' success or failure (Becker, Nobre, & Kanabr, 2013).

Early studies on leadership competencies have shown their importance on customer satisfaction, financial performance and their impact on employee development (Ku, 2014). As the lodging industry continues to evolve in these arenas, competencies for its leaders also need to evolve. Although much academic research has focused on leadership competencies, few studies have investigated the perspective of senior executive leaders regarding these competencies. There is also lack of research using qualitative approaches to investigate hotel leadership competencies in the current literature. To help fill these gaps, this study used a qualitative approach for investigation; an approach focused on explaining a phenomenon through use of rich descriptive narratives (Teddlie & Tashakkori, 2009). The purpose of this study was to explore the competencies hotel leaders will need to be successful in the current and future workplace.

Literature Review

The emergence of new technologies, globalization, evolving customer demands, and a changing workforce profile in the hotel industry prompted this exploratory investigation on leadership competencies for hotels.

Technology's Influence

Technology and the internet have also changed the way customers reserve hotel rooms. With more than 50% of all hotel bookings now made online (Marvel, 2015), hotel managers need to be able to manage all the revenue channels better than their competition and create sustainable profits (Green & Lomanno, 2012) to achieve their business goals.

Globalization & Customer Expectations

Customer expectations are also changing. Customers have always demanded excellence, but today's customers are less patient (Bharwani & Jauhari, 2013). Additionally, with the proliferation of information via the internet, customers are more knowledgeable with an increasing demand for high quality service, elevated expectations of customer satisfaction and service tailored to their unique needs (Chacko, Williams, & Schaffer, 2012; Crick & Spencer, 2011). Globalization is also placing more emphasis on customer satisfaction and retention. Hotel leadership competencies that speak to diversity and deliver against differing customer expectations and exceeding them are today's competitive advantage (Gounaris & Boukis, 2013).

Changing Workforce

The workforce is also changing (Lu & Gursoy, 2013). Large numbers of the millennial generation are entering the workforce with changing expectations on how they are mentored and managed. Simultaneously, baby boomers continue to remain a large percentage of the workforce. While reaching retirement age in large numbers many baby boomers are remaining in the workforce, delaying retirement and requiring companies to accommodate their older worker

needs and expectations (Twigg & Majima, 2014). However, entering or staying in the workforce is not translating into staying with a particular hotel or company. The hotel industry, along with other segments of the hospitality and tourism industry have experienced higher turnover than that of other industries (Jeou-Shyan, Hsuan, Chih-Hsing, Lin, & Chang-Yen, 2011). The Bureau of Labor Statistics (2017) reported that turnover in all industries in the U.S. had increased by 4.5% between the years of 2012 and 2016 while the accommodation and foodservice sector had increased 12.1% during those same years. Additionally, while overall turnover for all industries in the U.S. for 2016 was 41.9%, the accommodation and food services sector was 72.9% for that same year (Bureau of Labor Statistics, 2017). Research has shown that leadership competence can have a direct positive impact on reducing turnover (Baczynska & Korzynski, 2017; Gozuokara, Hatipoglu, & Hunes, 2017). The challenge for the hotel leader is how to manage the shifting careers of multiple generations with an increasingly diverse employee base (Maier, 2011).

Leadership Competency Modeling

The word competence was first associated with human traits in 1953 by David McClelland and then used in an organizational context as a competency in 1950 by Robert White (Chouhan & Srivastava, 2014). Following up on this early work, McClelland's (1973) investigation of intelligence testing introduced the idea of testing for competencies and argued that tests should be redesigned to add competency testing for specific skills which marked the beginning of more widespread interest in competencies in the workplace. In the early 1980s, the concept of managerial competencies had gained popularity. By the late 1980s and into the early 1990s competency and competency modelling research produced an array of diverse thinking and some confusion as to the effectiveness and/or ineffectiveness of competencies in the

workplace. From these early studies to the present, much exploration on the subject of competencies has ensued in a multitude of industries.

Previous research in competency studies established that service industries are different from manufacturing. These differences indicate that service settings require leaders to act differently and have a different set of competencies than those in other industries such as manufacturing (Testa & Sipe, 2012).

The use of competency-based modeling has theoretical underpinnings, with previous models being used to assess current human resource policies to how organizations train (Testa & Sipe, 2012). The use of identified competencies may bridge a potential gap between the theory of competency-based education and future practices (Chung-Herrera, Enz, & Lankau, 2003).

Hotel Leadership Competencies

Building on early research of hotel leadership competencies from the late 1980s through the decade of the 1990s, Kay and Russette (2000) explored the notion of critical competencies across functional and management levels and found that of the eighteen critical competencies determined through their study of 56 hotel managers and directors, twelve were specific to leadership. Lin (2002) surveyed line-level hotel managers that identified communication skills and adaption to environmental changes as two key competencies in the hospitality industry.

While additional studies on leadership competencies were being conducted, Chung-Herrera, Enz, and Lankau (2003), identified a gap in leadership competency models specific to the lodging industry and consequently developed a forward-looking competency model for the industry. Through their investigation, they found eight key factors/competencies including self-management, strategic positioning, implementation, critical thinking, communication, interpersonal, leadership and industry knowledge. Their study became the basis for multiple

investigations of hotel leadership competencies over subsequent decades. Brownwell (2004) surveyed hotel general managers and found that communication, leadership, trust, problem solving, flexibility, revenue management and strategic planning/thinking received the highest response rates. Investigating leadership competencies needed for hotels located in Taiwan, Tsai, Goh, Huffman, and Wu (2006) found that of the 60 competency statements evaluated, 16 had significant differences between industry professionals and hospitality management educators with “six being technical, four being administrative, three interpersonal and three concerned leadership” (p. 64). Ryan, Tavitiyaman, and Weerakit, (2009) found “leadership, motivation/interpersonal skill, strategic orientation, planning and implementation, team building and ethics, communication skill, flexibility and concern for community” as the competencies identified for general managers in hotels (p. 7). Nolan, Conway, Farrell, and Monks (2010) in their study investigating the perception of important hotel leadership competencies between graduate students and employers found that competencies identified as important by both groups included customer service, working as a team, professionalism and ethics. Cheung, Law, and He (2010) found that hotel managers identified their top competency dimensions as leadership, industry knowledge, and communication. Sisson and Adams (2013) investigated soft versus hard skill competencies through a survey of managers in various hotel functional areas and determined that twelve of the fourteen competencies rated as essential were all soft skill competencies. Building on their previous work, Tavitiyaman, Weerakit, and Ryan, (2014) surveyed hotel general managers that identified eight leadership competency factors including team building and ethics, leadership, communication skills, planning and implementation, motivation/interpersonal skills, concern for community, strategic orientation, and flexibility.

The body of research on competency studies has included the perspectives of both academia and industry practioners. These studies have identified key competencies based on a variety of factors and some variation of what the key competencies are. Literature on leadership competencies has recognized that competencies need to change over time which could explain some of the variation in competency studies (Kay & Moncarz, 2007). The need for updated leadership competencies is critical for continued leadership success. Tubbs and Schulz (2006) proposed that one of the most important tasks regarding leadership development is identifying key leadership competencies. Research conducted by Kong, Cheung, and Song (2012) argued that the changing work environment has made leadership competencies increasingly more important for leaders in hotels. Reimer, et al. (2015) contended that based on the changes in the workplace and the expectation of more change on the horizon, understanding needed competencies for leaders has become an even bigger priority in the workplace.

Wang (2013) suggested that investigating leadership competencies and their impact on leaders and organizations is challenging because of the inconsistency of past results. As discussed earlier in this review, previous research conducted on leadership competencies in the hotel industry have provided varied examples of leadership competencies, competency models and competency frameworks. Research has explored various levels of management perspectives from entry level to general managers to students. Missing from previous research is the perspective of senior executive leaders in the hotel industry.

Senior executive leaders including CEO's, COO's, and Senior Vice Presidents within an organization have influence over the strategic direction of their organizations and have a global view in their role within the organization (Nyukorong & Quisenberry, 2016). Additionally, Sipe (2016) found that senior executive leaders influence change and innovation in hotels.

Methodology

Participants

Senior leaders from top five brands in the United States and the top five hotel management companies were identified. In-depth interviews were conducted with five of these senior executive leaders in the hotel industry. The use of participants from different types of organizations helps increase credibility (Merriam, 2009). Therefore, to ensure the sample represented diverse aspects of the hotel industry, participants were purposefully selected from different types of companies including major branded hotel companies and major hotel management companies that managed multiple branded hotels. Each of the senior executive leader companies were headquartered in the United States with several having international presence and global interests. Additionally, each of the participants worked at companies with diverse portfolios that included full service, select service and extended stay hotels in varying sizes and locations. The number of hotels managed within each company ranged from one company having 60 hotels, a second company managing over 160 hotels, a third company managing over 500 hotels and the remaining two companies managing hotels that numbered in the thousands.

Participants in this study held the highest senior level positions within their organizations in either operations or human resources, and had influence in the strategic planning and decision making of their respective areas of responsibility. Senior executive leaders were identified for this study because they traditionally have a broader perspective of the overall needs of the company and their time horizon is typically much further into the future than line level managers involved in day-to-day operations. Senior executive leader positions as defined for this investigation included, Senior Vice President or Chief Officer in their respective discipline (see

Table 1). Each participant had a minimum of twenty years in the hotel industry with at least ten years in senior executive leader roles. Participants included three males and two females with an average age of 53 years old.

--- Place Table 1. approximately here ---

Data Collection

In qualitative research, focus is given to the depth and breadth of the data, not the quantity of data (Merriam, 2009). Thus, fewer participants are acceptable. Five in-depth interviews utilizing semi-structured inquiry (Merriam, 2009) were used to assess senior executive leader perceptions of the future of hotel leadership competencies. Prior to each interview, participants were given a brief explanation of the purpose of the study and were assured that all information provided would remain anonymous and kept confidential, with analysis and reporting only for research purposes. Questions were designed to be neutral and more general to allow participants to answer without bias. With 13 guiding questions as the majority of the interview, participants were also allowed to explore areas that they felt were important and that the researchers may not have anticipated.

Four sample interview questions included:

1. How has the hotel industry changed over the last ten years?
2. What skills are tomorrow's entry-level managers going to need to be successful?
3. What learning or knowledge gaps do you see between companies and leaders today?
4. How important are corporate vision and values in attracting and keeping the best candidates?

The interview times ranged from 45 minutes to one hour and fifteen minutes. At the end of the interview, each participant was asked for any additional information the individual wanted

to share. All interviews were conducted by the same researcher and were audio recorded with participant permission. Each interview recording was transcribed verbatim. Following transcription, the interviews were analyzed.

Data Analysis

Two researchers independently analyzed each of the five interview transcripts following the same protocol (Merriam, 2009). This protocol included: 1) exploring the data by reading through the transcripts several times; 2) independently coding the data by segmenting and labeling the text; 3) verifying the codes through an inter-rater reliability agreement check; 4) using codes to develop competencies by aggregating similar codes; and 5) developing definitions for each competency (Merriam, 2009).

Results

Each researcher conducted coding of the transcribed interviews independently. After the initial coding stage, both researchers independently identified over 500 coding segments. Initial inter-rater reliability between researchers was 72%. As is common in qualitative research (Saldana, 2016), researchers calibrated the code definitions and recoded the interviews. After re-coding, inter-rater reliability of 95% was achieved. Next, researchers aggregated the coded data into three distinct categories, including “hard skill competencies”, “soft skill competencies”, and “value-based competencies”.

The final step in the coding process was to curate the individual codes under each theme of the three categories identified. Researchers followed the same coding protocol by first independently curating the codes under each theme into competency categories. Initial inter-rater reliability was 81%. Competency category definitions were reviewed and re-calibrated. Using the re-calibrated definitions, researchers recoded the competency categories and achieved a 92%

inter-rater reliability. Eighteen competency categories were identified with five under the “hard skills” theme, eight under the “soft skills” theme, and five under the “value-based” theme.

--- Place Table 2. approximately here ---

Discussion

Changes in hospitality based on the pervasive nature of technology, globalization of businesses, a more educated and more demanding customer base and a dynamic, diverse workforce with a new set of workplace perspectives prompted this review of current leadership competencies. Having the right set of competencies and skills to meet these changes going forward plays an important role in future leader success. Brownwell (2008) found that identifying specific competencies was critical, as “tomorrow’s managers will help shape the industry’s future” (p. 2).

The three themes that emerged from this study included hard skill competencies, soft skill competencies and value-based competencies, and included 18 individual competencies (see Table 3). Many of the 18 individual competencies that emerged from the initial interviews and subsequent coding were similar to findings of previous competency studies in the hotel industry (Alldredge & Nilan, 2000; Campion, et al., 2011; Chung-Herrera, et al., 2003; Tavitiyaman, et al., 2014; Testa & Sipe, 2012). What was different in these are often not the competency but the evolution of the competency.

--- Place Table 3. approximately here ---

For example, similar to previous studies, the competencies concomitant with effective communication and customer needs were identified in this study (Chung-Herrera, et al., 2003; Jeou-Shyan, et al., 2011; Suh, West, & Shin, 2012; Tavitiyaman, et al., 2014). The need for communication is not surprising as the hotel industry is a primarily customer-facing operation,

thus the need to interact and make the customer feel welcome will always be a priority. What has changed is the perception of the way in which we deliver communication. Traditionally information about a customer's stay was often delivered face to face at the time of arrival and during the check-in process. Today, that same information is more often delivered via email and text to the customer prior to their arrival. The check-in process is also happening online and allows customers to skip any front desk interaction (Schaap, 2018). Another unique addition to the previous body of research to emerge from this study was the expressed level of importance on the competence to deliver a tailored unique customer experience rather than the more common notion of providing the same service to all customers. As one senior leader stated, "How you want to define service...no two are alike. There is an opportunity toward mass customization."

Another competency found in this study, also found in previous competency studies included "supportive in coaching and mentoring." The evolution of this competency speaks to the frequency and time frame. Coaching through frequent learning opportunities, guidance and support based on employee needs is now key. Today expectations are for daily communication and more frequent performance reviews (Ray & Singh, 2018). Additional competencies found in this study related to coaching and mentoring, also discussed in previous research included "inspires and encourages others", "recognizes achievements of others" and "integrates career paths for promotion" (Brownwell, 2004; Chung-Herrera, et al., 2003; Nelson & Dopson, 2001; Testa & Sipe, 2012; Weber, Crawford, Lee, & Dennison, 2013). A variation of this study to previous studies is a new competency on frequency of recognition, communication and how related activities are delivered. Recognition and communication are expected daily and attention to individual careers is critical to today's worker. By way of example, a senior executive leader

stated that “career paths are far more important” and “understanding the development plans to help more people get there” are critical for future success of leaders in the hotel industry.

The current study also identified the competency of “engages in a global perspective” and defined it as integrating the differences of customer and workforce perspectives/embracing a more global perspective. The competency of “leverages workforce diversity” was also identified in this study and was defined as leveraging the strengths of various demographics in the workforce. These are similar to Chung-Herrera, et al.’s, (2003) study identifying embracing diversity as a leadership competency and Tavitiyaman, et al., (2014) identification of promoting respect and appreciation for diversity as a leadership competency. However, it is important to note that the competency of leveraging the strengths of various demographics in the current study encompasses a greater scope of diversity including age and gender rather than just ethnicity. In the words of one senior leader, “... we have to look at six generations and the globalness (sic) of today. It’s going to require talent that is comfortable kind of navigating through all of that to be able to in one minute deliver the standard...”

Finally, the competencies of “innovative and change centric”, “agile and flexible”, “embraces organizational culture and mission”, “builds relationships and considers the larger community”, and “demonstrates innovative problem solving process” from this current study have also been identified to varying degrees in previous research on hotel leadership competencies studies (Chung-Herrera, et al., 2003; Jeou-Shyan, et al., 2011; Suh, et al., 2012; Tavitiyaman, et al., 2014; Testa & Sipe, 2012; Weber, et al., 2013).

There were also several notable differences or additional findings contributing to the body of existing work related to leadership competencies in the hotel industry (see Table 4). These include “proficient use of technology and social media”, “being adept at working in

accelerated timeframes”, “the ability to deliver learning based on workforce expectations”, “being accessible and available as a leader”, and “acting with authenticity”.

--- Place Table 4. approximately here ---

“Proficient in use of technology and social media” is defined as leveraging technology and social platforms to drive business results and remain competitive in the market. The particulars of this competency are relatively new in the hotel industry. The pervasive nature of technology, mobile computing and the use of social platforms have become a major part of managing the hotel. Customers are using technology to research hotels, make decisions on price and location, determine where to stay, book rooms using online travel agencies, and communicate with others on social platforms to share experiences and learn about others’ experience (Lee & Blum, 2015). Leader ability to manage the hotel’s online reputation through responses to customer complaints (Gu & Ye, 2014) and marketing the hotel consistently through online social platforms are important to overall hotel performance. The concept of continuous innovation being driven by new technology and accelerated customer expectations are key to customer satisfaction, yet have received limited attention in the literature.

Another new competency identified in this study was “adept at working in accelerated timeframe”. In their interviews, each of the senior executive leaders heavily stressed the importance of needing to manage the accelerating timeframes of customer and employee expectations. Workforce and customer profiles are changing (Lu & Gursoy, 2013). The speed to market of products, constant introduction of new best practices, and a competitive environment continue to hasten expectations, increase demand and provide much variability. The advancement of technology only compounds the need for hotel leaders to be quick, nimble and forward thinking.

The competency of “delivers learning based on workforce expectations” has a different focus from previous competency studies that include training and development. Although early hospitality competency research had a training and development component, current study results are distinctly different from previous research. The current study defined this competency as delivering relevant, specific learning to enhance technical skills, in short, bite-sized learning moments and provide for future career development. Previous research tended to refer to training from the perspective of training line level or front-line employees on job skills and topics such as how to handle customer-related problems (Suh, et al., 2012; Testa & Sipe, 2012). In contrast, the current study results are focused on how the learner wants to learn and on the delivery of training using experiential methods produced in small increments sometimes referred to as micro-learning (Khurgin, 2017). The current study’s findings were also noticeably different from previous research in showing the need for pertinent, to the point information, to enrich and improve the way employees function. As the Baby Boomer generation continues to stay in the workforce and the next generation enters the workforce in larger numbers, adaptability will be a necessity. The hotel employee demographics are changing and so are the ways in which they want to receive training. Managers need to be able to teach in the moment and shift from the long seminars and day trainings to concise relevant information needed for the current task or issue in a specific moment in time.

Other unique findings of this study included the critical role of being “accessible and available” as a hotel leader by building relationships and being available/approachable, and “acts with authenticity” defined as conveying a sincere sense of self and a candid, open perspective. Historically, in hospitality competency research, these topics have not been discussed in great detail. However, with the advancements in technology and the emergence of a global market,

this competency area has become extremely valuable. The concept of being available and approachable is different from what previous research identified as being “networked” (Testa & Sipe, 2012, p. 655). Chung-Herrera et al. (2003) identified the “need to provide employees access to information”, but stopped short of discussing the need for leaders to be accessible. Younger generations expect to have the ability to communicate with senior management on issues that interest and concern them, at the time they need to discuss them. They also expect those managers to be open, sincere and candid. Often communication may not be face to face, but rather through text messaging or email (Kapoor & Solomon, 2011). In the words of one senior leader “I think the chain of command still exists, I think people have to have a transparency that if someone really wants to reach out to the COO with a question they should be able to do that as a guest or an associate. And I think that when it comes to mentorship, you have to be able to walk the walk and talk the talk. You have to expose what you're trying to preach.”

Conclusions

Through this research, three categories, including hard skill competencies, soft skill competencies, and value-based competencies were identified. Additionally, 18 specific leadership competencies were shown. Results confirmed that many of the competencies mentioned in previous studies are still necessary and relevant today such as coaching/mentoring, recognition and anticipating guest needs. However, some of these competencies may have new perspectives on how they are delivered and within different time frames.

Results also provided insight into five new competencies not mentioned in previous research. These include “proficient use of technology and social media”, “being adept at working

in accelerated timeframes”, “the ability to deliver learning based on workforce expectations”, “being accessible and available as a leader”, and “acting with authenticity”.

Implications

From an industry perspective, these competencies are useful in multiple ways. When considering that two of the greatest challenges facing the industry are finding the right talent and then retaining them, these competencies can provide the framework for recruitment and retention strategies. They provide the groundwork for the creation of new job descriptions or updating existing job descriptions to include the new skills needed for successful leadership in today’s marketplace. They also provide insights in the type of training, mentoring, accessibility and career progression needed to retain existing leaders. By understanding what is needed from the next generation of leaders, current leaders can consider new questions in the interview process to establish whether a candidate possesses the needed competencies for success. In the case of existing employees, current supervisors can create training and development plans to upskill the current workforce. The current study developed a list of eighteen leadership competencies that can be used to assist in ultimately enhancing hotel leader performance and growth through implementation of policies and practices that reflect the changing expectations.

From an academic perspective, these 18 competencies can be woven into existing course work and experiential activities in hospitality and tourism curricula, providing students with the preparation and skills they will need when entering the workforce. They can also be foundational elements when developing new courses, programs and hospitality and tourism curricula.

Limitations and Future Research

This study was not without its limitations. First, the number of participants interviewed was small. While in qualitative research smaller sample sizes are common with an emphasis on

richness of detail and the quality of the information collected and analyzed, a larger sample may provide additional insight. Another limitation is that the entire sample was specific to the hotel segment with no other segments of the hospitality and tourism industry represented. Ideally, the eighteen leadership competencies identified in the current study could be used as the qualitative framework to further investigate senior executive leader perspectives on the competencies necessary for future leaders in other segments of the hospitality and tourism industry.

Previous research on hotel leadership competencies has provided a solid foundation, but with the changes facing the industry, additional competencies are now needed. This current study has identified a set of hotel leadership competencies, adding to the existing body of work while filling the gap of providing the senior executive leader perspective. These findings incorporated with the results from previous research in hotel leadership competencies form the basis for future study that may include a quantitative approach or include different levels of leadership perspective.

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Table 1. Study Interview Participants

Interviewee	Title	Type of Company	Gender
Senior Executive Leader 1	Chief Operating Officer	Hotel Management Company	Male
Senior Executive Leader 2	SVP of Talent	Major Hotel Brand	Female
Senior Executive Leader 3	SVP of Operations	Hotel Management Company	Female
Senior Executive Leader 4	Chief Learning Officer	Major Hotel Brand	Male
Senior Executive Leader 5	Chief Talent Officer	Major Hotel Brand	Male

Table 2. Leadership Competencies Themes

Hard Skill Competencies	Soft Skill Competencies	Value-based Competencies
Adept at working in accelerated timeframe	Agile and flexible	Innovative and change centric
Anticipates and responds to guest needs	Supportive in coaching and mentoring	Engages in a global perspective
Delivers learning based on workforce expectations	Leverages workforce diversity	Embraces organizational culture and mission
Integrates career paths for promotion	Provides effective communication across multiple modes and channels	Builds relationships and considers the larger community
Proficient in use of technology and social media	Recognizes the achievements of others	Inspires and encourages others
	Accessible and available	
	Demonstrates innovative problem solving process	
	Acts with authenticity	

Table 3. List of Hotel Leadership Competencies and Definitions

	Competency	Definition
1	Proficient in use of technology and social media*	Leveraging technology and social platforms to drive business results and remain competitive in the market
2	Innovative and change centric	Changing and innovating to stay relevant and differentiate from competition
3	Adept at working in accelerated timeframe*	Accelerating timeframe of customers and employees expectations
4	Agile and flexible	Ability to be agile and able to pivot at any given time
5	Anticipates and responds to guest needs	Delivering guest service that is more immersive, customized and responsive to changing expectations
6	Supportive in coaching and mentoring	Providing frequent learning opportunities, guidance and support based on employee need
7	Engages in a global perspective	Integrating the differences of customer and workforce perspectives and embracing a more global perspective
8	Leverages workforce diversity	Leveraging the strengths of various demographics in the workforce
9	Provides effective communication across multiple modes and channels	Displaying ability to listen with intent, share perspectives and accept other perspective
10	Embraces organizational culture and mission	Embracing and embodying the higher purposes and meaning of the organization
11	Builds relationships and considers the larger community	Converging the responsibilities of the job with the larger issues and community perspective
12	Inspires and encourages others	Demonstrating enthusiasm, genuine care and concern
13	Recognizes the achievements of others	Providing appreciation, gratitude or acknowledgment
14	Delivers learning based on workforce expectations*	Delivering relevant, specific learning to enhance technical skills, in short, bite size learning moments and provide for future career development
15	Accessible and available*	Building relationships and being available & approachable
16	Demonstrates innovative problem solving process	Having an open mind and approaching problems with a novel perspective
17	Integrates career paths for promotion	Establishing career paths and clear directions for progression
18	Acts with authenticity*	Conveying a sincere sense of self and a candid, open perspective

Note: * indicates competency not present in previous studies

Table 4. Unique vs Similar Competencies

Competencies Unique to Current Study	Competencies Similar to Other Studies
<ul style="list-style-type: none"> - Proficient in use of technology and social media - Adept at working in accelerated timeframe - Delivers learning based on workforce - Accessible and available - Acts with authenticity 	<ul style="list-style-type: none"> - Anticipates and responds to guest needs - Integrates career paths for promotion - Agile and flexible - Supportive in coaching and mentoring - Leverages workforce diversity - Provides effective communication across multiple modes and - Recognizes the achievements of others - Demonstrates innovative problem solving process - Innovative and change centric - Engages in a global perspective - Embraces organizational culture and mission - Builds relationships and considers the larger community - Inspires and encourages others