

ID: 265821

Social Sciences

Global Leadership Competencies for Leaders in Hotel Business: A Pilot Study

**สมรรถนะความเป็นผู้นำระดับสากลสำหรับผู้นำในธุรกิจโรงแรม
: การศึกษานำร่อง**

Received: January 27, 2023

Ruangrawee Suwanpramot¹

Revised: March 18, 2023

เรืองระวี สุวรรณปราโมทย์

Accepted: April 16, 2023

Watsida Boonyanmethaporn²

วรรษิดา บุญญาณเมธาร

Abstract

This research aims to identify global leadership competencies (GLC) for global leaders in the hotel sector. Exploratory factor analysis (EFA) was employed to analyze the components of competencies required for global leadership of leaders and employees in the hotel business. This sample was made up of 93 employees, supervisors, and managers in

¹ Graduate School of Tourism Management, National Institute of Development Administration, Thailand

คณะกรรมการจัดการการท่องเที่ยว สถาบันบัณฑิตพัฒนบริหารศาสตร์ ประเทศไทย

² Graduate School of Tourism Management, National Institute of Development Administration, Thailand

คณะกรรมการจัดการการท่องเที่ยว สถาบันบัณฑิตพัฒนบริหารศาสตร์ ประเทศไทย

Corresponding Author: Ruangrawee Suwanpramot

Email: ruangrawee.suwa@stu.nida.ac.th

the hotel business using the multi-stage sampling method. The questionnaire, with 86 questions, was constructed from related theories and global leadership concepts to collect data. Exploratory factor analysis of GLC among hotel employees resulted in 15 components, which include 51 factors (Bartlett's test: $\chi^2 = 2779.60$, df = 1275, p = .00), and the KMO is 0.746. The finding of exploratory factor analysis after extracting variables by using varimax orthogonal rotation technique and principal component analysis method revealed that there were 15 components of global leadership competencies including: 1) managing relationships and teamwork, 2) cultural flexibility, 3) emotional intelligence, 4) motivating, 5) cultural intelligence, 6) deliberateness, 7) integrity, 8) cross-cultural expertise, 9) adaptive synergy, 10) business acumen, 11) assertiveness, 12) effective communication, 13) resilience, 14) inquisitiveness, and 15) self-efficacy. The total variance is 74.029%. The finding can be used as the base competencies for future research to examine and compare these factors with qualitative research for creating the GLC framework for leaders in hotel business. The GLC can be used as guidelines for setting the training development activities for hotel employees and managers.

Keywords: global leadership competency, leadership, exploratory factor analysis, international hotel, hotel employees

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาและกำหนดสมรรถนะความเป็นผู้นำระดับโลกของผู้นำในภาคการท่องเที่ยวของไทย โดยใช้การวิเคราะห์องค์ประกอบเชิงสำรวจ เพื่อวิเคราะห์องค์ประกอบของสมรรถนะความเป็นผู้นำระดับโลกของผู้นำและพนักงานในธุรกิจโรงแรม กลุ่มตัวอย่างประกอบด้วยพนักงาน หัวหน้างาน และผู้จัดการในธุรกิจโรงแรม 93 คน ซึ่งเป็นการศึกษานำร่องโดยใช้การสุ่มตัวอย่างแบบหลายขั้นตอน แบบสอบถามสำหรับการเก็บข้อมูล ประกอบด้วย 86 ข้อคำถามซึ่งพัฒนาจากการทบทวนวรรณกรรม ทฤษฎีที่เกี่ยวข้อง และแนวคิดความเป็นผู้นำระดับสากล การวิเคราะห์องค์ประกอบเชิงสำรวจของสมรรถนะความเป็นผู้นำระดับโลกในกลุ่มพนักงานงานโรงแรมได้ผล $\chi^2 = 2779.60$, $df = 1275$, $p = .00$ มีค่า KMO เท่ากับ 0.746. ผลการศึกษาจากการวิเคราะห์องค์ประกอบเชิงสำรวจโดยใช้การสกัดองค์ประกอบแบบการหมุนแกนตั้งจากด้วยวิธีวาริเมกซ์ และใช้การวิเคราะห์ส่วนประกอบสำคัญ พบร่วมกับองค์ประกอบของสมรรถนะความเป็นผู้นำระดับโลก 15 องค์ประกอบได้แก่ 1) การจัดการความสัมพันธ์และทีมงาน 2) ความยืดหยุ่นทางวัฒนธรรม 3) ความฉลาดทางอารมณ์ 4) การสร้างแรงจูงใจ 5) ความฉลาดทางวัฒนธรรม 6) ความสุขมุ่งมั่น 7) ความมีคุณธรรม 8) ความชำนาญข้ามวัฒนธรรม 9) การทำงานเสริมกันแบบยึดหยุ่น 10) ความฉลาดทางธุรกิจ 11) ความแนวโน้มก้าวสู่แสดงออก 12) การสื่อสารที่มีประสิทธิภาพ 13) การพื้นตัวได้เร็ว 14) ความสนใจในรู้ และ 15) การเข้าใจในความสามารถของตนเอง ซึ่งสามารถอธิบายความแปรปรวนได้ร้อยละ 74.029. ผลการศึกษานี้ สามารถนำไปใช้เป็นสมรรถนะพื้นฐานสำหรับการศึกษาเพิ่มเติมในอนาคตโดยตรวจสอบและเปรียบเทียบปัจจัยกับการวิจัยเชิงคุณภาพเพื่อกำหนดสมรรถนะสำหรับผู้นำในธุรกิจโรงแรม และสามารถใช้

สมรรถนะกลุ่มนี้เป็นแนวทางการพัฒนาการฝึกอบรมพนักงานและผู้จัดการโรงแรม
ในเชิงปฏิบัติ

คำสำคัญ: สมรรถนะความเป็นผู้นำระดับโลก ภาวะผู้นำ
การวิเคราะห์องค์ประกอบเชิงสำรวจ โรงแรมนานาชาติ
พนักงานโรงแรม

Introduction

Global challenges and related talents are becoming a trend for most firms due to the global environment that is complex, diverse, highly competitive, and extremely unpredictable (Holt & Seki, 2012; Osland et al., 2012). By intensity and complexity of the global economic challenges, the capacity of leaders to adjust is crucial for international organization success (Burke 2011; Kim & McLean, 2015), especially for hospitality sectors in the dynamic post COVID-19 context (Willie & Fierro, 2021). The impact of COVID-19 makes significant uncertainty and chaotic conditions in the tourism and hospitality industry which suffered from a harsh decrease in revenues and were critically halted by the pandemic, and the effects on both the demand side and the supply side (Gössling et al., 2020; Uğur & Akbiyik, 2020).

With these considerations, global leaders in the hotel business are facing distinctive challenges as the pandemic has altered leadership roles with heightened complexity in task and relationship dimensions (Osland et al., 2020). Furthermore, the pandemic heightened the volatility, uncertainty, complexity and ambiguity (VUCA). As a result, leaders in the business sector,

especially the hotel business that connects to global situations, need particular competencies such as resilience, adaptability, and other substances in global leadership that still have less recognition (Reiche et al., 2020). Exploring the GLC for leaders in the hotel sector will provide the required competencies to bridge the gap between hotel leaders' potential and the needs of complex circumstances specifically.

To enhance the global leaders caliber in the hotel business, the required competencies should be identified. Competencies such as resilience, adaptability, positive thinking, and trust building can enrich leaders' roles as well as enable them to handle the changing periods more successfully (Giousmpasoglou et al., 2021; Hahang et al., 2022). Especially, Brownell (2006) and Giousmpasoglou et al. (2021) found that the specific skills for international business environment such as cultural intelligence, emotional intelligence, global mindset, and contingency planning were necessary for global leaders.

Operating an international hospitality business successfully at a global level demands leaders with global leadership. This requires the desirable competencies in multifaceted ranges and high skills to adapt to international settings (Willie & Fierro, 2021).

The hospitality industry really needs strong leadership to deal with the radical impact of the Covid-19 crisis. The desirable attributes of hospitality business leaders have been preliminarily identified as containing GLC in the aspect of hospitality sector. These attributes include having a global mindset, fostering a sense of calmness, focusing on people or “the heart of hospitality”, being

willing to adapt, communicating organizational goals, and having a strategic mindset (Capellan, 2015; Willie & Fierro, 2021).

Other literature on leadership in the hotel business during COVID-19 focused mostly on strategic management and leadership skills. These are scarcely related to the GLC aspect. However, the leadership approach study may not cover all the aspects of global leaders in the multicultural working environment of the hotel business which is one of the most impacted sectors by the pandemic. Unique leadership skills are required for crisis in the hotel industry (Hahang et al., 2022).

Consequently, there are major research gaps in discovering the GLC in the post-COVID-19 period. There is still limited research on GLC identification focusing on the hospitality sector. Especially in the changing period of post-Covid-19 that directly impacted the hotel business' ability to deal with bounce-back tourism. Therefore, these required competencies for both staff and leaders to handle new challenges are critical in multifaceted ranges. They involve not only the strategic and business management skills in leadership, but also the interpersonal skills needed in order to foster people.

This study aims to identify the global leadership competencies and attributes of leaders in the hotel business. These can be used as the guidelines for developing global leadership in firms and for further individual development. The finding of this study addresses the set of competencies that are theoretically and statistically used in theory-based structuring integrated GLC for

hotel leaders. This can be utilized as the basic attribute requirements of hotel managers for the managerial implications.

Objectives

The purpose of this study was to identify the components of global leadership competencies for leaders in the hotel business.

Literature Review

The prior research about leadership competencies for hotel general managers in Thailand focused on the leading management skills. These were studied in the non-crisis period. It presented that team building, ethics, leadership, and communication skills are the most important factors for hotel general managers. It was discovered that flexibility and strategic orientation are the least important competencies for general hotel managers (Tavitiyaman et al., 2014).

Another research focused on self-leadership of SMEs in the hotel business in Thailand. It was found that self-visualizing and goal setting, self-reward and positive thinking, self-observation and cueing, and self-talking and evaluating beliefs are the key factors for strategic management (Na-Nan & Saribut, 2020). However, the study on hotel leadership at the global level proposed distinctive competencies (Brownell, 2006). These were cultural intelligence, emotional intelligence, empathy, synergistic orientation, self-efficacy, optimism, flexibility, agility, etc.

The research related to leadership of the hotel sector during COVID-19 studied the strategic and management aspects. It was found that positive thinking, decision-making, flexibility, communication skills, divergent thinking, and trust-building had a positive impact on leadership effectiveness during the pandemic (Hahang et al., 2022). Several studies suggested that hospitality organization will thrive in turbulent times under leaders who have strong roles in prioritizing employees' emotional stability, maintaining organizational financial health, and promoting organizational resilience (Dirani et al., 2020). Moreover, contingency planning, crisis management, and resilience are demanded. These skills require ongoing learning and flexibility—that enable leaders to adapt rapidly to external changes in the hotel business (Giousmpasoglou et al., 2021).

Global Leadership Competency (GLC) is required in international organizations with many challenges. The more global leaders operate in a multicultural environment, the more leaders face complex context today. According to GLC experts and scholars (e.g., Mendenhall et al., 2012), global leadership is a substantial meta-level leadership discipline. It is concerned with the global aspect of managing a complex and dynamic environment effectively. They categorized the knowledge, skills, ability, traits, and other attributes into various constructs. These include cross-cultural relationship skills, global business expertise, visioning, behavioral skills, mental characteristics, etc. (Bird & Osland, 2004; Birds, 2017; Kim & Mclean, 2013). The study of GLC was rooted from a multidisciplinary perspective. The evolution of GLC results

from comparative leadership, intercultural communication competence, global management, expatriation, and personality study in psychology (Mendenhall, Osland et al., 2017).

The identification of GLC for hotel leaders in this study was constructed from related concepts. These include leadership competencies, global leadership competencies, personality characteristics, cross-cultural competencies, and global leadership effectiveness.

1. Leadership Competencies

The leadership competencies have been identified in various models of international management. The GLOBE projects (House et al., 2004) described the similar characteristics in universal and culturally contingent leadership studied from leaders in 62 countries as follows:

- Universal Leader Characteristics: Trustworthy, honest administratively skilled, foresight, encouraging, positive, dynamic, motive arouser, win-win problem solver, motivational, confidence builder, excellence oriented, and intelligent.
- Culturally Contingent Leader Characteristics: Sincere, compassionate, enthusiastic, risk taker, individualistic, indirect, self-sacrificial, etc.

In terms of leading, leadership competencies were classified into different levels. These include leading the organization, leading others, and leading self (Sakchalathorn, 2014). Gill (2013) suggests that leadership competencies should include relationship management or interpersonal skills, self-management, vision and strategy, ethics and integrity, developing people, etc. Likewise, Bird (2017) studied 207

global leaders' competencies and organized them into three categories: business and organizational acumen, managing people and relationships, and managing self. To analyze the leadership competency factors, we synthesized these competencies into six components: managing self, managing people and relationships, integrity, motivating, visionary, and business and organizational acumen.

2. Global Leadership Competencies

The Global Leadership Concept considers how leadership operates in other cultures for leaders, managers, and expatriates working in the organization (Mendenhall, Osland et al., 2017). Numerous studies identified inquisitiveness in the fundamental core of GLC. This is vital for acquiring "knowledge and expertise beyond boundaries", extracting substances from diverse resources, perceiving cultural influences, and reflecting openness towards different surroundings (Bird et al., 2010). These allow leaders to learn and create opportunities in their businesses (Mendenhall, Weber et al., 2017).

The global mindset is recognized as the perspective of global leadership to develop and interpret criteria for personal and business geared performance. Global mindset allows persons to be independent of the assumptions of single culture and implement criteria appropriately in different contexts (Osland et al., 2012). Due to the complex situations in global business, cognitive complexity is a critical competence for leaders to possess and develop in order to deal with unfamiliar or foreign situations (Vogelgesang et al., 2014).

According to the pyramid model of global leadership by Bird and Osland (2004), resilience is the foundation of global

leadership in threshold trait levels. Having resilience leverages the advantages of responding to changing business circumstances. This is demonstrated in the capacity for adaptability (Thorn, 2012). Besides, adaptability helps global leaders to synergize_innovative solutions. This model also identified inquisitiveness, integrity, cognitive complexity, and a global mindset as its building blocks.

In addition, emotional intelligence was mentioned in various GLC frameworks as being the foundation of authentic and introspective leadership (Bird, 2017; Tubbs & Schulz, 2006). Leaders must maintain emotional intelligence while working in complex social systems (Cumberland et al., 2016). Emotional intelligence refers to the capacity to recover quickly from psychologically and emotionally challenging situations (Owie, 2019). In order to analyze the GLC factors, we have to observe the six core components of GLC. These include a global mindset, inquisitiveness, cognitive complexity, resilience, emotional intelligence, and adaptability.

3. Personality Characteristics

Many studies of GLC considered someone's personality as an underlying factor that could affect their overall performance (Kim & McLean, 2015). Personality characteristics consist of cognitive and affective aspects that influence leaders' behavior. Caligiuri (2006, as cited in Owie, 2019) included the "Big Five" trait factors as an important aspect of the GLC framework. These characteristics were recognized in multiple dimensions of the GLC framework. Leaders' personalities need to be positive and inspirational such as being extraverted with positive energy (Osland et al., 2020). The "Big Five

Personality Inventories" developed by Costa and McCrae (2010) were used as a standardized taxonomy of global leadership. These included neuroticism, extraversion, and openness to experiences, agreeableness, and conscientiousness.

These Big Five personality traits have been used to compare between successful and unsuccessful global leaders around the world. Caligiuri and Tarique (2009) found that effective leaders had significantly higher conscientiousness scores and significantly lower neuroticism scores. These findings showed that having an extraverted personality made global leadership more effective. Moreover, Caligiuri and Tarique (2012) found a relationship between personality characteristics and cross-cultural competencies in the success of global leaders. Openness and extraversion affect global leadership and influence cross-cultural competency development. In addition, conscientiousness was related to hospitality skills which require a strong sense of responsibility and steadiness. Thus, Dekker (2014) stated that hotel managers were recommended to acquire conscientiousness consistently.

Based on the Big Five Personality Inventories, this study analyzes openness to experience, extraversion, low-neuroticism, conscientiousness, and agreeableness as personality factors.

4. Cross-cultural Competencies

Global leadership is related to cross-cultural management. Cross-cultural management focuses on interaction among people in organizations from different countries. It demonstrates how to successfully bridge the cultural differences concerned with management and leadership practices (Bird, Mendenhall, Osland, &

Oddou, 2016). Cross-cultural competencies are defined as the capacity to form mutual understanding, functional interaction, and cooperation among different cultural backgrounds (Sucher & Cheung, 2015). Cross-cultural communication skills are used to customize personal behaviors in interacting with others from diverse cultural backgrounds (Abbe et al., 2007).

Maintaining high cultural intelligence will help global leaders identify differences among people and groups. This will help persons to avoid making bad judgments based on stereotyping and failure to understand cultural paradoxes (Earley & Mosakowski, 2004; Subrahmanyam, 2018). Moreover, the cross-cultural expertise skills also include negotiation expertise, intercultural sensitivity, cultural acumen, and managing cross-cultural ethical issues. Global leaders must acquire these skills in order to operate in a multicultural work context (Bird, 2017; Dolan & Kawamura, 2015; Mendenhall, Weber et al., 2017).

Caligiuri and Tarique (2012) found that cross-cultural competencies are critical to the effectiveness of performance predictors and global leadership skills. They comprise of three unique competencies for global leaders in the multicultural work context. These include reduced ethnocentrism (or valuing cultural differences), cultural flexibility (or adaptation), and tolerance of ambiguity (Caligiuri & Tarique, 2012). In analyzing cross-cultural competency factors, the components of cross-cultural expertise, cultural intelligence, cultural flexibility, low-ethnocentrism, and tolerance of ambiguity are considered.

5. Global Leadership Effectiveness

Previous research indicated that GLC is related to the effectiveness of global leadership. Task-based or job-based competencies dictate the performance of global leaders. These are recognized as key dimensions to global leadership such as—the managerial tasks and relationship quality with internal and external stakeholders (Rickle & Stackhouse, 2022). The effectiveness of global leadership was measured by self-assessment through activities of global work such as interacting with internal and external clients from other countries, global strategic development, working with colleagues from other countries, supervising employees from different nationalities, budget control in worldwide conditions, and dealing with foreign suppliers (Caligiuri & Tarique, 2012).

Furthermore, global leadership roles are concerned with global leadership effectiveness. Bird et al. (2017) classified an ideal-typical global leadership role based on contingency into four roles. These are incremental, operational, connective, and integrative. The connective, charismatic, and integrative roles are similar to those demonstrated in the hotel businesses such as developing synergistic solutions with other departments, fostering trust in the organization, creating team players, and focusing on team effectiveness. The components for analyzing the global leadership effectiveness factors were included in the global leadership tasks, and global leadership roles.

From the literature review, the components of mentioned competencies were analyzed and classified into 86 variables and converted into questions for the pilot survey. The variables present the sub-attributes of competencies. One example of such sub-attributes is coping with stressful challenges across multiple cultures which refers to resilience, applying cultural knowledge when interacting with people, and cultural intelligence. Most of the statements were refined from previous studies.

Research Methodology

This research aims to study the knowledge, skills, abilities, and attributes for constructing global leadership. as well as the competencies and attributes of leaders in the hotel business. This multistage sampling method (purposive and convenient sampling) was used to select samples and distribute an online questionnaire. The sample group for the pilot study was hotel employees, managers, and executives with at least three years of experience in the business. Also included in the sample group were persons who had worked in the hotel business for three years and had not been out of the business for over five years. The sample group was of four and five-star hotel organizations that had similar nature of work and environments. The nature of the firms impacted leadership requirements and expectations of skills. According to the objective of the study, hotel employees and managers with more than three years of experience are qualified for exploring the GLC. This is due to their experience in an international working environment as well

as their length in the career. These people work at the frontlines of the hotel industry.

The questionnaires were sent to selected samples from four and five-star hotels in the Bangkok area. They were also distributed to the employees and managers by convenient sampling to answer voluntarily from May – September 2022. The measurement used was a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Respondents had to rate their agreement with each statement. The questionnaires included screening questions in order to choose the qualified samples according to the criteria. The data collected from the rating scales were analyzed by statistical techniques. This was to interpret opinions and calculate the factor scores.

This paper presents the analysis of data from the pilot study process. Data was analyzed using descriptive statistics and Exploratory Factors. Cronbach's alpha coefficients were used to verify the reliability of the GLC questionnaire. The questionnaire was composed of 86 questions. The statistical methods were employed to analyzed data as follows.

1. Descriptive statistical methods were used to analyze the characteristics of the respondents.

2. Research instruments were built based on the literature review and previous research (Ang, et al., 2007; Bird et al., 2017; Caligiuri & Tarique, 2009; Goldsmith et al., 2003; Mendenhall et al., 2008; O'Keefe, 2018; Sakchalathorn, 2014; Siegel, 2012). The questionnaires were formed with five constructs and 24 variables

resulting in a total of 86 questions. The content of the research instrument was verified by five experts. Each question's index of item-objective congruence (IOC) was at $> 0.60 - 1.00$ higher than 0.5, which can be accepted (Rovinelli & Hambleton, 1976). Both Thai and English versions of the questionnaire were used for data collection. The translation accuracy of this questionnaire was validated by experts and practitioners in the hospitality sector to ensure the respondents' understanding.

The Cronbach's alpha coefficient was used to test the reliability of questions in a pilot study with 30 participants. They used the same sample groups from 93 samples. The coefficient of the overall scale and items for each factor were acceptable. Cronbach's alpha coefficients for each factor, identified in 24 components, ranged from 0.786 to 0.908. The coefficient for the overall 86 scales was 0.944.

3. Exploratory Factor Analysis (EFA) was employed to condense a large number of items into a smaller set of factors and analyze the relationships among variables (Hair et al., 2010). EFA was applied to determine the appropriate number of latent factors and identify GLC factors statistically. The EFA was conducted by using principal component analysis with varimax rotation to extract a set of factors from the 86 GLC items. The Kaiser-Meyer Olkin (KMO) was interpreted to quantify the degree of intercorrelation among the variables and the appropriateness of factor analysis.

Findings and Discussion

This pilot study collected data from 93 samples. These samples included hotel staff, supervisors, managers, and executives.

Both in international hotel chains and Thai hotel chains. The demographic data and the results of Exploratory Factor Analysis (EFA) are presented as follows.

1. The respondents were hotel employees with more than three years of experience in hotel business. The demographic data in Table 1 present the information of 93 respondents. 53.80% of them were male, 45.2% were female, and 1.1% were others. In terms of age, 40.09% were 31 - 35 years old, 26.9% were 36-40 years old, and 10.8% were 41-45 and 26-30 years old. More than half (68.8%) had a bachelor's degree, 18.3% had lower than a bachelor's degree, and 12.9% had higher than a bachelor's degree. In terms of experience, it was found that 50.5% had 2-5 years of experience, 9.7% had 6-10 years of experience, 5.4% had more than 10 years of experience, and 22.6% had less than 2 years of experience. For positions in organization, 41.9% were supervisors. 24.8% were managers and executives, and 33.3% were in staff positions.

Table 1
The Demographic Characteristics of Respondents

Characteristics	Number	Percentage
Gender		
Male	50	53.8
Female	42	45.2
Others	1	1.1
Age		
21 – 25	1	1.1
26 – 30	10	10.8
31 – 35	38	40.9

Characteristics	Number	Percentage
36 – 40	25	26.9
41 – 45	10	10.8
46 – 50	1	1.1
51 – 55	5	5.4
56 – 60	1	1.1
More than 60	2	2.2
Education		
Vocational certificate	1	1.1
High Vocational Certificate	2	2.2
Diploma	7	7.5
Bachelor	64	68.8
Master	8	8.6
Doctorate	4	4.3
Others	7	7.5
Position		
Staff	31	33.3
Supervisor	39	41.9
Junior Management/Manager	6	6.5
Middle		
Management/Department Head	10	10.8
Top management/Executive		
Committee	7	7.5
Years of experience as management level		
None	11	11.8
Less than 2 years	21	22.6
2 – 5 years	47	50.5
6 – 10 years	9	9.7
More than 10 years	5	5.4

2. Exploratory Factor Analysis (EFA): The Kaiser-Meyer-Olkin (KMO) of 86 questions was lower than 0.5. However, according to Leech et al. (2013) the KMO cannot be

below the critical value. For the analysis to be accepted, the KMO value needs to be higher than 0.50. Therefore, in this study 35 variables that have low Cronbach's Alpha, Kurtosis, communalities, and MSA value were removed. These variables included understanding the impacts of globalization on businesses, adapting quickly to transitions, willingness to take risks, regulating emotions under stress, managing uncertainty, and dealing with paradoxes in conflict situations, etc. After such removal of the variables, the KMO test result was up to .746. This indicated the interrelated and shared common underlying dimensions of the constructs. The Bartlett Test of Sphericity was conducted to test the significance of the correlation matrix ($\chi^2 = 2779.600$, $df = 1275$, $p \leq .000$). According to Hair et al. (2010), the result shows that factor analysis was appropriate for classifying the components and factors.

3. The findings of the exploratory factor analysis containing 51 questions and 24 components were divided into 15 components (latent factors). The eigenvalue was greater than 1 as presented in Table 2. This was done by using principal component analysis and the varimax rotation method. The total variance was 74.029. The factors with factor loading of 0.30 and higher were selected based on Tabachnick and Fidell's (2007) suggestion that questions with poor factor loading of less than 0.30 should be removed.

The analysis of variables after using varimax rotation resulted in 15 components including 1) managing relationships and teamwork (26.168%), 2) cultural flexibility (5.803%), 3) emotional intelligence (4.683%), 4) motivating (4.468%), 5) cultural

intelligence (4.102%), 6) deliberateness (3.984%), 7) integrity (3.769%), 8) cross-cultural expertise (3.462%), 9) adaptive synergy (3.220%), 10) business acumen (2.963%), 11) assertiveness (2.615%), 12) effective communication (2.414%), 13) resilience (2.230%), 14) inquisitiveness (2.119%), and 15) self-efficacy (2.029%), which had a total variance explained of 74.029%. The managing relationship and teamwork component had the highest variance (26.168%) and the self-efficacy component had the lowest variance (2.029%). Cronbach's alpha reliability test was used to recheck the suitable dimensions of each factor after conducting EFA. The Cronbach's alpha of 15 components ranged from .521 to .849. The alpha value for all 51 factors was 0.942.

The recent studies of behavioral research indicated that EFA is typically regarded as a method for large sample sizes. Typically, the reasonable minimum N is 50, but EFA can yield reliable results for below 50 as well even in the presence of small distortions. These conditions may be uncommon but can be present in behavioral research data (de Winter et al., 2009). Thus, the validity and reliability of this EFA result with 93 samples that cause the reduction of the number of items to 51 questions can be considered. Sapnas and Zeller (2002) stated that 50 - 100 samples were sufficient for assessing the psychometric properties of the social construct measures as well as for principal component analysis. The selected factors were used to measure each set of components. This study has conducted a thorough review of literature to determine whether items are relevant to the components. Some components were named to represent the attributes in each competency more

clearly. This was based on the literature review of characteristics that were combined into new factors described as follow:

Table 2

Global Leadership Competency Factors for Leaders in Hotel Businesses

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
15 components ($\alpha = .942$)			
1- Managing people and relationship ($\alpha = .849$)			
L2 - It's easy to adjust my behavior for new environments that are out of my control.	.782	(26.168)	(.66)
L4 - My positive outlook towards people and situations will help me when living or working in a foreign culture.	.699		
P2 - I am willing to consider new unconventional ideas.	.592		
L6 - Others' feelings and needs are always my concern.	.545		
G2 - Learning about other cultures from international peers and customers is favorable.	.525		
P14 - I am willing to assist others in need of help.	.515		
E14 - I create team players and focus on team effectiveness.	.484		
C14 - I try to understand diverse worldviews and group differences.	.413		
P11 - I can motivate myself to get the job done.	.389		

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
2- Cultural flexibility ($\alpha = .783$) C7 - Interacting with people from different cultures is enjoyable for me. C9 - It's easy for me to adapt to living and working in foreign environments. C11 - I respect others and their beliefs while also respecting my own belief. E2 - My interaction with external clients from other countries is productive. E4 - I often speak another language at work.	.700 .672 .537 .479 .367	2.960 (5.803)	3.84 (.68)
3- Emotional intelligence ($\alpha = .603$) G16 - I can control my emotions and adapt to changing circumstances. G24 - I am good at reading organizational situations. G14 - My leisure time can reduce stress and help me recover from stressful activities.	.836 .477 .445	2.389 (4.683)	3.92 (.63)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
4- Motivating ($\alpha = .713$) L5 - I work effectively with clients, co-workers, supervisors, and investors. P1- I am always open to different people and experiences. L13 - I create a working environment in which people want to do their best. L8 - I usually empower my employees with authority to get things accomplished.	.638 .616 .573 .540	2.278 (4.468)	4.12 (.62)
5- Cultural intelligence ($\alpha = .676$) C16 - I cope with change and gear myself up effectively. C8 - I adjust my communication style to socialize with people from different cultures. C5 - I apply my cultural knowledge when interacting with people from unfamiliar cultures.	.776 .635 .494	2.092 (4.102)	3.87 (.73)
6- Deliberateness ($\alpha = .542$) G23 - I'm aware of how strategies and tactics work in the marketplace. P6 - When facing urgent situations, I can control myself with a calm manner.	.766 .587	2.032 (3.984)	3.86 (.77)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
7- Integrity ($\alpha = .667$) P9- I follow my ethical principles strictly. P7- It doesn't bother me too much if I can't get what I want. L11- I believe that being reliable and authentic can build trust in my relationships.	.747 .608 .454	1.922 (3.769)	3.98 (.67)
8- Cross-cultural expertise ($\alpha = .723$) C4 - I am aware of how my culture influences others. C2 - I can sense the emotion of other people even if they differ from me. E5 - I supervise employees who are of different nationalities actively. G22 - I understand global business and my industry well.	.739 .637 .538 .436	1.766 (3.462)	3.80 (.70)
9- Adaptive synergy ($\alpha = .697$) E11- I often develop synergistic solutions potentially. E13- I foster trust in the organization regularly. G21- My responses and tactics are adaptable to fit fluid circumstances.	.800 .585 .505	1.642 (3.220)	3.87 (.73)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
10- Business acumen ($\alpha = .581$) E6- I develop a strategic business plan on a worldwide basis proficiently. E9- I capably manage foreign suppliers and vendors. C10- I can read situations in various cultural contexts and respond appropriately.	.789 .544 .529	1.511 (2.963)	3.84 (.65)
11- Assertiveness ($\alpha = .709$) E10- I can manage risks on a worldwide basis competently. P10- My life has a sense of purposeful direction. E8- My negotiation in other countries or with people from other countries are typically successful.	.704 .571 .483	1.334 (2.615)	3.90 (.56)
12- Effective communication ($\alpha = .521$) L9- Behaving with humility in international business situations is important for me. L15- I communicate a vision clearly to drive a common goal of organization. G20- I seek for fresh ideas from a variety of sources to adapt in new situations.	.810 .431 .349	1.231 (2.414)	4.04 (.63)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
13- Resilience ($\alpha = .652$) L14 - To get the job done, I communicate a positive “can do” attitude towards others. G15 - I can cope with stressful challenges across multiple cultures and an international context. L16 - I can develop an effective strategy to achieve the organization’s vision or my goal.	.645 .641 .414	1.137 (2.230)	4.07 (.60)
14- Inquisitiveness ($\alpha = .635$) G5- All situations are opportunities to learn something. G7- Unexpected experiences allow me to learn valuable lessons.	.773 .579	1.081 (2.119)	4.07 (.81)
15- Self-efficacy (single factor) L1- I believe that my abilities come from hard work and effort.	.785	1.035 (2.029)	4.04 (.66)

Component 1: Managing people and relationships ($M = 3.80$, $SD = .67$) contains nine variables. These were inferred as the most important GLC for leaders in the hotel business. This is because the nature of work involves interacting with people and serving peoples’ interests. The ability to adjust themselves (.782) while containing optimism towards people/situations (.699) were viewed as core values for relationship building. This is in accordance with leadership competency (Gill, 2013; Osland et al., 2020; Rickley & Stackhouse,

2022). The willingness to assist (.515) and have concern for others' feelings (.545) helps leaders connect with their coworkers and clients. Learning about other cultures (.525) (global mindset) and trying to understand diverse worldviews (.413) are necessary for leaders in the hotel business. They must recognize customer behavior and coworkers' expectations from various cultures. The willingness to consider new ideas (.592) relates to the 'Openness to experience' factor. This allows leaders to broaden their perspectives. Creating team players and focusing on team effectiveness (.484) refer to the capability to lead a team (Bird et al., 2017) as well as to motivate oneself to get the job done (.389). This is the basis of managing self that relates to others managing others (Bird, 2017).

Component 2: Cultural flexibility ($M = 3.84$, $SD = .68$) contains five variables. These are enjoying interacting with people from different cultures (.700), adapting to living and working in foreign environments (.672), respecting others and self-belief (.537), interacting with international clients productively (.479), and speaking another language at work often (.367). These competencies influence hotel leaders' behavior when they interact with people from different cultures. This allows them to be more productive (Abbe et al., 2007). According to GLC study by Caligiuri and Tarique (2012), these characteristics will support leaders in handling unfamiliar situations.

Component 3: Emotional intelligence ($M = 3.92$, $SD = .63$) contains three variables. They consist of being able to control emotions and adapt to changing circumstances (.836), reading organizational situations (.477), and being able to reduce and recover from stress (445). This component consists of good stress management skills and the ability to maintain one's emotions. Leaders in hotel hospitality must be

able to handle challenges that arise in the international setting. This competency is necessary to have according to the GLC frameworks of Bird (2017), Tubbs and Schulz (2006), and Cumberland et al. (2016).

Component 4: Motivating ($M = 4.12$, $SD = .62$) contains four variables. Working effectively with clients/co-workers/supervisors (.638), being open minded (.616), creating working environments that are conducive to success (.573), and empowering employees to get things accomplished (.540). These characteristics aim to inspire and encourage the hearts of people. They were mentioned as the universal characteristics of good leadership (Gill, 2013; House et al., 2004) needed in the post-Covid-19 pandemic (Dirani et al., 2020; Stoller, 2020). Leaders in international hospitality must understand how to supervise and encourage subordinates' performance to ensure business achievement.

Component 5: Cultural intelligence ($M = 3.87$, $SD = .73$) contains three variables consisting of coping with change and being able to motivate themselves (.776), adjusting communication style to work with people from various cultures (.635), and applying cultural transparency when interacting with people from unfamiliar cultures (.494). The hotel leaders possessing these attributes will perform suitably in the international working environment. This will aid them in responding to the uncertainty during the post-Covid 19 period (Thorn, 2012; Willie & Fierro, 2021).

Component 6: Deliberateness ($M = 3.86$, $SD = .77$) contains two variables which are a combination of awareness of strategies and tactics in the marketplace (.766) and being able to face urgent situations with a calm manner (.587). These factors reflect awareness, acumen,

thoughtfulness, and sense of tranquility (or Low-Neuroticism). This finding was related to Caligiuri and Tarique's (2009) study that found effective leaders to have low neuroticism.

Component 7: Integrity and conscientiousness ($M = 3.98$, $SD = .67$) contains three variables which include being able to follow ethical principles strictly (or conscientiousness) (.747), not being irritated if they don't get what they want (or low neuroticism) (.608), and knowing that being reliable and authentic can build trust in relationships (.454). Integrity refers to the compound of trustworthiness, honesty, and ethics that concern conscientiousness. This component was identified as a universal leader characteristic and threshold trait of GLC (Gill, 2013; House et al., 2004). These factors reflect the attributes of low-neuroticism and conscientiousness of the big five personality traits that are associated with a high level of integrity in the leadership competencies component. Therefore, this component was named integrity and conscientiousness to represent the whole quality of all factors.

Component 8: Cross-cultural expertise ($M = 3.80$, $SD = .70$) contains four variables. These are being aware of how culture influences others (.739), sensing the emotions of people around them (.637), supervising employees who are of different nationalities (.538), and understanding global business in the hotel industry (.436). This factor refers to the ability to cooperate with people. It is required for leaders in order to work among people with diverse backgrounds (Sucher & Cheung, 2015).

Component 9: Adaptive synergy ($M = 3.98$, $SD = .67$) contains three variables. There are being able to develop synergistic solutions potentially (.800), fostering trust in the organization (.585), and adapting responses and tactics to fit diverse circumstances (.505). These factors refer to the ability to integrate, synergize, adapt to situations, and respond to challenges, and the ability to connect people in the organization. These attributes can be considered as demanded competencies of the present hotel industry according to Willie and Fierro (2021). It indicates that willingness to adapt is required for hospitality leaders.

Component 10: Business acumen ($M = 3.84$, $SD = .65$) contains three variables, namely being able to develop a strategic business plan proficiently (.789), capably managing foreign suppliers and vendors (.544), and reading situations in various cultural contexts and responding appropriately (.529). This component focuses on high managerial and strategic skills that are identified as foundation abilities of GLC for leading an organization (Bird, 2017; Tubb & Schultz, 2006). These competencies are in line with those in the study of global leadership tasks by Caligiuri and Tarique (2012).

Component 11: Assertive ($M = 3.90$, $SD = .56$) contains three variables. They consist of competencies based on global leadership tasks and being able to influence people or drive them to success. They include managing risks on a worldwide basis competently (.704), having a sense of direction in life purposefully (.571), and negotiating with people from other countries successfully (.483).

Component 12: Effective communication ($M = 4.04$, $SD = .63$) contains three variables: being able to behave with humility in international business situations (.810), communicating a vision clearly to drive a common goal (.431), and seeking fresh ideas from a variety of sources to adapt to new situations (.349). This component reflects the communication process of exchanging ideas and visions with manners and clarity (Ali et al., 2021). According to the study of Capellan (2015), Stoller (2020), and Willie and Fierro (2021), communication is used to inspire a shared vision needed in the hospitality business context.

Component 13: Resilience ($M = 4.07$, $SD = .60$) contains three variables. They consist of maintaining a positive “can do” attitude towards others to get the job accomplished (.645), ability to cope with stressful challenges across multiple cultures and international contexts (.641), and developing an effective strategy to achieve the organization’s vision or goal (.414). Containing resilience was mentioned during the post-Covid19 changes and identified in various GLC frameworks as important threshold traits (Bird & Osland, 2004). Osland et al. (2012) stated that resilience helps leaders to develop proper solutions and cope with challenging circumstances that occur in hotel businesses (Reiche et al., 2020). Resilience also enables the process of “learning to unlearn and learn”, and transforms stressors into new energy to cope with adversity. This competency was widely mentioned particularly during and after the pandemic (Lombardi et al., 2021) whereas the international business environments and global tourism are increasingly complex and dynamic.

Component 14: Inquisitiveness ($M = 4.07$, $SD = .81$) contains two variables: dealing with unfamiliar situations as opportunities to learn (.773), and lessons learned from unexpected experiences (.579).

This component is mentioned as a competency that allows leaders to learn and become more aware of their surroundings (Bird et al., 2010; Mendenhall, Weber et al., 2017). Hotel leaders experienced this in their working conditions after Covid-19.

Component 15: Self-efficacy ($M = 4.04$, $SD = .66$) contains one variable of believing that their abilities will be strengthened through hard work and effort (.785). However, this component is a single factor. The purpose of this analysis was to identify the underlying component of GLC. A component with only one factor cannot be accepted because of the significant amount of variance in the data. Also, the factor loading pattern at .785 makes theoretical sense. Once analyzed, researchers may suggest it to be kept or removed upon further use or study.

In accordance with the hotel leadership literature, the result revealed an emphasis on managing relationships and team building skills, integrity (or ethics), and communication in the roles of hotel leaders (Hahang et al., 2022; Tavitiyaman et al., 2014). The soft-side competencies included positive thinking, resilience, synergistic orientation, flexibility, integrity, self-efficacy, cultural intelligence, and emotional intelligence (Brownell, 2006; Dirani et al., 2020; Giousmpasoglou et al., 2021;). These were essential for hotel leaders to maintain during and after the Covid-19 period. This helped leaders shape employees' behaviors and influenced them (Lombardi et al., 2021) to maintain their emotional stability as they were confronted with turbulence and uncertainty.

According to previous leadership studies during Covid-19, the hospitality industry found that hotel managers developed

their stress coping techniques via emotional intelligence and positive reactions to change (Hahang et al., 2022). The result of the resilience component shows that its attributes are combined with factors of flexibility and adaptability in accordance with the literature (Giousmpasoglou et al., 2021; Osland et al., 2012). Resilience is a crucial capacity of leaders when faced with failure or harsh conditions. They must be able to bounce back and handle contingencies in order to restart and recover the hotel business for future success (Lombardi et al., 2021). The inquisitiveness reflected by the ability to learn new things supports the resilience of hotel leaders.

Conclusion

The result shows that the set of GLC comprises 51 factors which are classified into 15 components. Each component consisted of factors (or variables) that were identified in the literature as five different constructs. The main five constructs were synthesized based on previous theoretical research. To identify the holistic model and specific dimensions, many GLC studies provided attributes from leadership theories, cross-cultural concepts, and personality characteristics theory in psychology. The combination of these foundation theories of GLC result in the duplicated statements of competencies in some GLC constructs and some competencies were related to one another. In addition, competencies in component 5 ‘Cultural Intelligence’ and component 8 ‘Cross-Cultural Expertise’ were associated with component 2.

Some components can be categorized into groups of managerial competencies (Bird, 2017; Kim & McLean, 2015) which include being motivating, containing business acumen, assertiveness, and effective communication. The rest of the five components were categorized as characteristics leaders have that demonstrate cognitive processing and an attitude that reflects the mindset of a leader (Bird, 2017; Brownell, 2006) in hotel business, namely emotional intelligence, deliberateness, integrity, inquisitiveness, and self-efficacy.

As the respondents operate in the hospitality business, they focused on serving people enjoyable experiences and happiness which differ from other mainstream commercial businesses. Therefore, the required competencies were distinct from others. Competencies in managing people and relationships were the most necessary for global leaders in the hotel business. These cross-cultural competencies, such as cultural flexibility, cultural intelligence, and cross-cultural expertise were a crucial aptitude that supported leaders to operate in the international context successfully. However, the variable of 'extraversion' was not found in the components of GLC, which differed from Caligiuri and Tarique's (2009) findings, but the 'openness to experience' variable was found. This may imply that extraversion is not a dominant characteristic of leaders in Thailand's hotel business. Even though the five personality traits were not named they did correlate with significant factor loadings in various components.

In conclusion for GLC theoretical research, this study contributes validated integrative measurements of GLC set for

developing GLC framework focusing on the hospitality sector. This is distinctive from other industrial sectors and offers heuristic identification of GLC in multifaceted ranges beyond strategic skills, cross-cultural skills, or communication skills. This should advance the research into wider boundaries. It can be recommended that hotel leaders who possess these GLCs will be well-equipped to navigate the complex and dynamic landscape of the hospitality industry and foster a supportive work environment and drive their teams to success.

Implications

1. Implications for Future Research

Future research in the global leadership competency topic should aim to refine the model of global leaders in hotel business by conducting other statistical analysis to find the relation between variables. The set of global leadership competencies for managers in hotel businesses will shift situationally for handling new challenges of the post-Covid-19. Then, the future research should examine and compare these GLC factors with this qualitative study to set the framework of GLC. By in-depth interviews and focus groups with hotel managers and HRD practitioners, they can identify and restructure the core dimensions, levels, and categories of the GLC framework for leaders in hotel business. Furthermore, longitudinal studies could be conducted to investigate how GLC of hotel leaders evolve over time and how their GLC are impacted by dynamic business environments such as changes in technology or shifts in consumer behavior.

2. Practical Implications

The HRD practitioners in the hotel business and related hospitality services, or educational programs can utilize these GLC guidelines for setting the training development activities for managers. Coaching and mentoring with upper-level executives and giving project assignments with multicultural methods will especially improve people management and cross-cultural skills of leaders of the hotel firms scaling up to the international level. This is because they will face more diverse cross-cultural contexts among their customers, clients, and employees. The HRD department will benefit from utilizing these findings as a requirement to design leadership development programs and enhance specific competencies. In addition, these GLC findings can be considered for use as guidelines for further self-development.

Limitations of the Study

This research result may be affected by the bias of the respondents' self-evaluation during data collection. As the data collection proceeded in the period of preparation for reopening tourism in Thailand after COVID-19, the number of managers at high levels in the hotel business was much lower than before the pandemic. The samples that were taken at the employees' levels may not represent managerial skills strongly. In addition, because this study was conducted as a pilot study to determine the GLC factors for hotel leaders, the small sample size in EFA may have limited the generalizability of the results. Future research with larger and more diverse samples is also needed for the verification of our findings.

Acknowledgement

This research and innovation activity is funded by National Research Council of Thailand (NRCT).

References

- Abbe, A., Gulick, L. M., & Herman, J. L. (2007). *Cross-cultural competence in Army leaders: A conceptual and empirical foundation*. US Army Research Institute for the Behavioral and Social Sciences.
- Ali, M., Li, Z., Durrani, D. K., Shah, A. M., & Khuram, W. (2021). Goal clarity as a link between humble leadership and project success: the interactive effects of organizational culture. *Baltic Journal of Management*, 16(3), 407-423.
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371.
- Bird, A. & Osland, J. (2004). Global competencies: An introduction. In H. Lane, M. Maznevksi, M. E. Mendenhall, & J. McNett (Eds.), *Handbook for global managers* (pp. 57–80). Blackwell.
- Bird, A., Mendenhall, M.E., Stevens, M.J., & Oddou, G.R. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Managerial Psychology*, 25(8), 810–828.
- Bird, A., Mendenhall, M., Osland, J., & Oddou, G. (2016). Global Leadership in Perspective. In J. Storey, J. Hartley, J. L. Denis, & D. Ulrich (Eds.), *The Routledge companion to leadership* (pp. 370-380). Routledge.

- Bird, A. (2017). Mapping the content domain of global leadership competencies. In M. E. Mendenhall, J. Osland, A. Bird, G. R. Oddou, M. J. Stevens, M. Maznevski, & G. K. Stahl (Eds.). *Global leadership: Research, practice, and development* (pp. 119-142). Routledge.
- Caligiuri, P., & Tarique, I. (2009). Predicting effectiveness in global leadership activities. *Journal of World Business*, 44(3), 336-346.
- Caligiuri, P., & Tarique, I. (2012). Dynamic cross-cultural competencies and global leadership effectiveness. *Journal of World Business*, 47(4), 612-622.
- Capellan (2015, October). *Hospitality leadership – It's not just customer service*. <https://aboutleaders.com/hospitality-leadership/#gs.7pffit>
- Costa, P. T., Jr., & McCrae, R. R. (2010). Bridging the gap with the five-factor model. *Personality Disorders: Theory, Research, and Treatment*, 1(2), 127–130. <https://doi.org/10.1037/a0020264>
- Cumberland, D. M., Herd, A., Alagaraja, M., & Kerrick, S. A. (2016). Assessment and development of global leadership competencies in the workplace: A review of literature. *Advances in Developing Human Resources*, 18(3), 301-317.
- de Winter, J. C., Dodou, & Wieringa, P. A. (2009). Exploratory factor analysis with small sample sizes. *Multivariate Behavioral Research*, 44(2), 147-181.
- Dekker, D. M. (2014). Personality and hospitable behavior. In I. S. Pantelidis (Eds.), *The Routledge handbook of hospitality management* (pp. 75-84). Routledge.
- Dirani, K. M., Abadi, M., Alizadeh, A., Barhate, B., Garza, R. C., Gunasekara, N., Ibrahim, G., & Majzun, Z. (2020). Leadership competencies and the essential role of human resource

- development in times of crisis: A response to Covid-19 pandemic. *Human Resource Development International*, 23(4), 380-394.
- Dolan, S. L., & Kawamura, K. M. (2015). *Cross cultural competence: A field guide for developing global leaders and managers*. Emerald Group Publishing.
- Earley, P. C., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, 82(10), 139-146.
- Gill, R. (2013) *Theory and practice of leadership*. Sage.
- Giousmpasoglou, C., Marinakou, E., & Zopiatis, A. (2021). Hospitality managers in turbulent times: The COVID-19 crisis. *International Journal of Contemporary Hospitality Management*, 33(4), 1297-1318.
- Goldsmith, M., Greenberg, C. L., Robertson, A., & Hu-Chan, M. (2003). *Global leadership: The next generation*. Pearson Education.
- Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism and global change: A rapid assessment of COVID-19. *Journal of Sustainable Tourism*, 29(1), 1-20.
- Hahang, E., Bayraktar, S., & Jiménez, A. (2022). Early evidence of leadership skills and strategies in managing the impact of COVID-19 pandemic in the hospitality industry. *Cross Cultural & Strategic Management*. 29(3), 493-515.
- Hair, J., Black, W., Babin, B., Anderson, R., & Tatham, R. (2010), *Multivariate data analysis*. Pearson Prentice Hall.
- Holt, K., & Seki, K. (2012). Global leadership: A developmental shift for everyone. *Industrial and Organizational Psychology*, 5(2), 196-215.
- House, R.J., Hanges, P.J., Javidan, M., Dorfman, P.W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage Publications.

- Kim, J., & McLean, G. N. (2015). An integrative framework for global leadership competency: Levels and dimensions. *Human Resource Development International*, 18(3), 235-258.
- Leech, N., Barrett, K. and Morgan, G.A. (2013), *SPSS for intermediate statistics: Use and interpretation*. Routledge.
- Lombardi, S., e Cunha, M. P., & Giustiniano, L. (2021). Improvising resilience: The unfolding of resilient leadership in COVID-19 times. *International Journal of Hospitality Management*, 95, 102904.
- Mendenhall, M. E., Stevens, M. J., Bird, A., & Oddou, G. R. (2008). Specification of the content domain of the Global Competencies Inventory (GCI). *The Kozai Monograph Series*, 1(1), 1-43.
- Mendenhall, M. E., Reiche, B. S., Bird, A., & Osland, J. S. (2012). Defining the “global” in global leadership. *Journal of World Business*, 47(4), 493-503.
- Mendenhall, M. E., Weber, T. J., Arnardottir, A. A., & Oddou, G. R. (2017). Developing global leadership competencies: A process model. *Advances in Global Leadership*, 10, 117-146.
- Mendenhall, M. E., Osland, J., Bird, A., Oddou, G. R., Stevens, M. J., Maznevski, M., & Stahl, G. K. (2017). *Global leadership: Research, practice, and development*. Routledge.
- Na-Nan, K., & Saribut, S. (2020). Validation of employees' self-leadership using exploratory and confirmatory factor analysis. *International Journal of Quality & Reliability Management*, 37(4), 552-574.
- O'Keefe, S. A. (2018). *The development and initial validation of a self-assessment for global leadership competencies* [Unpublished doctoral dissertation]. Florida International University. FIU Electronic Theses and Dissertations. <https://doi.org/10.25148/etd.fidc006566>

- Osland, J. S., Bird, A., & Mendenhall, M. (2012). Developing global mindset and global leadership capabilities. In G. K. Stahl, I. Björkman, & S. Morris (Eds.), *Handbook of research in international human resource management* (2nd ed., pp. 220-252). Edward Elgar Publishing.
- Osland, J. S., Mendenhall, M. E., Reiche, B. S., Szkudlarek, B., Bolden, R., Courtice, P., Vaiman, V., Vaiman, M., Lyndgaard, D., Nielsen, K., Terrell, S., Taylor, S., Lee, Y., Stahl, G., Boyacigiller, N., Huesing, T., Miska, C., Zilinskaite, M., Ruiz, L., ... Maznevski, M. (2020). Perspectives on global leadership and the Covid-19 crisis. *Advances in Global Leadership*, 13, 3-56.
- Owie, E. T. (2019). *Global leadership and implications for organizations* [Conference session]. The 20th International Science, Technology, Arts, Education, Management & the Social Sciences Multidisciplinary Conference, New Jersey, United States.
- Reiche, B. S., Mendenhall, M. E., Szkudlarek, B., & Osland, J. S. (2020). At the heart and beyond: What can global leadership researchers learn from perspectives on the Covid-19 pandemic?. In J. S. Osland, B. Szkudlarek, M.E. Mendenhall, & B. Reich, *Advances in global leadership* (pp. 261-282). Emerald Publishing Limited.
- Rickley, M., & Stackhouse, M. (2022). Global leadership effectiveness: A multilevel review and exploration of the construct domain. *Advances in Global Leadership*, 14, 87-123.
- Sakchalathorn, M. S. (2014). *Global leadership and executive competencies and global mindset: The impact on executive and corporate performance* [Unpublished doctoral dissertation]. Thammasat University.

- Sapnas, K. G., & Zeller, R. A. (2002). Minimizing sample size when using exploratory factor analysis for measurement. *Journal of Nursing Measurement, 10*, 135–154.
- Stoller, J. K. (2020). Reflections on leadership in the time of COVID-19. *BMJ Leader, 4* (2), 77-79.
- Subrahmanyam, S. (2018). Global leadership: A privation for global corporate. *International Journal of Trend in Scientific Research and Development, 2*(4), 97-106.
- Sucher, W., & Cheung, C. (2015). The relationship between hotel employees' cross-cultural competency and team performance in multi-national hotel companies. *International Journal of Hospitality Management, 49*, 93-104.
- Tabachnick, B.G., & Fidell, L.S. (2007). *Using multivariate statistics*. Pearson Education.
- Tavitiyaman, P., Weerakit, N., & Ryan, B. (2014). Leadership competencies for hotel general managers: The differences in age, education, and hotel characteristics. *International Journal of Hospitality & Tourism Administration, 15*(2), 191-216.
- Thorn, I. M. (2012). Leadership in international organizations: Global leadership competencies. *The Psychologist-Manager Journal, 15*(3), 158-163.
- Tubbs, S. L., & Schulz, E. (2006). Exploring a taxonomy of global leadership competencies and meta-competencies. *Journal of American Academy of Business, 8*(2), 29-34.
- Uğur, N. G., & Akbıyık, A. (2020). Impacts of COVID-19 on global tourism industry: A cross-regional comparison. *Tourism Management Perspectives, 36*, 100744.

- Vogelgesang, G., Clapp-Smith, R., & Osland, J. (2014). The relationship between positive psychological capital and global mindset in the context of global leadership. *Journal of Leadership & Organizational Studies*, 21(2), 165-178.
- Willie, P., & Fierro, I. (2021, March). *International hospitality operations need global leaders: Research highlights*. <https://www.hotelnewsresource.com/article114719.html>