

**Generational Differences Regarding Interpersonal
Competencies
- Development of a Competency Model for Leaders
to Enhance Employee Experience**

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Abstract

This study examines the differences between Gen Z and Older Generations (Baby Boomer and Gen X) in terms of their interpersonal and intrapersonal leadership competencies and their expectations of these competencies. Using a quantitative research approach with 122 participants, hypotheses regarding intergenerational expectations and levels of leadership competencies were tested. Contrary to expectations, no significant generational differences were found between Gen Z and Older Generations. Consequently, a cross-generational leadership competency model was developed and validated through expert interviews. Implementation strategies along the Employee Journey were proposed, aiming to enhance the Employee Experience across different generations.

Keywords

Leadership Competencies, Interpersonal Competencies, Intrapersonal Competencies, Employee Experience, Employee Journey, Competency Model, Generational Differences, Baby Boomer, Gen X, Gen Y, Gen Z

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For ease of reference, the following acronyms are used in this thesis:

Generation X (Gen X), Generation Y (Gen Y), and Generation Z (Gen Z).

1 Introduction

In today's dynamic workplace, the entrance of Gen Z as a new generation is often portrayed as an extraordinary challenge for leaders. Headlines such as "Gen Z Is the Most Challenging Generation To Work With" (Duley 2023) and "3 in 4 managers find it difficult to work with Gen Z" (ResumeBuilder 2023) summarize the narrative surrounding the newest joiners to the workforce. These captions highlight the complexity leaders face when attempting to lead Gen Z effectively.

John C. Maxwell's quote, "People quit leaders, not companies" (2008), underscores the importance of leadership in the current employment landscape and takes on new meaning against the backdrop of an intensifying war for talent and rising resignation rates (Bérubé et al. 2022; eurostat 2023). 34% of employees cite poor leadership as the reason they are leaving their jobs, making effective leadership a critical competitive advantage in today's tight labor market (Armstrong 2022). The challenge is compounded by the emergence of Gen Z, a generation that will soon comprise 27% of the global workforce and is often described as demanding (Ahuja 2022; Zurich.com 2023). As the majority of today's leaders belong to the Baby Boomer or Gen X generations, referred to in this thesis as "Older Generations", there is an increasing need to shift leadership styles from traditional models to more inclusive approaches (Ahuja 2022; General & Operations Managers 2021; Hayes 2022; LaVine 2023). Recognizing these generational complexities is critical for leaders looking to improve in areas such as Recruitment, Retention, Employee Engagement, and Employee Experience (Kupperschmidt 2000).

The main objective of this study is to explore the differences between Gen Z and the Older Generations in terms of their competency level of intrapersonal and interpersonal leadership competencies and their expectations of these competencies in their leaders. The research of this thesis will form a leadership competency model developed to serve the purpose of training leaders in those competencies most important to Gen Z to enhance their Employee Experience.

To provide clarity and direction, the following research questions have been articulated: Does Gen Z have different priorities than Older Generations regarding the importance of specific leadership competencies in their leaders? Does Gen Z differ significantly from Older Generations in terms of specific intrapersonal and interpersonal leadership competencies?

The following theoretical background lays the foundation to address these questions.

2 Literature Review

The following Chapter explores the theoretical concepts relevant to this thesis.

2.1 Definition and Importance of a Successful Leader

The Oxford English Dictionary defines a business leader as "a person who manages the business operations of an organization, political party, etc." (2023). A more detailed description of a leader characterizes a person who demonstrates skills that can be applied to different situations and contexts and who guides, directs, motivates, or inspires others (Bolden and Gosling 2004; Barrett 2006).

According to Goleman (2014), possessing hard skills and a high intelligence quotient (IQ) are essential prerequisites for obtaining a leadership position. However, it is the soft skills and competencies that allow conclusions about a leader's success, as 90% of the competencies that distinguish outstanding leaders are related to soft skills (Goleman, 2014). They enable a leader to guide a profitable team with low turnover and contribute to a more lucrative and high-performing organization overall. Successful leaders can respond and adapt to different environments. While operational excellence is required, successful leaders are characterized by drive, enthusiasm, honesty, integrity, and diversity of values (Bolden and Gosling 2004). A survey by Robinson (2023) found that 24% of employees are actively disengaged due to poor leadership, and especially in times of the war for talent and demographic change, successful

leaders who motivate and engage employees are critical to the long-term success of organizations.

2.2 Frameworks

This chapter presents frameworks that facilitate the understanding and implementation of the findings of this study.

2.2.1 Employee Journey and Employee Experience

The Employee Journey (EJ) is used to facilitate Human Resource Management in organizations and to drive the Employee Experience (EX) and consequently employee engagement (Plaskoff 2017).

EJ is the chronological chain of micro-moments that matter to employees. It maps the milestones of the employee-employer relationship, starting with the first interaction before the employee joins the organization and ending when the employee leaves the organization. Although moments of the EJ (EJM) are unique to each employee, they can be grouped into macro-moments: Recruitment, Onboarding, Integration and Performance, Development, Offboarding, and Post-Exit (see Appendix A). However, the EJ does not only look at these key moments themselves but also at how the employee feels at each stage, making it a personal high or low point (Plaskoff 2017). Most EJMs occur multiple times throughout the EJ, and only a few are unique, such as Recruitment and Offboarding (Emmett et al. 2021). Understanding which stage of the EJ an employee is in allows leaders to make smart decisions and investments when interacting with and developing employees. As inflection points, EJMs provide enormous potential for increases in EX if they are well-designed and continuously optimized (Emmett et al. 2021; Moore 2019).

EX refers to the entirety of how an employee perceives the employee-employer relationship that is based on the EJMs (Plaskoff 2017). As the emotions of an employee are fundamental to

the EX, like the micro EJMs, they are unique to each employee. Organizations have great power to influence EX with every micro EJM employees have in the physical, technological, or cultural environment. If optimized, those EJMs represent organizations with the opportunity to drive employee engagement, ultimately resulting in business value (Morgan 2017; Plaskoff 2019). Shenoy and Uchil (2018) found a significant relationship between leadership and EX. The study placed high importance on the leader's role in improving EX. Highlighted by more than 90% of employees stating that EX will be very important in the future and increasing scarcity of skilled workers, a positive EX is crucial for organizations to attract and retain employees (Linked In 2020; Montague 2020).

2.2.2 Leadership Competency Models

Leadership competency models (LCMs) provide organizations with frameworks for aligning individual behaviors with organizational goals (Wilson Burns, Smith, and Ulrich 2012). Through the structure of an LCM, organizations identify and organize the competencies required of leaders and derive competency-based behavioral anchors. Those are the essential skills required to demonstrate the acquisition and application of competencies (Buford and Lindner 2002). An LCM, including behavioral anchors, is used to identify competency gaps and facilitate the creation of tailored training programs to develop competent leaders capable of leading the organization to long-term success (Goleman 2014; Polc 2023). As Bolden et al. (2003) note in their Review of Leadership Theory, there is a proliferation of leadership models, as they are often developed internally by organizations to contribute to their competitive advantage, highlighting the importance of LCMs considering the war for talent and the overall state of the labor market.

The number of LCMs is almost as large as that of organizations because organizations tend to adapt existing models to fit their specific situation rather than rely on existing models (Azeredo and Henriqson 2022). However, Goleman (2014) notes that most LCMs are based on

competencies demonstrated by outstanding leaders, allowing the possibility of more generic models. These can be adapted to provide a useful framework for organizations to create tailored LCMs (M. M. Ali et al. 2021).

2.2.3 ADKAR Model

The implementation of LCMs (see Chapter 2.2.2) implies an organizational change that needs to be thoroughly planned and structured. The ADKAR Model provides a framework to guide individuals and organizations through change successfully. Its five letters equal the five stages of change identified by the model: Awareness, Desire, Knowledge, Ability and Reinforcement (Prosci 2023; see Appendix B). It was developed by Hiatt (2006) and validated by more than 700 companies that applied the ADKAR model for navigating through change (M. A. Ali et al. 2021). All phases of the ADKAR Model are sensitive to resistance and its relevance to the success of change implementation. It is focused on overcoming resistance to change by supporting all stakeholders throughout the adoption process (Paramitha, Tobing, and Suroso 2020). Since employee resistance is the most common obstacle to organizational change, getting everyone on board is critical to sustainable and successful change (Hiatt 2006).

2.3 Generations in the Workforce

Today's workplace is shaped primarily by four generations: Baby Boomers, Gen X, Gen Y, and Gen Z. In the past, the birth years of these generations' classifications varied. In the context of this thesis, the following periods will be assumed: Baby Boomers (1946–1964), Gen X (1965–1980), Gen Y (1981–1996), and Gen Z (1997–2012) (Pew Research Center 2023).

The literature is replete with studies comparing the values and work expectations of generations, illustrated in detail in Appendix C. The focus of this thesis, however, is on the different expectations each generation has of its leaders. Therefore, they are briefly described below.

Baby Boomers prefer a team-oriented leadership style that avoids rigid hierarchies. Gen X values clear, autonomous, and feedback-rich leadership and is not bound by traditional notions of authority. Gen Y seeks inspirational and directive leaders while maintaining a polite relationship (Zemke, Raines, and Filipczak 2000; Berkup 2014). Gen Z, on the other hand, is characterized by a desire for leaders who practice honesty, communicate directly, listen actively and value their contributions. Further, Gen Z has a strong preference for mentorship (Benítez-Márquez et al. 2022; Kubátová 2016).

Several studies have shown that generations value leadership behaviors and styles differently. A study by Bako (2018) examined leadership style preferences across generations and found that Gen Z prefers risk-taking, team sacrifice, and persuasive leadership, compared to Gen X's appreciation for independence and less charismatic approaches. Gen Z prefers leaders who follow the rules and can be somewhat secretive in resolving conflicts, in contrast to Gen X's preference for flexibility and honesty. In addition, Gen Z is comfortable with leaders who avoid confrontation and maintain a positive demeanor, in keeping with their passive nature, which differs from the openness and directness sought by Gen X. The study by Sessa et al. (2007) examines generational differences in leadership values and behaviors and found that Early Boomers, Late Gen-Xers, and Gen Y value a leader's ability to listen more than Late Boomers and Early Gen-Xers.

2.4 Competencies

The terms "competency" and "competence" are often used interchangeably. In the following, the term "competency" is used. It is defined by Briscoe and Hall (1999) as "an underlying characteristic of an individual which is causally related to effective or superior performance in a job." It combines knowledge, skills, attitudes, and behaviors (Boyatzis 1982).

This thesis will focus on interpersonal and intrapersonal competencies. Therefore, the following sections provide definitions of these terms. Then, three core competencies in each category are examined, highlighting their relevance in successful leadership.

2.4.1 Interpersonal Competencies

Interpersonal competencies refer to the ability of a leader to interact effectively with diverse employees and manage organizational behavior (Lee-Kelley and Leong 2003; Robles 2012). A study by Awan, Ahmed, and Zulqarnain (2015) found that a leader's possession of interpersonal competencies positively influences the success of a team. In the organizational context, leaders employ interpersonal competencies in interaction with followers, peers, clients, and others to influence, motivate, and build trust within teams (Carmeli 2003; Riggio and Reichard 2008; Riggio 2010). The following Chapters will examine the three interpersonal competencies of particular importance for leaders: Communication, Cultural Intelligence (CQ), and Conflict Management with focus on their relevance in the work and generational context.

2.4.2 Communication

Communication competency is defined as the ability to effectively convey, share, and interpret information, thoughts, and feelings through verbal, nonverbal and written avenues. Excellence in Communication competency drives employees to follow a leader. Additionally, a large share of their work involves Communication, hence acquiring Communication competency is imminent for leaders to be successful (Barrett 2006; Miller 2001). A multitude of studies highlight the strong link between team performance and the extent of Communication competency of a leader, as it shapes Decision-Making processes and organizational culture, unlocks trust, influences the approach to achieving goals, and accelerates positive change. (Hackman and Johnson 2018 Landry 2019; Manojlovich 2007; Miller 2001). Moreover,

Groysberg (2022) found that leaders who communicate effectively can better manage change, navigate organizational complexities, and encourage innovation.

Technological advancements, particularly in the Communication technology sector, have brought about a significant shift in Communication. For instance, a study by LivePerson (2021) found that Gen Z generally prefers online Communication to in-person Communication. This shift has had a notable impact on the Communication style of Gen Z, the first generation to grow up as digital natives. As a result, their approach to Communication differs from previous generations and suggests that their Communication competency is significantly different from that of Older Generations (Ndmu 2022).

2.4.3 Cultural Intelligence

CQ is an individual's ability to adapt to unfamiliar situations and engage with people from different cultural backgrounds. CQ includes multiple dimensions of metacognitive, cognitive, motivational, and behavioral facets that enable an individual to understand and adapt to different cultural environments that do not only refer to geographics but also to different work settings such as business units (Earley and Ang 2003). Ongoing globalization increasingly emphasizes the importance of CQ as a critical competency in today's workplace. Internally, organizations' workforces are becoming more diverse due to migration. Externally, global competition implies international and intercultural business activities (Kwantes and Glazer 2017). CQ immediately relates to a leader's ability to manage multinational teams, successfully negotiate in cross-cultural surroundings, and foster inclusive work environments (Rockstuhl et al. 2011). Rockstuhl et al. (2011) found that leaders with high CQ are more likely to succeed in international environments. This is supported by Du Plessis' (2011) research, which shows a positive correlation between CQ and the ability to understand human behavior, positioning individuals for successful leadership of people and organizations.

Gen Z has had greater exposure to the international environment than any previous generation, with growing up in a world in which globalization is still increasing, and in which technological advances enable access to information and to worldwide connections (Hernández-Arriaza et al. 2023; McKinsey 2023; Tulgan 2013). As Sahin and Gurbuz (2014) found, international engagement increases CQ, driving Gen Z to likely exhibit a different level of CQ when compared to Older Generations.

2.4.4 Conflict Management

Conflict Management competency is the strategic use of available tools and methods to minimize negative outcomes and maximize positive effects of conflict situations (Mayer and Louw 2012). Conflicts naturally occur in the workplace and managing them calls for the use of specific processes and systems (Eisenhardt, Kahwajy, and Bourgeois 1997; Katz and Flynn 2013). As leaders act to defuse tensions, settle misunderstandings, and deal with disruptive behavior to resolve crises and motivate and support employees, their role in workplace Conflict Management is critical (Fisher 2006; Saeed et al. 2014).

The Thomas-Kilmann Conflict Mode Instrument offers a deeper understanding of diverse Conflict Management styles by describing them along the two of dimensions of assertiveness and cooperativeness and further grouping them into five distinct categories: *Competing* – pursuing one’s own concerns at the expense of others, *Compromising* – finding a solution that is acceptable for both parties, *Collaborating* - attempting to work together to get to a solution that satisfies both, *Avoiding* – not addressing the conflict, and *Accommodating* – neglecting one’s own concerns to satisfy those of others (CPP 2008; Kilmann and Thomas 1975). DeChurch and Marks (2001) emphasize the advantages of effective Conflict Management practiced through leaders, such as improved team dynamics and organizational performance. Additionally, a study by Pazos (2012) highlights that leaders with high Conflict Management competencies promote innovative and collaborative work environments. However, despite its

critical nature, many leaders feel unease in handling conflicts, as a study by Larcker et al. (2013) found, suggesting the necessity for training in this field.

Van der Zee and Hofhuis (2017) found that Conflict Management styles differ between age groups and cultures. Hence, knowledge about those differences in handling conflicts is becoming increasingly important for leaders in a diverse and international work environment.

2.5 Identification of the Research Questions and Hypothesis

The literature review shows that successful leaders are crucial in guiding, directing, motivating, and inspiring employees (see Chapter 2.1). It is necessary to train leaders according to the needs of their employees to enhance EX. LCMs provide a valuable framework for developing training programs for leaders of different generations (see Chapter 2.2.2). Despite extensive research on the characteristics, values, and workplace expectations of different generations (see Chapter 2.3), there is a clear research gap regarding the leadership competency levels of different generations, particularly Gen Z. In addition, there is a gap in the literature that examines how different generations prioritize and rank specific leadership competencies in terms of importance. The lack of an LCM that is tailored to the successful leadership of Gen Z provides an opportunity to explore their specific preferences and design targeted strategies for developing leaders of Older Generations.

Gen Z and Gen Y share similar values and expectations for diversity, openness to change, and a meaningful work environment (see Appendix C). Because of these similarities, Gen Z is compared to Older Generations, defined as Baby Boomers and Gen X, to provide a clearer distinction between the generations.

Overall, the purpose of the study is to address the research gaps illustrated above by exploring the differences between Gen Z and Older Generations in terms of their interpersonal and intrapersonal competency levels, and their expectations of the competencies they consider important in their leaders. The research questions and hypotheses developed for this purpose are listed in Table 1 below and will support the creation of a targeted LCM for the leaders of Gen Z.

Table 1:

Overview of Research Questions and Hypotheses

GRQ	Does Gen Z have different priorities than Older Generations regarding the importance of specific leadership competencies in their leaders?
IRQ1	Does Gen Z differ significantly from Older Generations regarding specific intrapersonal leadership competencies?
H1	Gen Z exhibits a significantly different level of Adaptability compared to Older Generations
H2	Gen Z exhibits a significantly different level of Emotional Intelligence compared to Older Generations
H3	Gen Z exhibits a significantly different Decision-Making Style than Older Generations
IRQ2	Does Gen Z differ significantly from previous generations regarding specific intrapersonal leadership competencies?
H1	Gen Z exhibits a significantly different level of Communication compared to Older Generations
H2	Gen Z exhibits a significantly different level of CQ compared to Older Generations
H3	Gen Z exhibits a significantly different Conflict Management Style than Older Generations

Note. GRQ = General Research Question. IRQ = Individual Research Question. H = Hypothesis.

3 Methodology

The methodology of this study, including a quantitative survey and qualitative interviews, along with its design, sample, data collection, and results, will be outlined in the following.

3.1 Study Design

Quantitative Study

A quantitative, cross-sectional survey was conducted to investigate generational differences in leadership competency expectations and self-assessments in intrapersonal and interpersonal competencies to test the hypotheses. In anticipation of significant participation from German speakers, the questionnaire was crafted in German and English. Two different hyperlinks were distributed to allow respondents to choose the survey in their preferred language. The questionnaires (see Appendix D), which were available on [socisurvey.com](https://www.socisurvey.com), were structured and worded identically in both languages to ensure consistency and comparability of responses. Three pretests in each language were conducted before the actual data collection began.

The actual survey started on 27.10.2023 and ended on 08.11.2023. The hyperlinks were forwarded to family and friends and distributed via social media (Instagram, Facebook,

LinkedIn). Participants received an introductory text at the beginning of the survey. It was pointed out that all data collected would be kept anonymous and confidential. Respondents were informed that the survey would take no more than ten minutes to complete.

Qualitative Interviews

The interview method was chosen to validate the developed LCM (see Chapter 4.4.1) and to examine the impact of its application to ensure its usefulness and adaptability in different organizational contexts. In this qualitative data collection approach, two in-depth expert interviews were conducted on 17.11.2023 and 19.11.2023. Each interview lasted approximately 25 minutes and was conducted in recorded video conferences. The experts provided valuable insights on the application and implementation of an LCM. The questions (see Appendix E) and the developed LCM were sent to the interviewees 24 hours before to facilitate a structured, in-depth interview.

3.2 Sample

Quantitative Study

The target population for the data collection included Baby Boomer, Gen X and Gen Z. Initially, 191 participants completed the survey, with 43 English and 148 German respondents. However, after data cleaning to remove responses from the Silent Generation and Gen Y, as well as invalid responses, the sample was reduced to a total of 122 participants eligible for the study, consisting of 25 English and 98 German respondents.

The generational breakdown of the relevant sample was as follows: Baby Boomers represented 27,9% with 34 participants, Gen X represented 24,6% with 30 participants and Gen Z represented 47,5% with 58 participants. Regarding nationality, the sample was predominantly German with 112 participants (91.8%). Other nationalities included one participant each from Austria, Finland, Switzerland (0.8% each), two each from France, and the United Kingdom (1.6% each), and three from the United States of America (2,5%).

Qualitative Interviews

The sample of qualitative interviews consisted of two learning and development experts from Germany with extensive experience in leadership training and LCMs.

3.3 Data Collection

The following paragraphs will detail the approaches chosen to gather relevant data that support the aim of this study.

3.3.1 Quantitative Study

In the quantitative survey, participants first selected their birth year from a drop-down menu organized by generational cohorts. They then selected their nationality from another menu that listed a large number of countries (see Appendix D).

After these demographic questions, the focus of the survey shifted to competencies. Participants were asked about their intrapersonal competencies, including Adaptability, EI, and Decision-Making (see Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**). The survey then turned to interpersonal competencies, examining Communication, CQ, and Conflict Management (see Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**).

The final part of the survey focused on employee perceptions of the importance of leadership competencies. In this section, the six competencies mentioned earlier were defined and respondents were instructed to rank these competencies in order of personal importance. The scale ranged from 1 to 6, with 1 being the most important competency respondents felt a leader should possess and 6 being the least important.

3.3.1.1 Communication

The Interpersonal Communication scale (SFICS) is a self-assessment tool created by Rubin and Martin in 1994. It measures competency in managing interpersonal relationships across various communicative contexts with a ten-item questionnaire. The ten items of the SFICS were taken from the original 30-item scale.

The validity of the SFICS was tested with a group of 247 Communication students, of who 57% were female. The items for the SFICS were selected based on the highest item-total correlation from the original 30-item scale, indicating a strong empirical foundation. The reliability is supported by a considerable Cronbach's Alpha of $\alpha = .63$ for the short form and $\alpha = .86$ for the full version, demonstrating consistent performance in academic and practical settings. The Cronbach's Alpha for this study was measured at $\alpha = .59$.

The SFICS can be utilized for interpersonal Communication training to assess competency levels and gauge training effectiveness. In the context of this survey, the SFICS was modified to assess Communication competency in the workplace. This involved altering the wording of three items to refer to "colleagues" instead of "family and friends." (Items 1,7,9).

The SFICS is a multidimensional tool consisting of ten subscales: *Disclosure* refers to the ability to reveal personal information appropriately to a situation and person. *Empathy* involves feeling with the other person and responding from their point of view rather than one's own. *Social Relaxation* refers to being comfortable in everyday social interactions and handling negative reactions from others without stress. In the context of SFICS, *Assertiveness* means demanding Communication without denying it to others. *Interaction Management* involves handling recurring everyday conversations with ritualistic procedures, and *Altercentrism* is about taking an interest in others, demonstrated through awareness of what is said and how it is said. *Expressiveness* involves conveying thoughts and feelings effectively through verbal and nonverbal means. *Supportiveness* is demonstrated through egalitarianism and owning one's feelings. *Immediacy* refers to signaling approachability and availability for Communication through nonverbal behaviors. *Environmental Control* is the ability to achieve goals in various contexts. The scale's short-form version includes one item per subscale.

Respondents rate their Communication skills on a 5-point Likert scale from "Almost Always" to "Almost Never," with scores averaged to represent the overall competency score. For the

purpose of the survey, the 5-point Likert scale was modified, changing the scale wording from "Almost Never" (=1) to "Fully Disagree" and "Almost Always" (=5) to "Fully Agree".

3.3.1.2 Cultural Intelligence

The Short Form Cultural Intelligence scale (SFCQ9) was created in 2015 by Thomas, in partnership with the Leibniz-Institut für Sozialwissenschaften. It measures an individual's capability to function effectively in culturally diverse settings.

For validation, the SFCQ9 underwent empirical testing with 3,526 participants across 14 different samples worldwide, with the survey available in five languages. The extensive testing supports the measure's construct and criterion-related validity; the scale's Cronbach's Alpha scores ranged from $\alpha = .77$ to $\alpha = .93$, averaging at $\alpha = .85$, indicating high internal consistency.

The Cronbach's Alpha for CQ in the survey conducted for this thesis is $\alpha = .80$.

The SFCQ9 is utilized within Human Resource Management, particularly for training and development purposes. It serves as a self-assessment tool for individuals aiming for multinational career paths, helping to identify potential areas for development that are pertinent to their career ambitions.

The scale setup consists of ten items that respondents evaluate based on their intercultural interactions. The three core facets of the SFCQ9 are: *Knowledge*, *Skill*, and *Metacognition*. *Knowledge* about the impact of culture on one's own or other's personality is assessed with two items, while *Skills* to learn from social experience, appreciate cultural differences, relate with people from other cultures and to adjust behavior appropriate to the situation is estimated with five items and *Metacognition* of one's thoughts and learning activities in cultural experiences and learning activities reverts to three items.

Response capturing on the SFCQ9 is done via a 5-point Likert scale, with 1 being "Fully Disagree" and 5 being "Fully Agree."

3.3.1.3 Conflict Management

Adkins created the Conflict Management Style Assessment questionnaire in 2007 and published it on his blog "Elemental Truths". Based on the Thomas-Kilmann Conflict Modes, the questionnaire measures an individual's preference among five Conflict Management Styles (see Chapter 2.4.4).

The internal consistency of the questionnaire was assessed using Cronbach's Alpha, with values for the Compromising style at $\alpha = .33$, Collaborating at $\alpha = .63$, Accommodating at $\alpha = .62$ Competing at $\alpha = .46$ and the Avoiding style at $\alpha = .73$ among 122 survey participants.

It is widely used in educational and professional settings for assessing and developing Conflict Management strategies.

The questionnaire is structured into five three-item subscales corresponding to the five Conflict Management Styles. The items assess agreement or disagreement with statements related to each of the Conflict Management Styles.

For assessing the level of exhibiting certain Conflict Management Styles in the work context, the wording in item 11 was changed from "friends and family" to "colleagues".

Responses are recorded using a 4-point Likert scale ranging from 1 (= "Rarely") to 4 (= "Often"). The scores from each subscale are tallied and compared to identify the most and least exhibited Conflict Management Styles by the respondent.

3.3.2 Qualitative Interviews

The qualitative approach was based on inductive reasoning and focused on thematic analysis of the collected data. The interviews addressed several themes: potential use cases of the LCM, strategies for its effective implementation in organizations, the interplay between the LCM and EX, challenges in its application, and the nuances of generational differences in relation to the

model. The interviewees were asked seven main questions (see Appendix E). Additional probing questions were asked to gain a fuller understanding.

3.4 Results

3.4.1 Quantitative Study

The data collected was processed using SPSS version 28 for Mac OS X. The sample data was exported directly from soscisurvey.com for SPSS.

The descriptive statistics of the sample, including the mean (*M*), standard deviation (*SD*), and intercorrelations are presented in Table 2 below.

A Pearson Coefficient calculation revealed significant correlations between various variables, the strongest ones being Communication Competency and EI with a correlation coefficient of $r(121) = .53, p < .001$, Collaborative Conflict Management and EI with a correlation coefficient of $r(121) = .44, p < .001$, and Rational and Intuitive Decision-Making with a correlation coefficient of $r(121) = -.47, p < .001$.

Table 2:
Descriptive Statistics and Correlations for Study Variables

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11
1 Generation	3.67	1.32											
2 Adaptability	3.75	.59	-.16										
3 Emotional Intelligence	4.08	.46	0	.24**									
4 Rational Decision Making	4.13	.67	.12	.21*	.05								
5 Intuitive Decision Making	3.00	.75	-.12	.06	.13	-.47**							
6 Intercultural Intelligence	3.78	.53	.03	.38**	.41**	.17	.06						
7 Communication Competency	3.63	.38	-.13	.18*	.53**	.09	.13	.28**					
8 Collaborative Conflict Management	8.89	1.52	.11	.32**	.44**	.23*	-.08	.36**	.27**				
9 Competing Conflict Management	6.93	1.59	-.09	.28**	-.01	.15	-.01	.11	.14	.03			
10 Avoiding Conflict Management	5.69	2.01	.15	-.30**	-.20*	-.18*	.18*	.02	-.34**	-.15	-.22*		
11 Accomodating Conflict Management	8.01	1.47	.33**	-.02	.25**	-.08	.23*	.24**	-.08	.28**	-.15	.41**	
12 Compromising Conflict Management	8.33	1.26	.14	.19*	.22	.16	-.02	.21*	.12	.40**	-.002	.09	.36**

Note. * $p < .05$. ** $p < .01$.


To address GRQ 1, a regression analysis was used with generation as the independent variable and the perceived importance of the competencies (Adaptability, EI, Decision-Making, Communication, CQ, Conflict Management) as the dependent variable. The aim was to determine if Gen Z has different priorities than Older Generations regarding the importance of specific leadership competencies in their leaders.

The importance respondents gave to competencies of Adaptability ($F(1,119) = .121; p = .27$), EI ($F(1,119) = .333, p = .57$), Decision-Making ($F(1,119) = 3.55, p = .06$), Communication ($F(1,119) = .01, p = .95$), CQ ($F(1,119) = 3.74, p = .06$) and Conflict Management ($F(1,119) = .28, p = .60$) by ranking them in descending order were found to be unrelated to generation. The results of the analysis are exhibited in Appendix H. Consequently, it cannot be stated that Gen Z has different priorities regarding the importance of specific leadership competencies compared to Older Generations.

There were no generational differences in the ranking of competencies, hence the means (M) of the total sample were compared and ranked in ascending order; this methodology indicates that respondents most valued Adaptability ($M = 2.25$), while EI ($M = 4.72$) was least valued as can be seen in Table 3 below.

Table 3:

Means and Ranks of Employee Perception of Competencies

	M of Older Generation	M of Gen Z	M of Total	Rank	
Adaptability	2.37	2.12	2.25	1	 <ul style="list-style-type: none"> 1: Adaptability 2: Conflict Management 3: Decision-Making 4: Cultural Intelligence 5: Communication 6: Emotional Intelligence
Emotional Intelligence	4.67	4.78	4.72	6	
Decision-Making	3.19	3.45	3.31	3	
Communication	4.51	3.90	4.21	5	
Cultural Intelligence	3.40	3.74	3.56	4	
Conflict Management	2.87	3.02	2.94	2	

Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.** presents the findings related to the research question on intrapersonal competencies (IRQ1), while Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.** elaborates on the outcomes addressing the research question on interpersonal competencies (IRQ2).

This following section will present the main results of the survey related to IRQ 2: “Does Gen Z differ significantly from Older Generations regarding specific interpersonal leadership competencies?” and connected Hypotheses H1 to H3. The questionnaire responses were analyzed using descriptive statistics and statistical tests.

Hypothesis 1

Hypothesis 1 states that Gen Z demonstrates a significantly different level of Communication competence compared to Older Generations.

A one-way ANOVA was performed to explore the variability in Communication competence between Gen Z and Older Generations. Table 4 exhibits the means and standard deviations.

The total of $N = 122$ was characterized by a mean of 3.63 with a standard deviation of .38.

Table 4:

Descriptive Statistics for Communication

Communication Level	<i>M</i>	<i>SD</i>
Older Generation	3.69	.35
Gen Z	3.57	.40
Total	3.63	.38

The ANOVA was not significant with a .05 level of significance ($\alpha = .05$) at ($F(1,120) = 3.19$; $p = .08$), as exhibited in Table 5 below.

Table 5:

ANOVA Results on Communication Scores between Older Generations and Gen Z

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Between Groups	.45	1	.45	3.19	.08
Within Groups	16.94	120	.14		
Total	17.39	121			

Based on performed statistical tests, H1: “Gen Z differs significantly in Communication competency when compared to Older Generations” could not be supported.

Hypothesis 2

Hypothesis 2 states that Gen Z is characterized by a significantly different level of CQ compared to Older Generations.

A one-way ANOVA was performed to explore the variability in CQ between Gen Z and Older Generations. The descriptive statistics, including mean and standard deviation are presented in

Table 6. The total of $N = 122$ relevant responses exhibited a mean of $M = 3.78$ with a standard deviation of $SD = .53$, exhibited below.

Table 6:

Descriptive Statistics for CQ

CQ Level	<i>M</i>	<i>SD</i>
Older Generation	3.77	.48
Gen Z	3.80	.59
Total	3.78	.53

Assuming a common level of significance of .05, the ANOVA comparing the means between groups was not significant ($F(1,120) = 0.12$; $p = .73$), as demonstrated below in Table 7.

Table 7:

ANOVA Results on CQ between Older Generations and Gen Z

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Between Groups	.03	1	.03	.12	.73
Within Groups	33.96	120	.28		
Total	33.94	121			

H2: “Gen Z differs significantly from Older Generations in terms of CQ” was not supported, due to no statistically significant differences.

Hypothesis 3

Hypothesis 3 assumes that Gen Z differs significantly regarding their preferred Conflict Management Style when compared to Older Generations.

One-way ANOVAs were performed to explore the variability in Conflict Management Styles between Gen Z and Older Generations. The total of 122 relevant responses exhibited a preference for a Collaborative Conflict Management Style in their responses, with a mean score of $M = 8.89$, as opposed to the least showcased Conflict Management Style of Avoidance, with a total mean of $M = 5.69$, as presented in Table 8. Compromising Conflict Management achieved the second highest mean of $M = 8.33$, followed by Accommodating Conflict

Management with a total mean of $M = 8.01$ and Competing Conflict Management with a total mean of $M = 6.93$.

Table 8:

Descriptive Statistics for Conflict Management Styles

Conflict Management Style Level		<i>M</i>	<i>SD</i>
Collaborative Conflict Management	Older Generation	8.69	1.45
	Gen Z	9.10	1.57
	Total	8.89	1.51
Competing Conflict Management	Older Generation	7.05	1.54
	Gen Z	6.81	1.65
	Total	6.93	1.59
Avoiding Conflict Management	Older Generation	5.42	1.92
	Gen Z	5.98	2.08
	Total	5.69	2.01
Accommodating Conflict Management	Older Generation	7.55	1.34
	Gen Z	8.52	1.44
	Total	8.01	1.47
Compromising Conflict Management	Older Generation	8.19	1.36
	Gen Z	8.48	1.13
	Total	8.33	1.26

With a .05 level of significance, Accommodating Conflict Management was significant, indicating a low correlation between competency and generation ($F(1,120) = 14.80, p < .001; \omega^2 = .10$). There was no statistical significance in the relationship between Collaborative Conflict Management ($p = .13$), Competing Conflict Management ($p = .41$), Avoiding Conflict Management ($p = .12$), Compromising Conflict Management ($p = .20$) and generation. With the outcome of the ANOVAs, H3 is only supported for Accommodating Conflict Management to a small amount; for the remaining four Conflict Management Styles, H3 was not backed by statistical evidence, exhibited in Table 9.

Table 9:

ANOVA Results on Conflict Management Styles between Older Generations and Gen Z

		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Collaborative Conflict	Between Groups	5.26	1	5.26	2.31	.13
	Within Groups	273.13	120	2.28		

Management Score	Total	278.39	121			
Competing Conflict	Between Groups	1.70	1	1.70	.67	.41
	Within Groups	303.77	120	2.53		
Management Score	Total	305.48	121			
Avoiding Conflict	Between Groups	9.57	1	9.57	2.40	.12
	Within Groups	478.59	120	3.99		
Management Score	Total	488.16	121			
Accommodating Conflict	Between Groups	28.65	1	28.65	14.80	<.001
	Within Groups	232.34	120	1.94		
Management Score	Total	260.99	121			
Compromising Conflict	Between Groups	2.65	1	2.65	1.69	.20
	Within Groups	188.23	120	1.57		
Management Score	Total	190.89	121			

3.4.2 Qualitative Interviews

The responses of the qualitative Interviews will be illustrated in Chapter 4.4 as they were used to validate the developed LCM.

4 Discussion

The Chapter below summarizes the previously presented results and discusses their theoretical implications. It then highlights the limitations and provides an outlook on possible future research directions. Finally, it concludes with a discussion of practical implications.

4.1 Summary of Findings

The aim of this study was to investigate whether there are significant differences between Gen Z and Older Generations in their assessment of the importance of certain leadership competencies, as well as to determine whether there are significant differences between these generational groups in terms of their level of intrapersonal and interpersonal leadership competencies. The competencies under examination included Adaptability, EI, Decision-Making, Communication, CQ, and Conflict Management Styles such as Competing, Compromising, Avoiding, and Collaborating. The research found no significant evidence that the priorities of leadership competencies differ between Gen Z and Older Generations. There is a slight difference in the level of Accommodating Conflict Management Style between generations. However, the research results suggest that the level of intrapersonal and interpersonal competencies of Gen Z are in line with those of Older Generations. Therefore, the proposed hypotheses were not supported by statistical analyses.

4.2 Theoretical Implication

Despite the extensive literature on generational differences in the workplace suggesting otherwise, this study did not confirm differences in leadership competencies between Gen Z and Older Generations. There is a gap in research on the specific topic of this study; however, existing studies on generational characteristics and the competencies discussed provide partial explanations as to why no significant differences were observed. The following will place the study's results in the context of existing academic research.

Several studies show that it is difficult to prove differences between generations because individuals are influenced by more factors than only the age group they belong to.

Costanza and Finkelstein's (2015) study shows that generations are often subject to unwarranted stereotypes and that differences in the workplace should often be attributed to other, more plausible factors than the generations themselves. Analyzing generational differences is complex because it involves the interaction of age, time, and cohort effects. These factors overlap and create a complex mix of influences, making it difficult to determine the unique effect of any single factor and attribute differences solely to generational belonging.

As discussed in the following paragraph, several studies support the finding of no correlation between specific competencies and generations.

The study by Tolbize (2008) found that concerns about change are similar across generations, namely doing the same work with fewer resources, changes in both the internal and external environment, technology changes, resistance to change, and change that is disorganized, unnecessary, or both. This may indicate no differences between the generations regarding their ability to adapt, as found in this study.

Akduman, Hatipoğlu, and Yükksebilgili (2015) found no significant differences in EI between Gen X and Gen Y. These results suggest that while each generation has different values and thought processes, their levels of EI do not necessarily vary. This lack of difference of EI levels between Gen X and Gen Y may explain why this study found no significant differences in EI between Gen Z and Older Generations.

Supported by Purdue Global (2023) and Tolbize (2008) there are differences in Communication Styles across generations, such as Gen Z tending towards a more casual style and Baby Boomers favoring a more formal approach. Each generation can communicate effectively in its own way and adopt its Communication to the most appropriate Style for optimal Communication.

Concluding, with the findings of this study, all generations possess similar levels of Communication competency.

Although many researchers like Havenga (2008) have confirmed generational variations in Conflict Management Styles, Coleman and Kugler's (2014) study identified the importance of adaptable Conflict Management, particularly in the workplace. Given the overall high demonstrated Adaptability competency (see Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**; $M = 3.75$) and the work-related context of the study, those findings support the outcome of this research that did not show any (Competing, Collaborative, Avoiding, Compromising Conflict Management) or very small (Accommodating Conflict Management) generational differences in Conflict Management Style preference in the workplace, as employees of all generations tend to adapt their choice of Conflict Management Style to the situation.

4.3 Limitations and Future Research

The participants in the survey were primarily recruited from the personal network of the researchers, resulting in a predominantly German sample, promoting cultural homogeneity (see Chapter 3.2). The limited diversity of the sample potentially restricted the range of responses, resulting in limited generalizability of the findings. Consequently, future research could be conducted with a focus on international distribution to achieve results that are generalizable and provide insights into internationality-based differences.

Cronbach's Alpha values for Communication competency, Collaborating Conflict Management Style, Competing Conflict Management Style, Accommodating Conflict Management Style, and Compromising Conflict Management Style did not meet the .70 threshold to establish internal consistency, even though the reliability has been demonstrated in previous studies (see Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**). These findings imply that the utilized scales were unable to measure the same underlying concept or effectively capture

the intended information. Repeating the survey using alternative, more precise scales could result in a more accurate evaluation of complex competencies such as Conflict Management. It is necessary to reevaluate relatively old scales, such as the SFICS (1994) (see Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**), to validate their reliability in today's environment, including wording and described situations, and modify them as required (Ambuehl and Inauen 2022).

The phrasing of four items was changed for testing competencies in the workplace context, including three items in the ICSF and one in the Conflict Management Style Assessment. The change involved replacing "Family and Friends" with "Colleagues," as the study aimed to assess competencies in the workplace. This change may have affected the understanding of the concept by survey participants and compromised internal consistency, particularly since the other items were not altered.

Calculating Cronbach's Alpha per generation provides interesting insights into the generation-specific understanding of the scale items, as the values differ per generation (see Appendix I). This indicates that individuals within the same generation might possess a similar comprehension of phrases and situations assessed with the measurement scales. As Cronbach's Alpha evaluates whether a scale measures the same underlying construct, this suggests a high level of coherence amongst members of the same generation. Future research could examine if the subjective understanding of situations and the connotation of words depends on generation, and in consequence, questionnaires that are adapted per generation are needed.

Survey respondents' gender was not collected at the start of the survey. Therefore, the survey's design precludes the identification of gender-related differences. This presents a proximate opportunity for further research to garner a more profound understanding of the factors impelling differences in the attainment of leadership competencies and the attendant value perceived by employees. Gender differences in self and manager ratings of expatriate leadership

competencies were found in a study by Connerley et al. (2008). The research has indicated that women tend to underestimate their competencies compared to men. This suggests possible gender stereotyping in self-assessment. Therefore, it would be interesting to examine the results of a gender comparison of the six competencies discussed in this paper.

Furthermore, the survey did not record employment status. Lo Presti et al. (2021) discovered that self-assessment of career competencies alters from graduation timing to six months post-graduation. Hence, it is plausible that participants who are not yet employed may have a different understanding of the defined leadership competencies than those who are employed. Therefore, it is recommended that future research records the employment status of participants and investigates any potential differences related to it.

Finally, the survey neglected to inquire about the respondents' occupation branch. A future comparative analysis across industries could reveal unique competency priorities. Including and capturing different employee groups and industries is crucial for broadening the competency spectrum (Škrinjarić 2022). This research approach could provide valuable perspectives on the key competencies in different industries, thus increasing the applicability and relevance of a LCM in different industry landscapes.

4.4 Practical Implication

This thesis introduces a cross-generational LCM developed in response to the findings outlined in Chapter 3.4 that indicate no significant differences in competency levels across generations, providing an opportunity for the broad application of an LCM. The concept of "complexity beyond stereotypes" highlights the need for individualized and personalized competency models that can be tailored to employees rather than generational categories (Lyons et al. 2015). This underscores the importance of creating an adaptive LCM which provides a framework that can be modified to meet the unique needs of both the organization and its workforce. Chapter

2.2.1 outlines the implications and importance of considering the EJ when creating an adaptive LCM.

The LCM proposed in the following targets six competencies identified as crucial (see Chapter 2.4), aiming to enhance EX through engaging leadership, thereby increasing employee satisfaction and retention (see Chapter 2.2.1). The model emphasizes the refinement of leadership competencies critical to organizational success and improves leadership effectiveness through specialized training. In addition, the LCM plays a key role in identifying and developing promising individuals for future leadership roles, while its integration into the performance management system provides structured assessment and feedback for leaders (see Appendix G – Interview 2).

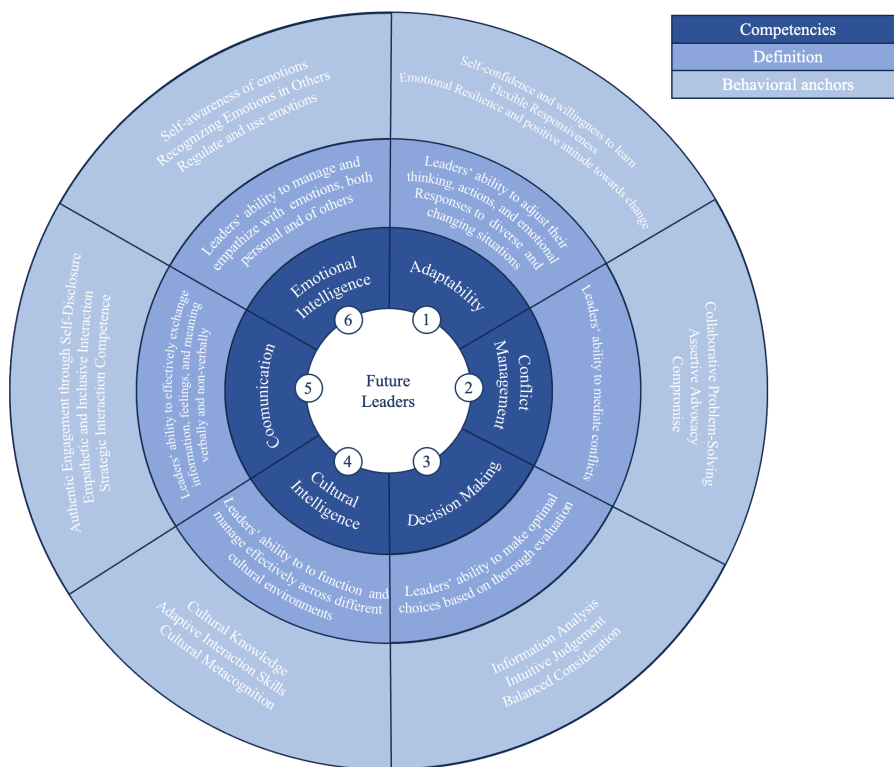
The following section first details the LCM developed in this study. It then provides insights into applying the LCM along the EJ. Finally, the implementation of the LCM in organizational settings is explored using the ADKAR model, highlighting organizational prerequisites and KPIs that should be considered.

4.4.1 Leadership Competency Model

The developed LCM consists of six competencies, along with their definitions and behavioral anchors, as shown in Figure 1 below; definitions are taken from the literature mentioned in Chapter 2.4. The behavioral anchors were developed using the scales from this study's questionnaire, which are described in Chapters **Fehler! Verweisquelle konnte nicht gefunden werden.** and **Fehler! Verweisquelle konnte nicht gefunden werden.** The LCM is organized clockwise in descending order based on the importance that respondents of relevant generations placed on each competency, as explained in Chapter 3.4. Adaptability was ranked as the most important competency, while EI was ranked the least important.

Figure 1:

Leadership Competency Model for Future Leaders



The LCM is explained below by looking at each competency and its behavioral anchors. For a comprehensive overview, refer to Appendix J.

Adaptability is defined as the leader's ability to adjust their thinking, actions, and emotional responses to diverse and changing situations. The following three behavioral anchors were developed using the Adaptability scale by Van Dam and Meulders (2021). *Positive attitude toward change and willingness to learn* encapsulates having confidence in overcoming

challenges, combined with a strong curiosity and desire to continually learn and grow. *Flexible Responsiveness* emphasizes the ability to adapt quickly and effectively to new and unanticipated situations and use different strategies to cope with them. *Resilience and self-confidence* highlight equanimity in the face of adaptation and change, the ability to draw energy from unexpected challenges and to enjoy the dynamics of change.

Conflict Management is characterized as the leader's ability to mediate conflicts. The three following behavioral anchors were developed referring to the Conflict Management Style assessment by Adkins (2007). *Collaborative Problem-Solving* is demonstrated by practicing clear and objective Communication, understanding, and mediating diverse perspectives and developing solutions that serve all parties involved, prioritizing collective advantages over individual gains. *Assertive Advocacy* includes defending one's own position confidently while remaining open for dialogue, based on a strong belief in the ability to resolve conflicts and a willingness to engage in discussions to reach an agreement. *Disengagement* represents withdrawing from conflict situations, experiencing discomfort during disagreements, and choosing not to express contrary opinions to avoid tension.

Decision-Making within leadership pertains to the ability to make optimal choices based on thorough evaluation. The Decision Styles scale by (Hamilton, Shih, and Mohammed 2016) was used to build the following three behavioral anchors. *Information Analysis* which includes gathering all necessary information and thoroughly evaluating all decision alternatives before making a choice, weighing pros and cons, risks, and benefits as part of the Decision-Making process. *Intuitive Judgment* describes relying on one's gut instincts and first hunches when making decisions, and using intuition and first impressions to support Decision-Making. *Balanced Consideration* means weighing analytical factors and personal feelings when making decisions, indicating a balanced approach that values factual research alongside emotional insight.

Cultural Intelligence reflects a leader's ability to function and manage effectively across different cultural environments. This competency is described by three behavioral anchors developed using the Short Form Cultural Intelligence Scale by Thomas et al. (2017). *Cultural Knowledge* involves having an awareness of global cultural differences, with the ability to cite specific examples from personal experience / cultural interaction or learning. *Adaptive Interaction Skill* indicates engaging positively with individuals from diverse backgrounds, utilizing empathy to comprehend their emotions, and appropriately adjusting behavior in different cultural environments. *Cultural Metacognition* points to being aware of one's own cultural bias in cross-cultural interactions, acknowledging the influence of culture on one's own behavior and that of others, and anticipating cultural differences cross-cultural interaction.

Communication is a competency that entails the leader's ability to effectively exchange information, feelings, and meaning verbally and non-verbally. The following three behavioral anchors were developed using the Interpersonal Communication Scale (SFICS) by Martin and Rubin (1994). *Authentic Engagement through Self-Disclosure* is about sharing personal insights and emotions with colleagues to foster a culture of trust and openness. *Empathetic and Inclusive Interaction* highlights actively understanding and valuing others' emotions and perspectives, managing interactions to accommodate different viewpoints and thereby creating an inclusive Communication environment. *Strategic Interaction Competence* describes navigating social situations with confidence, applying constructive advocacy when necessary, and achieving Communication targets in specific contexts to guarantee interactions are purposeful and goal oriented.

Emotional Intelligence is recognized as a leader's ability to manage and empathize with emotions, both personal and of others. The three following behavioral anchors were developed using the Brief Emotional Intelligence Style scale by Davies et al. (2010). *Self-awareness of emotions* means being able to understand one's own emotions and regulate them, especially in

challenging situations. *Recognizing Emotions in Others* describes the ability to recognize emotions and changing emotions of others based on tone of voice and facial expression and their effect on the situation at hand. *Positive use of emotions* involves actively fostering happiness, managing emotions, and boosting others' morale for creative problem-solving and perseverance.

4.4.2 Application of Leadership Competency Model

The LCM holds relevance especially in four macro-EJMs of the EJ: Recruitment, Onboarding, Integration and Performance, and Development (see Chapter 2.2.1).

In the *Recruitment* phase, it is recommended to integrate the LCM into Job Descriptions, Structured Interviews, Assessment Centers, Online Assessment Centers and Employer Branding (Interview 1, see Appendix F; Interview 2, see Appendix G). Integrating into *Job Descriptions* involves describing the key competencies and behaviors that are essential for success in an advertised position. These required behaviors can be derived from the behavioral anchors of the LCM. Examples of wording for each competency are listed in Table 10 below.

Table 10:

Phrasing Competencies in Job Descriptions

Competency	Include sentences such as...
Adaptability	"Seeking a dynamic leader who exhibits a positive attitude toward change and a willingness to learn, with a proven track record of confidently overcoming challenges and demonstrating a strong curiosity for continuous learning."
Conflict Management	"The ideal candidate will have a strong capability in collaborative problem-solving, with experience in facilitating clear and objective Communication to develop solutions that benefit all parties, while also having the confidence to assertively advocate for their position."
Decision-Making	"We require a leader who excels at both information analysis, which means gathering all the necessary information, and intuitive judgment, which means using intuition."
Cultural Intelligence	"Looking for a leader with significant cultural knowledge, able to cite specific examples of global cultural interaction, and who has the skills to engage positively with diverse teams, adjusting behavior to different cultural environments."
Communication	"The role calls for a leader skilled in authentic engagement through self-disclosure, fostering a culture of trust and openness, and capable of empathetic and inclusive interaction to create a supportive Communication environment."

Emotional Intelligence	"Candidates should have a high degree of self-awareness of their own emotions, the ability to recognize and respond to the emotions of others, and the resilience to use EI to foster team morale and creative problem-solving."
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All use cases of the LCM in the Recruitment phase are detailed in Appendix K.

During **Onboarding**, the LCM should be used for Orientation Management, Career Planning, Expectation Management and Mentoring (Interview 1, see Appendix F; Interview 2, see Appendix G). *Manage Expectations* involves setting performance goals for new employees that are aligned with the LCM. It is important to set clear and achievable goals with new employees.

All use cases of the LCM in the Onboarding phase are detailed in Appendix L.

In the **Integration and Performance** phase of the EJ, the LCM should be used in Feedback and Performance Appraisal (Interview 1, see Appendix F; Interview 2, see Appendix G). *Performance Appraisals* require a thorough assessment of an employee's competencies listed in the LCM. Using a structured appraisal scheme, the employee's competencies are systematically assessed to guide and support the employee's professional development. Examples for each competency are provided in Table 11 below.

Table 11:
Competency-Based Performance Appraisal

Competency	Assessment
Adaptability	Assess the employee's 'Flexible Responsiveness' by reviewing their ability to integrate new technologies and processes within their responsibilities.
Conflict Management	Evaluate how the employee has applied 'Collaborative Problem-Solving' techniques to resolve conflicts, noting the effectiveness and outcomes of their mediation efforts.
Decision-Making	Analyze the employee's 'Information Analysis' competency by examining significant decisions they made, focusing on their approach to risk assessment and problem-solving.
Cultural Intelligence	Assess the employee's 'Cultural Knowledge' and 'Adaptive Interaction Skills' by looking at their engagement with diverse teams and their approach to cross-cultural Communications.
Communication	Review the employee's abilities in 'Authentic Engagement through Self-Disclosure' and 'Empathetic and Inclusive Interaction,' observing how they manage team Communications and foster inclusivity.
Emotional Intelligence	Evaluate the employee's 'Self-awareness of emotions' and their skill in 'Recognizing Emotions in Others,' particularly in team leadership and during stressful situations.

All use cases of the LCM in the Integration & Performance phase are detailed in Appendix M.

In the *Development* phase the LCM may be used for Career Development, Coaching and Training & Workshops (Interview 1, see Appendix F; Interview 2, see Appendix G). Specific *Trainings & Workshops* should focus on improving specific competencies of the LCM. Table 12 below presents potential Training & Workshop options for each competency outlined in the LCM.

Table 12:
Competency-Focused Training & Workshop Initiatives

Competency	Training & Workshop
Adaptability	A workshop on agile methods could be conducted to promote 'flexible responsiveness' and enable leaders to effectively manage and respond to change.
Conflict Management	Conflict resolution training could teach 'collaborative problem-solving' techniques to help leaders manage and mediate workplace disputes.
Decision-Making	A seminar focusing on 'information analysis' could be offered to teach leaders how to critically evaluate data and combine analytical thinking with intuitive judgment to make strategic decisions.
Cultural Intelligence	A cultural competency workshop could be useful, including activities to enhance 'cultural metacognition' to improve leaders' ability to interact effectively in diverse cultural environments.
Communication	Training on 'authentic engagement through self-disclosure' could be provided to help leaders foster transparency and trust within their teams.
Emotional Intelligence	Leaders could benefit from an 'EI' program that focuses specifically on improving 'self-awareness of emotions and the ability to 'recognize emotions in others.

All use cases of the LCM in the Development phase are detailed in Appendix N.

4.4.3 Implementation of the Leadership Competency Model

Implementing the LCM implies organizational change as processes, systems, and ways of working are adjusted. Chapter 2.2.2 emphasizes the necessity of tailoring the LCM to the specific context of an organization, which is also emphasized by Interviewee 1: "It is important that this is the competency model of the company." (see Appendix F). Both, Interviewee 1 and Interviewee 2 (see Appendix F, Appendix G) highlighted the importance of modifying the LCM to the specific organization. Implicitly adaptations to align the model with the organizational values, culture, and context are considered throughout all paragraphs.

The implementation of the LCM will be thoroughly explored by applying and exemplifying the five stages of the ADKAR model (see Chapter 2.2.3), offering guidance for the realization of organizational change. The five stages of change implementation include Awareness, Desire, Knowledge, Ability, and Reinforcement. While this thesis primarily focuses on the people dimension (see Appendix O), the organizational dimension (see Appendix P) will also be considered to provide a comprehensive understanding of successful implementation, both of which are essential to the success of the LCM as Interviewee 1 (see Appendix F) points out.

In the *Awareness* stage, it is imperative to express the necessity for a new or updated LCM based on business reasons to emphasize its crucial contribution to organizational success, leader development, employee satisfaction, and cultural impact. For example, members of the organizations' leadership team could open up about their struggles with the current state of having no or an obsolete LCM and explain how the new LCM will impact their performance as a leader (Mayne 2023). On the organizational dimension, it is essential to thoroughly elaborate the business need for the LCM by assessing organizational inefficiencies and improvement opportunities that the LCM will address, and to link it to strategic goals to help stakeholders achieve their objectives.

During the *Desire* phase, the LCM and its impact need to be personalized to the individual contexts of the employees, fostering ownership across all levels and clearly articulating its benefits for leaders and employees (Interview 1, see Appendix F). For example, cross-hierarchy workshops to adapt the LCM to the specific context of the organization can include different perspectives from the beginning of the implementation process and create a sense of ownership at all hierarchical levels (Interview 2, see Appendix G). On the organizational dimension, the scope and objectives need to be defined during the conception. Furthermore, in this phase of the LCM design, it is necessary to adjust LCM components to align them with the existing organizational culture and values. Finally, required organizational processes and systems need

to be developed or modified, with the involvement of all stakeholders, to ensure all important aspects are considered.

Within the *Knowledge* stage, it is critical to provide resources and training to enhance understanding and practical application of the LCM along the EJ. For instance, an intense off-site LCM training with all key sponsors could be organized to deeply route their expertise and encourage them to use and spread the use of the LCM as first adopters.

From an organizational perspective, the detailed preparation of the rollout needs to start during the knowledge phase.

In the *Ability* phase, after building knowledge, the focus shifts to practice and ensuring effective implementation of the LCM, with an emphasis on coaching and practical application to consolidate application. Additionally, fostering an environment where leaders and employees can seek assistance and feedback is crucial for continuous improvement and optimization of the LCM. For example, in order to identify and address barriers, an LCM feedback session can be initiated right from the beginning to provide leaders and employees with a safe space to comment on the progress of the LCM implementation and encourage honesty by inviting top leaders to openly share their struggles with attendees.

Organizationally, the implementation needs to be at its active peak during the ability stage, through execution of the roll-out by following the project timeline with a staggered launch, allowing for observations and adjustments based on feedback and performance.

During the *Reinforcement* phase after the initial implementation of the LCM, it is crucial to integrate it into daily operations by continually discussing its progress, celebrating its application, and sharing success stories that underscore improvements in EX, retention rates, and KPIs (Interview 2, see Appendix G). Further, monitoring for sustained change and understanding reasons for any deviation or reliance on workarounds is essential. For example, one-on-one conversations could be conducted to speak to leaders who are struggling with

implementing the LCM, and work with them to overcome the problems and benefit from the LCM (Interview 2, see Appendix G). On the organizational dimension, the post-implementation work, including the establishment of controls and review cycles ensuring the LCM objectives are reviewed and the LCM itself, systems and processes are still appropriate for the current organizational context (Interview 2, see Appendix G).

As a base for successful implementation of an LCM, following *Principles* must be established within the organization. First, effective *Communication* is critical, requiring frequent and transparent dissemination of information about the LCM, using all organizational Communication channels, and maintaining thorough and accessible documentation (Lewis 2007). Secondly, it is crucial to ensure *Inclusive Engagement* by actively involving employees at all organizational levels in developing, executing, and refining the LCM (Interview 1, see Appendix F; Interview 2, see Appendix G). This approach fosters a shared sense of ownership and accountability (Sonenshein and Dholakia 2012). Thirdly, it is crucial to maintain *Relevance* by tailoring the LCM to the distinctive context of the organization, employing language and illustrations that align with the business's daily operations, and initiating recurring review cycles to ensure ongoing adaptation to the organization's changing circumstances (Waltz et al. 2015). Ensuring *Measurability* is crucial for effectively monitoring the effectiveness of LCM. This requires defining specific, quantifiable goals for every aspect of the LCM, enabling accurate evaluation and identification of areas that could use improvement (Errida and Lotfi 2021). Finally, a *Sound Infrastructure*, including robust and interconnected systems, processes, and tools to facilitate the development, maintenance, and continual improvement of the LCM, is needed as a foundational condition for the principles to come in place (Dixon and Loukus 2013).

KPIs are essential for measuring compliance and overall performance, as a Prosci Study (2023) found a positive correlation between these factors and meeting or exceeding project, in this case the LCM implementation, objectives. This underlines the importance of measuring KPIs from

the beginning of the LCM implementation, to quantify its success. Further KPIs are imperative to ensure all stakeholders stay on board and measure the success and organizational fit of LCM. Ratios and figures that should be tracked for the LCM at hand can be grouped into essential KPIs and Complimentary KPIs, of which the essential KPIs need to be tracked, while the complimentary KPIs are suggestions of what figures might also be interesting to calculate and consider. Table 13 provides a comprehensive overview of those KPIs.

Table 13:

KPIs to measure success of LCM

<i>Essential KPIs</i>	
KPI	Explanation
Employee Retention Rate	Measure of how many employees an organization manages to keep. Retention Rate is the reverse measure of fluctuation (Filipowicz-Florezyk 2014).
Leader Retention Rate	Measure of how many leaders an organization manages to keep, representing leader's contentment with the environment they are provided with for leadership (Filipowicz-Florezyk 2014).
Employee Retention Rate Under Leadership	Measure of how many employees a leader manages to keep in the team and indicator of a leader's ability to maintain a stable and engaged workforce (Filipowicz-Florezyk 2014).
Employee Engagement Score	Measure of how engaged employees of an organization are as a reflection of leader's competencies impact on team engagement and satisfaction (Wilson 2009).
Leader Promotion Rate	Measure of the frequency at which leaders are promoted as a reflection of the LCM's effectiveness in preparing leaders for greater responsibility (Costea 2021).
<i>Complimentary KPIs</i>	
KPI	Explanation
Leadership Training Completion Rate	Measure of how many leaders complete training programs designed to enhance LCM competencies, demonstrating the LCM's practical relevance and leaders' commitment to personal growth (Giasirani and Sofos 2020).
360-Degree Feedback Score	Measure of leaders' 360-degree feedback scores, as a reflection of how leader's competencies are perceived by employees (Hosain 2016).
Succession Planning Readiness	Measure of leadership positions with one or more identified and ready successors as an indicator of the LCM's effectiveness in preparing future leaders (Barnett and Davis 2008).

5 Conclusion

In conclusion, this thesis explored the potential differences in intrapersonal and interpersonal leadership competencies and expectations between Gen Z and Older Generations. Contrary to

the common belief of significant generational differences, this study found no significant differences in either the expectations or expression of leadership competencies across generations. Based on those results, a cross-generational LCM designed to enhance the EX was developed.

This adaptable, literature-validated LCM goes beyond generational stereotypes and focuses on the individual characteristics of employees, apart from generational belonging. It can be tailored to the unique context of any organization and provides a clear framework for organizations to adapt the LCM according to their specific context, aligned with structured implementation strategies, principles, and KPIs for effective monitoring. This model not only addresses the needs of a diverse and dynamic workforce but also contributes to improving the overall EX.

From an organizational perspective, the LCM serves as a guide for leaders by clarifying expected competencies and supporting their career development. It enhances leadership quality, improving the EX for leaders and employees, as leaders feel more capable of leading and employees dare better lead. Further, for employees, the LCM is a reference point for leadership expectations and a roadmap for those aspiring to develop into leadership roles. By focusing on these competencies, employees can actively work toward leadership positions, increasing their sense of security, transparency, and clarity in their career development. This, in turn, has a positive effect on EX.

Ultimately, this study highlights the need for flexible, inclusive, and responsive LCMs considering intergenerational expectations. In doing so, it provides valuable insights for organizations seeking to improve Recruitment, Onboarding, Integration and performance, Development, and overall EX in a multigenerational workforce.

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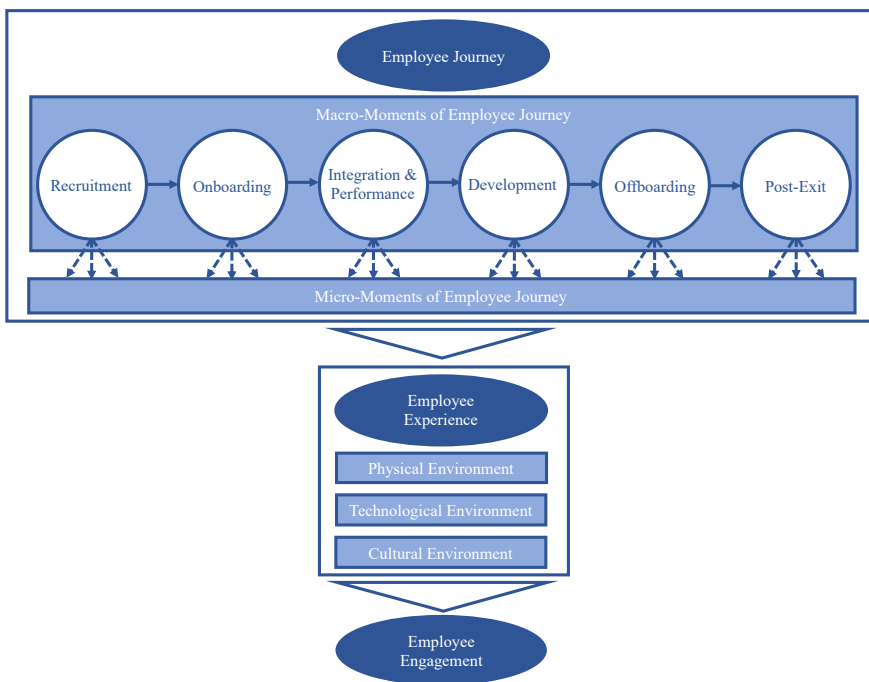
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7 Appendices

Appendix A: EJ and EX



Based on Emmett et al. 2021; Morgan 2017; Plaskoff 2017. Graphic created by author.

Appendix B: ADKAR Model

Stage	Explanation
Awareness	The first phase is focused on raising awareness of the business or organizational need for change and is fundamental to overcome resistance. To achieve awareness, change needs to be communicated early on, including the challenges of status quo and opportunities in desired state that could be achieved through change.
Desire	The second stage of building desire to be part of the change among involved stakeholder concentrates on enforcing motivators and breaking down barriers. The change is translated into the personal context of stakeholders and regular communication about the change is established to keep desire and involvement up throughout the change process.
Knowledge	In the knowledge step as the third level, the actual change implementation is prepared for success by training and coaching sessions in order to build knowledge about how to implement and adopt the change. It builds on successful completion of phase one and two for the training to be highly efficient, and on the sharing of experiences, as it helps to understand newly acquired knowledge in depth and apply it.
Ability	The fourth phase is focused on achieving the ability to put acquired knowledge to practice and to create excellence at it over time and with additional coaching and training. Barriers are analyzed to overcome them, as well as the use of the change is celebrated, regardless of how successful it was executed.
Reinforcement	The fifth and last stage is about reinforcement through adoption and performance measurement, adjustments if needed, and recognition of successful change. If stakeholders resort to workarounds or old habits, the root causes need to be questioned, analyzed and resolved and change communication needs to be ongoing.

Based on Prosci (2023). Table created by author.

Appendix C: Generational Differences with regards to employment and the workplace

Generations	Baby Boomer	Gen X	Gen Y	Gen Z
Years	1946 – 1964	1965 – 1980	1981 – 1996	1997 – 2012
Values	Optimism, Team orientation, Personal gratification, Health & Wellness, Personal Growth, Youth, Work, Involvement (Zemke, Raines, and Filipczak 2000) Work ethic, Loyalty to employer, Hierarchical structure, Management aspiration (Yu and Miller 2005) Ambition, Material success, Individuality (Kupperschmidt 2000)	Independence, Self-motivation, Self-sufficiency (Yu and Miller 2005) Adaptability, Resilience, Work-life balance, Family stability, Flexibility (Hansen and Leuty 2011) Diversity, Global thinking, Balance, Technological literacy, Enjoyment, Casualness, Self-reliance, Practical wisdom, Adaptability, Independence (Zemke, Raines, and Filipczak 2000) Job satisfaction, Competitive spirit, Empowerment (Yu and Miller 2005)	Optimism, Civic duty, Confidence, Achievement, Sociability, Morality, Diversity (Zemke, Raines, and Filipczak 2000) Changes, Embracing the present, Digital fluency, Multicultural awareness, Career-driven (Bencsik, Juhász, and Horváth-Csikós 2016)	Practicality, Intelligence, Leadership qualities, Courage, Impatience, Agility, Embracing new challenges (Bencsik, Juhász, and Horváth-Csikós 2016) Ambition, Self-confidence, Realism (Benítez-Márquez et al. 2022)
Expectations towards Workplace	Job security, Stable environment, Monetary and recognition rewards, Hierarchical progression, Authority (Yu and Miller 2005) Face-to-face Communication, Fixed work hours, Meaningful work leading to self-fulfillment (Kupperschmidt 2000)	Educational rewards, Challenging work, Entrepreneurial spirit, Rapid promotion, Flexibility, Ownership (Yu and Miller 2005) Feedback, Challenges, Developmental opportunities (Hansen and Leuty 2011) Flexible career paths, Opportunities for promotion and experience, Work-family balance (Berkup 2014)	Enjoyable work, Equality, Fair opportunities, Tolerance, Mission-driven organization (Broadbridge, Maxwell, and Ogden 2007; Ng, Schweitzer, and Lyons 2010)	Work-life balance, Workplace stability (Bencsik, Juhász, and Horváth-Csikós 2016) Pursuit of the dream job, Meaningful work, Team spirit, Impactful output, Social responsibility (Benítez-Márquez et al. 2022) Preference for group work, Professional development, Job security, Competitive pay (Iorgulescu 2016)

Expectations towards Leaders	Collegial, Consensual leadership, Communication, Shared responsibility, Dislike of traditional hierarchy (Zemke, Raines, and Filipczak 2000)	Transparent, Hands-off, Optimistic, Encouraging, Honest, Fair, Competent, Straightforward (Zemke, Raines, and Filipczak 2000) Informal, Direct Communication (Berkup 2014)	Inspirational, Supportive, Mentorship, Uniting people, Polite authority relations (Zemke, Raines, and Filipczak 2000)	Honesty, Open dialogue, Face-to-face Communication, Valued opinions and ideas (Benítez-Márquez et al. 2022) Mentoring (Kubátová 2016)
How do they lead	Collegial, Consensual, Authoritative (Zemke, Raines, and Filipczak 2000)	Team building, Engagement, Partnership (Bennis and Thomas 2002) Fair, Competent, Straightforward, Challenging (Zemke, Raines, and Filipczak 2000)	Adaptive, Collaborative, Data-Driven, Flexible, Purpose-Driven, Agile, Focused on Diversity and Inclusion (Gabrielova and Buchko 2021)	

Appendix D: Quantitative Survey

Dear Participants,

Thank you for taking the time to complete this questionnaire. This survey is part of our Master's thesis and focuses on your perception of competencies.

Participation will take up to 10 minutes. Please answer the questions as honestly and thoroughly as possible, as it concerns your perspective. All information provided will, of course, remain anonymous and confidential.

Thank you!

Miriam Förg & Marisa Stehnikuhl

NOVA SBE

Please indicate in which year you were born:

- 1928 – 1945
- 1946 – 1964
- 1965 – 1980
- 1981 – 1996
- 1997 – 2012

Where are you from?

- Australia
 - Austria
 - Belgium
 - China
 - Finland
 - France
 - Germany
 - Italy
 - Netherlands
 - Portugal
 - Spain
 - Sweden
 - Switzerland
 - UK
 - United States of America
-

*The following questions are about your Adaptability behavior in the workplace.
Please answer honestly and spontaneously. There are no right or wrong answers.*

1. "I am confident that I can handle every challenge."
2. "I am always curious what development lies ahead of me."
3. "I prefer to do things that force me to learn something new."
4. "I can handle new and unknown situations well."
5. "I can quickly adapt to changes."
6. "I always know different ways to deal with sudden changes."
7. "If I have to change my plans, I stay relaxed."
8. "I get energy from unexpected things and changes."
9. "I always like it when the situation changes."
10. "I enjoy unexpected events."

*The following questions are about your emotions in the workplace.
Please answer honestly and spontaneously. There are no right or wrong answers.*

1. „I know why my emotions change.“
 2. „I easily recognize my emotions as I experience them.“
 3. „I can tell how people are feeling by listening to the tone of their voice.“
 4. „By looking at their facial expressions, I recognize the emotions people are experiencing.“
 5. „I seek out activities that make me happy.“
 6. „I have control over my emotions.“
 7. „I arrange events others enjoy.“
 8. „I help other people feel better when they are down.“
 9. „When I am in a positive mood, I am able to come up with new ideas.“
 10. „I use good moods to help myself keep trying in the face of obstacles.“
-

*The following questions are about your preferences regarding Decision-Making in the workplace.
Please answer honestly and spontaneously. There are no right or wrong answers.*

1. „I prefer to gather all the necessary information before committing to a decision.“
 2. „I thoroughly evaluate decision alternatives before making a final choice.“
 3. „In Decision-Making, I take time to contemplate the pros/cons or risks/benefits of a situation.“
 4. „Investigating the facts is an important part of my Decision-Making process.“
 5. „I weigh a number of different factors when making decisions.“
 6. „When making decisions, I rely mainly on my gut feelings.“
 7. „My initial hunch about decisions is generally what I follow.“
 8. „I make decisions based on intuition.“
 9. „I rely on my first impressions when making decisions.“
 10. „I weigh feelings more than analysis in making decisions.“
-

*The following questions are about how you work in different cultural settings in the workplace.
Please answer honestly and spontaneously. There are no right or wrong answers.*

1. “I know the ways in which cultures around the world are different.”
2. “I can give examples of cultural differences from my personal experience, reading, and so on.”
3. „I enjoy talking with people from different cultures.“
4. „I have the ability to accurately understand the feelings of people from other cultures.“
5. „I sometimes try to understand people from another culture by imagining how something looks from their perspective.“
6. „I can change my behavior to suit different cultural situations and people.“
7. „I accept delays without becoming upset when in different cultural situations and with culturally different people.“
8. „I am aware of the cultural knowledge I use when interacting with someone from another culture.“

9. „I think a lot about the influence that culture has on my behavior and that of others who are culturally different.“
10. „I am aware that I need to plan my course of action when in different cultural situations and with culturally different people.“

*The following questions assess how you communicate in the workplace.
Please answer honestly and spontaneously. There are no right or wrong answers.*

1. I allow colleagues to see who I really am.
2. I can put myself in other's shoes.
3. I am comfortable in social situations.
4. When I have been wronged, I confront the person who wronged me.
5. My conversations are pretty one-sided.
6. My conversations are characterized by smooth shifts from one topic to the next.
7. My colleagues can tell when I'm happy and sad.
8. My Communication is usually descriptive, not evaluative.
9. My colleagues truly believe that I care about them.
10. I accomplish my Communication goals.

*The following questions are about how you behave in conflicts in the workplace.
Please answer honestly and spontaneously. There are no right or wrong answers.*

1. „I discuss issues with others to try to find solutions that meet everyone's needs.“
2. “When there is a disagreement, I gather as much information as I can and keep the lines of Communication open.“
3. “I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?“
4. I would argue my case and insist on the advantages of my point of view.
5. I find conflicts exhilarating; I enjoy the battle of wits that usually follows.
6. I can figure out what needs to be done and I am usually right.
7. When I find myself in an argument, I usually say very little and try to leave as soon as possible.
8. Being in a disagreement with other people makes me feel uncomfortable and anxious.
9. I avoid hard feelings by keeping my disagreements with others to myself.
10. I try to meet the expectations of others.
11. I try to meet the wishes of my colleagues.
12. I may not get what I want but it's a small price to pay for keeping the peace.
13. I try to negotiate and use a give-and-take approach to problem situations.
14. I prefer to compromise when solving problems and just move on.
15. To break deadlocks, I would meet people halfway.

Please rank the following six competencies in order of their importance to you, with 1 being the most important competency that a leader should possess in your opinion and 6 being the least important:

- **Communication** (Leaders' ability to effectively exchange information, feelings, and meaning verbally and non-verbally)

- **Cultural Intelligence** (Leaders' ability to function and manage effectively across different cultural environments)
 - **Conflict Management** (Leaders' ability to mediate conflicts)
 - **Adaptability** (Leaders' ability to adjust their thinking, actions, and emotional responses to diverse and changing situations)
 - **Emotional Intelligence** (Leaders' ability to manage and empathize with emotions, both personal and of others)
 - **Decision-Making** (Leaders' ability to make optimal choices based on thorough evaluation)
-

Thank you for your participation!

For further information please contact: 53404@novasbe.pt or 53899@novasbe.pt

Appendix E: Qualitative Interviews - Questions

1. How can the LCM be used, based on the touchpoints of the Employee Journey (recruitment, onboarding, integration & performance, development), including specific examples?
2. How can the competency model be implemented?
3. How does the LCM need to be adapted or modified?
4. Do you have best practice examples for sustainable implementation of LCM?
5. Can the LCM improve the Employee Experience?
6. Can the LCM enhance the leader's Employee Experience?
7. What could be challenges in relation to the model?
8. Are there differences between the generations that need to be considered during implementation?

Appendix F: Qualitative Interviews – Answers Interview 1

Interviewer:

„Thank you very much for taking the time. We are now talking about the competency model, how to use it in an organization along the Employee Journey, how to implement it and then we want to talk about the Employee Experience and discuss a few options for use. And therefore, the first question is, what are possible use cases for the competency model? So how can you use it in recruitment?“

Interviewee:

„So first of all, in the job description, to start at the very beginning, the competencies that are described in a job description should orientate themselves on the competency model. That would, of course, be the best case. That is not always the case, but it would be the king's discipline, the job description. Then, from the verbalization, it could also be included in the Employer Branding, especially in selection procedures, i.e. assessment centers for the selection of new employees, I can use that as potential diagnostics. So diagnostics is the big keyword here. If I had structured interview guidelines, I could record that there. There are two possibilities. Either I do an assessment center or I have a structured interview guide if I recruit an employee. That would be the second use case.“

Interviewer:

“Alright, thank you! How can you use it for onboarding?“

Interviewee:

„In onboarding, it is extremely important that every employee knows the competency model so that everyone knows the expectations towards a good employee are. What is the ideal idea of the company for the behavior, knowledge and traits of the employee? That would be it for me on the topic of onboarding.“

Interviewer:

“Thank you! How can you use it for integration and performance?“

Interviewee:

„On integration, you have to tell me what you understand about it.“

Interviewer:

„So that's the step after the onboarding.“

Interviewee:

„I don't see any interface with integration. They just have to interact with each other. There has to be a collaboration, but that has nothing to do with the competencies. If that doesn't happen well, then you notice that the employee lacks any competency, but at that point, you would not derive anything from it at all but try to solve the problem. Regarding performance, to put a competency model under the performance management tool. You can do that. It's a possibility.“

Interviewer:

„How could that look like?“

Interviewee:

„That I simply have a performance management tool, in which, for example, a scale is asked, is the employee flexible, does the employee have Emotional Intelligence? How did she/he show that on a scale of 1 to 5? So you could do something like that. That you take out individual items and maybe even activity-based items from the competency model and say, for this position, the traits A, B, C and D are important. If we look at how the employee performs over the year on a scale of 1 to 5, I can then rate the employee on a scale of 1 to 5 for these five important traits. That would be a possibility.

Interviewer:

„In my old job, for example, I had a performance review every quarter of a year, where my colleagues also assigned me in relation to different areas. Could the competency model be behind that, for example?“

Interviewee:

„Yes, that could be behind it, yes. You just have to see how to operationalize it.

Interviewer:

“Great ideas! How can you use the competency model for development?“

Interviewee:

„The classic approach is a Development Assessment Center, which is a center where I let participants display specific behaviors through various exercises, interactions, and interviews. And the competencies are recorded in an observation sheet and verified through these observations.“

Interviewer:

„For training, could you also use the competency model?“

Interviewee:

„Yes, you can use it because we know that we place a particular emphasis on Emotional Intelligence. Emotional Intelligence is essential to us. We know from tradition, for example, in the banking and finance sector, that Emotional Intelligence is always one of the leading development areas. Then I can conduct seminars from this and say, these are particularly important traits for us, and that is why we offer special seminars for the areas X, Y and Z.“

Interviewer:

„Could you train all of the six competencies?“

Interviewee:

„Adaptability is challenging to offer a training because it is more of a personal trait. Either I am it or I am not it. And if I am not it and it has to be, then I can do it through coaching, but not through training, because it is very individual. I can train Conflict Management and decision-making very well. I can improve cultural intelligence through cultural training. I can also improve Communication in training. There is also training in Emotional Intelligence.“

Interviewer:

„Perfect. Do you have any other ideas besides the four big areas where you could incorporate a competency model?“

Interviewee:

„No.“

Interviewer:

„Very good. Then we've covered it perfectly.

We are getting to our next topic. How could you implement the competency model? So, especially in companies. And how should the competency model be adapted or modified?“

Interviewee:

„Well, if you assume that, I don't even put myself in the situation of an external advisor who has a certain competency model, which is based on empirical research, If you have people you have asked and have determined the most important competencies, then I would go to the company and say, these are, according to experience, perhaps also in your industry, depending on how you have raised it, these are, according to experience, currently the six most important competencies. I would do expert interviews within the organizations and collect the competencies that are important for them and then try to aggregate these competencies under the competency model. Because similar things will certainly come out of it. But it is important that the company itself has the opportunity to participate in the competency model, especially in the wording. I would not stick to the names of the competencies that you have empirically established, but if it means resilience in the company, then it fits. It has to fit the culture and the wording of the company.

Interviewer:

„Okay, perfect. Thank you.

Do you have any ideas or best practices on how to implement this sustainably?“

Interviewee:

„Yes. First of all, it is important that this is the competency model of the company. And I'm back to the first question. It's important that the company or the employees feel that a competency model has been purchased that has nothing to do with them. It has to be clear how this competency model was created. We as employees have contributed to this, so it's ours. That's the most important thing. So ownership. The second is that it is massively communicated over and over again and over a longer period of time. And it is also well anchored on the Intranet so that it can be found quickly. So that it is clear that it is an important topic for us and it is relevant. systematically integrated into all the personnel instruments that we have already discussed above. And in connection with leadership, in interactions such as recruitment or onboarding, or whatever, we always say that the competency model lies behind it, so that the organizations, leadership and employees understand why it is necessary. Because the competencies are usually so general that everyone says, well, we don't really need to talk about it, we've been doing that all the time anyway. But what is important is the relevance of this competency model. What do we use it for? What do we need it for? It's not something that we set up at some point and then totally forgot about it again. It has to be deeply embedded in the organization, in the DNA of the organization.“

Interviewer:

„Can you maybe summarize in a few sentences why the competency model is so relevant for companies?“

Interviewee:

„Yes, because it simply gives a guideline for what the company expects from the employee. There are certain behavioral guidelines. For young talents, it is also a goal, when I think about what a good employee look like? What do I have to work on? And when I look at my development areas, I have to match them with something. So what does good look like? That's what the competency model also gives.“

Interviewer:

„Very exciting. Okay, thank you very much. We have looked at the leader side and there is another side, the employee side. We also asked ourselves whether a competency model can increase the Employee Experience. And by that, we really mean the Employee Experience in the sense of the employee that is led by the leader.“

Interviewee:

„In principle, it guarantees, because there are leadership competencies in it, that at the end of the day all leaders lead based on the same basic values. So there is a feeling of security and reliability. A bit like trust and psychological safety. If that doesn't happen, there is also security for the employee to be able to demand it. To say, here it says, this and that is important for leadership. I don't see that. That is a possibility. At the same time, in selection processes, the employee knows reliably that it also depends on the competencies and that you do not assume or put something completely abstruse behind it as a target for the adjustment to a position. There is a certain level of safety and also a certain goal.“

Interviewer:

„And maybe also in relation to the fact that employees know, if they have ambitions to develop into a leadership position, that they know what to look out for and where you could require the training if you consider that important.“

Interviewee:

„Yes, exactly. I take the competency model and look at what my strengths are, what my development fields are and think about either how to strengthen my strengths and how can I look at my strengths to be even more successful. Or I can think about which one or two development areas I will look out for this year to work on them systematically, for example through training, for example through an information stay or a coaching or whatever.“

Interviewer:

„It could also be part of a junior employee support program, which some companies already offer, right?“

Interviewee:

„Yes, absolutely.“

Interviewer:

„And that, in the end, improves the Employee Experience as a leader?“

Interviewee:

„Yes, because the leader is also an employee. It also gives her/him reliability in selection processes and what is considered good. But it is also a commitment of the company's management to certain competencies, that they are important and not others, especially in

management teams that have to achieve certain goals. It is very important which skills are protected on the way to the goal.“

Interviewer:

„What could be the challenges in relation to the model? Or does the model have any weaknesses that we need to consider and could do better?“

Interviewee:

„So the weakness of a competency model is that it is always very generic. An employee can say: „Yes, of course, I can do it, it's clear anyway“. And the challenge is now to formulate it in a way that you have already done it, so that it is actually behaviorally relevant so that concrete behavior is done, where the employee and the management can benchmark against it themselves. And, of course, these challenges have to fit the company. And that is different for different companies. For one, the topic of empathy and Emotional Intelligence is extremely high. For example, in organizations that work very hard on customers. But if I have organizations that just calculate the model's age, then probably something like the other analytical competency is much more important than the Emotional Intelligence.“

Interviewer:

„So the right implementation is very crucial right?“

Interviewee:

„The right implementation, but also the right adjustment. The adjustment of the model to the company. And that is also the black spot. If that does not work well, then everyone thinks about what it has to do with me and what it has to do with my company. Then they can't identify with it because it is so far away from their experience so it is not relevant for them. Another black spot: if it is not introduced systematically and is always based on it and not systematically integrated into all personal development instruments. Because then it becomes flexible and irrelevant.“

Interviewer:

„Okay, thank you. Now with the use cases, but also with the implementation, are there certain differences between generations that need to be into account?“

Interviewee:

„I don't think that in the process of how the whole thing is created, it would be important that I not only use leader and older leader when differentiating between the company-specific competencies, but also young employees, so that the wording adapted, so that they can identify with it and at the same time young employees are also the future. A competency model does not depict the past, but perhaps there are also competencies that the older leaders do not have on the radar. In this respect, it is very important to include future-oriented competencies, making it easier for young people. It is important that at the end of the day wording and the content, a competency model emerges that all generations can identify with. That means that each generation has to have a little something in the wording, but of course, it has to be focused on the success of the company.“

Interviewer:

„Then a final question from my side. Do you remember anything that we haven't covered with the questions yet, but that you would like to give us on the way? Anything that still needs to be considered?“

Interviewee:

„No, I think I've already said everything important. The authorization of the company, the introduction, the availability. I know it from my own experience, if it's not introduced properly, it's forgotten immediately and nobody keeps up with it, and then it's just a duty. But it's also a bit the task of the Human Resources department to say again and again mantra-like why it is relevant and where it is contained because only then can it actually develop its effect and also give orientation for employees and leaders.“

Interviewer:

„Perfect. Thank you very much for answering all the questions and for taking the time. We really appreciate your support.“

Interviewee:

“It was a pleasure. I wish you all the best!”

Appendix G: Qualitative Interviews – Answers Interview 2

Interviewer:

“Welcome and thank you for taking the time

Then, we will start right away so that we don't take up too much of your time.

We have already sent you our leadership competency model that we have developed as part of our master's thesis, and we would like to ask you questions about that. I would like to start with the first question: What are possible use cases for the competency model? So how can you use the competency model oriented to the touch points of the Employee Journey. And maybe you also have concrete examples for us.”

Interviewee:

“Yes, so first of all I would like to say that I have already looked at the competency model and it has become very good and also the competencies, the way he has worked it out with the behavioral anchors makes absolute sense and is absolutely applicable, especially in the Employee Journey. Super important in all areas. And so I'm going to jump right into the first step of the Employee Journey, which is recruiting. There are really many use cases how to apply this. So the first one I can think of is that you can use it in job applications. So if you imagine yourself in a job application, it will also say what the company expects from you, for example. It will often say team player, Communication skills or something like that. This is where you can use the competencies from the competency model. You could just adapt the behavioral anchors there. Then, if you take it a step further in recruiting, if you think about the interview, you can include the model in the interview guide. What you have probably heard of is assessment centers. There are on-site assessment centers and there are online assessment centers. For example, if you imagine an onsite assessment center, you can see and classify the behavioral anchors by observing them. You get an observation sheet for the interviewers, and you can do that with a 360-degree feedback, so you can look at the behavior and the competencies. Or you can create an online assessment where you have to classify candidates based on online questionnaires or scenarios where you can then assess their behavior.”

Interviewer:

“Yes, that sounds very meaningful and very complex. Cool.”

Interviewee:

“Yes, then I'll just move on to the second level. Onboarding. So I can immediately say that new employees should know the competency model. So they know what is expected of them. A key point is awareness. It's also important that you can then see what your future career should look like, where you want to go, that you can then plan your career specifically based on the competency model and then maybe with a program like this, you've probably heard of it, which works like a buddy program from the beginning or a mentor who can help you achieve your goals and support you in this area. That is all for Onboarding. I will move on to the next step. So integration and performance. It is important to create the competency model like a performance management tool and to align yourself to it, because then you use it after a project or in those six-month performance reviews, that you can simply talk about the competencies, established competencies, and then also talk again about what the goals are for the future, to tackle that again, to improve yourself. When I talk about improving now, let's talk about the next phase: development. So it is very important to have these competency models in order to be able to develop further, to be able to see where there are gaps in knowledge and behavior, how they can develop individually, and then this model can be adapted individually to the employee. There are also trainings that you can organize or workshops or coaching whereas all competencies are trainable or coachable.”

Interviewer:

“Okay, that sounds very good and it helps us to imagine even better how the competency model can be used and gives us a lot of inspiration and also confirms us in the model. So thank you very much.”

Interviewee:

“You have really built a great model.”

Interviewer:

“Very nice, we are very happy about it. It gave us a lot of pleasure as well. So now we get to the next question. How do you implement the competency model that we have built? How can it be implemented in the company, or how does the competency model need to be adapted or modified?”

Interviewee:

“Yes, that is a very good point. For me, the most important requirement that should be considered in terms of implementing a competency model is that it really needs to be adapted to the company or to the specific business context. There are things that have to be taken into account, such as the region. There are regional and national differences in corporate culture. And because the leadership competency model is an integral part of the corporate culture, or at least it should be, there are differences. In addition, the industry and the size of the company have a big influence on how a competency model should be adapted. And the screws that have to be turned to adapt the competency model to the context of the company are, for example, how it is reflected in the everyday life of the company and how it is lived, in which processes it is integrated, whether there are regular meetings where it is integrated, and what the onboarding process looks like, how it can be integrated. It is also important that it really fits into the culture and is adapted, for example, from onboarding. That is the most important part of the implementation. But it is also important that employees at all levels are involved in the implementation from the beginning and that the company remains open to potential adjustments that may occur during the implementation, but of course also once the model is already implemented, for potential adjustments that may occur during the implementation. And, yes, it is also really important to emphasize that a competency model enables employees to use it to their advantage and to derive personal benefit from it, not just that it remains a measure that the company introduces.”

Interviewer:

“Very cool. That was a lot of important points. Thank you very much. Do you have any best practice examples for sustainable implementation of this competency model?”

Interviewee:

“So for me, the A and O, really is the modification of the model, it is really very important. So the adaptation to the explicit business context, but also to the specific employee, which is very well possible through your model, as you can see from the behavioral anchors. Exactly, so that's really very important. And the best practice, the example par excellence. And then there's the point of ownership. On the one hand, it's this explicit adaptation, and on the other hand, it's the continuous Communication of the leadership competency model in day-to-day business, where it should be anchored, for example, by systematically integrating it into HRM tools. And in terms of Communication, the best practice example or the best practice to really integrate the competency model to include the Employee Journey, which you have already included in the competency model in a very meaningful way.”

Interviewer:

“Okay, very cool, thank you very much.

How can the competency model affect the employees or the Employee Experience?”

Interviewee:

“Yes, so overall, a competency model always provides, or at least when it's good and implemented well, an increase in the Employee Experience and, of course, also serves as a safety net, because employees have a reference point if they see something in their leadership or in their leader that doesn't suit them, or where they don't feel well treated or just don't feel well led. On the other hand, it is also a good reference point for people who have ambitions to become leaders themselves and need leadership competencies so that they know what is expected of them to be able to take on that role. “

Interviewer:

“Can the competency model also increase the experience of the leader as an employee?”

Interviewee:

“Definitely. On the one hand, it also has an impact on the leadership or the leader-Employee Experience, in which the leaders feel better supported and also know transparently what is expected of them in terms of their leadership style. And yes, they also have a guideline. And so it makes your leadership easier in that sense, because you have reference points.”

Interviewer:

“Thank you for the insights. That helps us a lot. Now to the next question, which is about what possible challenges and weaknesses of the model could be? “

Interviewee:

“Yes, I would repeat my previous answers because it is so important. It is extremely important to implement the competency model correctly so that all employees know what it is, how to use it, and how it can help them. The only way to increase Employee Experience is transparency and Communication. Imagine something is introduced, you don't know what it is, you think it's just coming from the top, from management, and it doesn't affect you anyway. Then it is so important that it is given, because that is the only way it can help and be good for the employees. But it is also important that you look at the competency model again and again, and that you do not just introduce it and then it is there and then it stays there for the next 50 years, but that this competency model can also age over time, or that the competencies can also age. The competencies you have selected are very important today, but in 50 years the world may look completely different again. Of course, you shouldn't look at it every 50 years, I'm not saying that at all. You have to look at it on a case-by-case basis, but it is definitely important to keep it updated.”

Interviewer:

“Yes, that definitely makes a lot of sense. Are there any differences between generations in the implementation that should be considered?”

Interviewee:

“I would say no. So I looked at your competency model and it's really a great thing that you've done, that you've created a competency model for all generations. Of course there are differences between the generations, even when it comes to new training, for example for the younger generation. But I wouldn't look at that yet for the competency model itself. So that's

it, maybe you can go on and look at what great new technologies are out there in training or something like that. But in and of itself, for the competency model and the implementation, I would say no.”

Interviewer:

“Okay, that helps us a lot and reinforces what we found. Is there anything else you would like to give us on the way to the competency model? Any experiences or thoughts that we haven't covered in the questions?”

Interviewee:

“I think I've said it all. It's important for the success of the company that the management has the leadership skills and can create leadership effectiveness through targeted training, because that can be traced back to the success of the company. But it is also important to identify talents or prepare them for future leadership positions. The competency model can also help with this. But also for this transparency in evaluation and performance management is important. I am very convinced, very cool what you have done and that you have dealt with this topic and thus created a basis for future processes and thus also simplifies HR processes well. So thank you very much for that.”

Interviewer:

“Great feedback. Thank you very much for your time. That helped us so much and we were very happy to talk to you.”

Interviewee:

“Thank you and good luck with your master's thesis.”

Interviewer:

“Thank you.”

Appendix H: Linear Regression Analysis on Employee Perception regarding the importance of competencies

	Variable	Unstandardized Coefficients		Standardized Coefficients <i>Beta</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>SE</i>			
Adaptability	(Constant)	2.63	.36		7.30	<.001
	Relevant Generations	-.25	.23	-.10	-1.10	.27
EI	(Constant)	4.56	.41		11.34	<.001
	Relevant Generations	.11	.26	.04	.42	.68
Decision-Making	(Constant)	2.93	.40		7.39	<.001
	Relevant Generations	.26	.25	.09	1.01	.31
Communication	(Constant)	5.12	.49		10.43	<.001
	Relevant Generations	-.61	.31	-.17	-1.95	.05
CQ	(Constant)	3.05	.47		6.45	<.001
	Relevant Generations	.35	.30	.10	1.14	.29
Conflict Management	(Constant)	2.73	.43		6.74	<.001
	Relevant Generations	.14	.27	.05	.53	.60

Appendix I: Intergenerational comparison of Cronbach's Alpha

	Relevant Generations	Cronbach's Alpha Based on Standardized Items	N of Items
Adaptability	Older Generations	.90	10
	Gen Z	.81	10
	Total	.84	10
Emotional Intelligence	Older Generations	.75	10
	Gen Z	.77	10
	Total	.72	10
Decision Making Rational	Older Generations	.91	5
	Gen Z	.84	5
	Total	.87	5
Decision Making Intuitive	Older Generations	.86	5
	Gen Z	.80	5
	Total	.82	5
Cultural Intelligence	Older Generations	.76	10
	Gen Z	.85	10
	Total	.80	10
Communication	Older Generations	.57	10
	Gen Z	.60	10
	Total	.59	10
Conflict Management Collaborating	Older Generations	.57	3
	Gen Z	.68	3
	Total	.63	3
Conflict Management Competing	Older Generations	.46	3
	Gen Z	.57	3
	Total	.46	3
Conflict Management Avoiding	Older Generations	.68	3
	Gen Z	.78	3
	Total	.73	3
Conflict Management Accommodating	Older Generations	.63	3
	Gen Z	.55	3
	Total	.62	3
Conflict Management Compromising	Older Generations	.47	3
	Gen Z	.05	3
	Total	.33	3

Appendix J: LCM and its Behavioral Anchors

Competencies	Definition	Behavioral Anchor	Explanation
Adaptability	Leaders' ability to adjust their thinking, actions, and emotional responses to diverse and changing situations	Positive attitude toward change and willingness to learn	Confidence in overcoming challenges, combined with a strong curiosity and desire to learn and grow continually.
		Flexible Responsiveness	The ability to adapt quickly and effectively to new and unanticipated situations and using different strategies to cope with them.
		Resilience and self-confidence	Equanimity in the face of adaptation and change, the ability to draw energy from unexpected challenges and to enjoy the dynamics of change.
Conflict Management	Leaders' ability to mediate conflicts	Collaborative Problem-Solving	Practicing clear and objective Communication, understanding and mediating diverse perspectives and developing solutions that serve all parties involved, prioritizing collective advantages over individual gains.
		Assertive Advocacy	Defending one's own position confidently while remaining open for dialogue, based on the strong belief in the ability to resolve conflicts and a willingness to engage in discussions to reach an agreement.
		Disengagement	Withdrawing from conflict situations, experiencing discomfort during disagreements, and choosing not to express contrary opinions to avoid tension.
Decision-Making	Leaders' ability to make optimal choices based on thorough evaluation	Information Analysis	Gathering all necessary information and thoroughly evaluate all decision alternatives before making a choice, weighing pros and cons, risks and benefits as part of the decision-making process.
		Intuitive Judgment	Relying on one's gut instincts and first hunches when making decisions, and using intuition and first impressions to support Decision-Making.
		Balanced Consideration	Weighing analytical factors and personal feelings when making decisions, indicating a balanced approach that values factual research alongside emotional insight.
Cultural Intelligence	Leaders' ability to function and manage effectively across different cultural environments	Cultural Knowledge	Having an awareness of global cultural differences, with the ability to cite specific examples from personal experience/ cultural interaction or learning.
		Adaptive Interaction Skills	Engaging positively with individuals from diverse backgrounds, utilizing empathy to comprehend their emotions, and appropriately adjusting behavior in different cultural environments.
		Cultural Metacognition	Being aware of one's own cultural bias in cross-cultural interactions, acknowledging the influence of culture on one's own behavior and that of others, and anticipating cultural differences cross-cultural interaction.

Communication	Leaders' ability to effectively exchange information, feelings, and meaning verbally and non-verbally	Authentic Engagement through Self-Disclosure	Sharing personal insights and emotions with colleagues to foster a culture of trust and openness.
		Empathetic and Inclusive Interaction	Actively understanding and valuing others' emotions and perspectives, managing interactions to accommodate different viewpoints and thereby creating an inclusive Communication environment.
		Strategic Interaction Competence	Navigating social situations with confidence, applying constructive advocacy when necessary, and achieving Communication targets in specific contexts to guarantee interactions are purposeful and goal oriented.
Emotional Intelligence	Leaders' ability to manage and empathize with emotions, both personal and of others	Self-awareness of emotions	Being able to understand one's own emotions and regulate them, especially in challenging situations.
		Recognizing Emotions in Others	The ability to recognize of emotions and changing emotions of others based on tone of voice and facial expression and their effect on the situation at hand.
		Positive use of emotions	Actively fostering happiness, managing emotions, and boosting others' morale for creative problem-solving and perseverance.

Appendix K: Use cases of LCM for Recruitment phase

Employee Journey	Use Cases	Explanation	Example for competencies
Recruitment	Job Description	Outline the key competencies and behaviors that are essential for success in the role, as detailed in the job advertisement.	<p><i>Include sentences such as...</i></p> <p>Adaptability: "Seeking a dynamic leader who exhibits a positive attitude toward change and a willingness to learn, with a proven track record of confidently overcoming challenges and demonstrating a strong curiosity for continuous learning."</p> <p>Conflict Management: "The ideal candidate will have a strong capability in collaborative problem-solving, with experience in facilitating clear and objective Communication to develop solutions that benefit all parties, while also having the confidence to assertively advocate for their position."</p> <p>Decision-Making: "We require a leader who excels at both information analysis, which means gathering all the necessary information, and intuitive judgment, which means using intuition."</p> <p>Cultural Intelligence: "Looking for a leader with significant cultural knowledge, able to cite specific examples of global cultural interaction, and who has the skills to engage positively with diverse teams, adjusting behavior to different cultural environments."</p> <p>Communication: "The role calls for a leader skilled in authentic engagement through self-disclosure, fostering a culture of trust and openness, and capable of empathetic and inclusive interaction to create a supportive Communication environment."</p> <p>Emotional Intelligence: "Candidates should have a high degree of self-awareness of their own emotions, the ability to recognize and respond to the emotions of others, and the resilience to use EI to foster team morale and creative problem-solving."</p>

Structured Interviews	Develop questions based on the LCM behavioral anchors to assess candidates' competencies and use these anchors as a benchmark to measure and compare their responses.	<p><i>Ask candidates to describe a situation...</i></p> <p>Adaptability: "Can you describe a situation where you had to adapt to a significant change at work? How did you manage the transition, and what was the outcome?"</p> <p>Conflict Management: "Tell us about a time you were involved in a workplace conflict. How did you approach the problem-solving process, and what steps did you take to reach a resolution?"</p> <p>Decision-Making: "Please provide an example of a complex decision you had to make. How did you analyze the information at hand, and how did you balance intuition with analytical data in your final decision?"</p> <p>Cultural Intelligence: "Share with us an experience where you had to work or negotiate across cultural boundaries. What strategies did you employ to ensure effective Communication and interaction?"</p> <p>Communication: "Describe an instance where you had to disclose sensitive information to your team. How did you maintain transparency while building trust?"</p> <p>Emotional Intelligence: "Give us an example of how you have managed your emotions in a professional setting, particularly under stress. How did this emotional regulation impact the situation and your team?"</p>
Assessment Center	Develop activities and exercises that simulate professional scenarios to observe the extent to which candidates demonstrate LCM competencies.	<p>Adaptability: Create a business simulation that requires candidates to respond to a sudden market shift or a major change in company strategy, observing their ability to rapidly adjust their plans and strategies.</p> <p>Conflict Management: Conduct a role-play scenario where candidates must resolve a dispute between two team members with opposing views, evaluating their ability to facilitate a collaborative solution.</p> <p>Decision-Making: Present a case study with incomplete data and time constraints, requiring candidates to analyze the information and make a decision, assessing their ability to use both intuition and analysis to come to a conclusion.</p> <p>Cultural Intelligence: Engage candidates in a negotiation exercise with actors from different cultural backgrounds, monitoring how well they adapt their Communication style and behavior to effectively interact with each party.</p> <p>Communication: Have candidates lead a team meeting with a complex agenda, observing their ability to clearly communicate goals, foster open dialogue, and include diverse perspectives.</p> <p>Emotional Intelligence: Include a high-pressure scenario to observe how candidates manage and regulate their own emotions and how they recognize and respond to the emotions of others.</p>

Online Assessment Center	Refer to virtual platforms to assess how candidates employ competencies to handle pre-defined scenarios.	<p>Adaptability: Implement a virtual simulation where candidates navigate a rapidly evolving business situation, such as a digital transformation or market disruption, to assess their ability to adapt and strategize on the fly.</p> <p>Conflict Management: Use a virtual role-playing module where candidates mediate a conflict between virtual team members, with the objective to reach a resolution that aligns with company values and team harmony.</p> <p>Decision-Making: Provide a decision-making game where candidates prioritize tasks and make critical decisions based on incomplete information within a limited time, to evaluate their information analysis and intuition.</p> <p>Cultural Intelligence: Arrange a multicultural virtual team meeting with avatars representing different cultures, evaluating how candidates facilitate the meeting and adapt their Communication to cultural nuances.</p> <p>Communication: Design a virtual platform where candidates must effectively communicate a change in company policy to a diverse group, observing their ability to engage authentically and inclusively.</p> <p>Emotional Intelligence: Present an interactive story where candidates respond to team members' emotional cues during a challenging project, assessing their emotional self-awareness and ability to foster positive team dynamics.</p>
Employer Branding	Integrate LCM competencies into job postings, social media campaigns, and storytelling on the company's career website to attract candidates that resonate with it.	<p>Adaptability: "Join a team that thrives on change! Our leaders are celebrated for their adaptability, embodying a positive attitude toward change and a passion for continuous learning, as they steer our company through exciting growth phases."</p> <p>Conflict Management: "At our company, we see conflict as an opportunity for growth. We're looking for leaders who excel in collaborative problem-solving and assertive advocacy, turning challenges into victories for everyone involved."</p> <p>Decision-Making: "Decision-making at our company isn't just about choosing the best option; it's about balancing data with intuition. We empower our leaders to make informed choices that drive our mission forward."</p> <p>Cultural Intelligence: "Diversity is our strength. Our leaders are equipped with cultural intelligence, engaging positively with teams from around the globe to bring innovative solutions to our clients."</p> <p>Communication: "We value leaders who communicate with authenticity and empathy, creating an inclusive environment where every voice is heard and respected."</p> <p>Emotional Intelligence: "Looking for a workplace that understands the value of EI? Our leaders are adept at managing emotions and fostering a work culture that prioritizes well-being and collaborative success."</p>

Appendix L: Use cases of LCM for Onboarding phase

Employee Journey	Use Cases	Example for competencies
Onboarding	Orientation Management	Introduce new employees to the organization's LCM and ensure they understand the usage of it.
	Career Planning	Identify development needs and guide personal growth by assessing the LCM competencies through self-assessment.
	Expectation Management	Set performance expectations and goals in line with the LCM with new hires by working with them to establish clear and achievable objectives.
	Mentoring	Provide new employees with experienced mentors to guide them and provide feedback, also focusing on the LCM competencies.

Appendix M: Uses cases of LCM for Integration & Performance phase

Employee Journey	Use Cases	Explanation	Example for competencies
Integration & Performance	Performance Appraisal	Assess employee's display of the LCM competencies, using a structured review template to systematically evaluate and guide their professional development.	<p>Adaptability: Assess the employee's 'Flexible Responsiveness' by reviewing their ability to integrate new technologies and processes within their responsibilities.</p> <p>Conflict Management: Evaluate how the employee has applied 'Collaborative Problem-Solving' techniques to resolve conflicts, noting the effectiveness and outcomes of their mediation efforts.</p> <p>Decision-Making: Analyze the employee's 'Information Analysis' competency by examining significant decisions they made, focusing on their approach to risk assessment and problem-solving.</p> <p>Cultural Intelligence: Assess the employee's 'Cultural Knowledge' and 'Adaptive Interaction Skills' by looking at their engagement with diverse teams and their approach to cross-cultural Communications.</p> <p>Communication: Review the employee's abilities in 'Authentic Engagement through Self-Disclosure' and 'Empathetic and Inclusive Interaction,' observing how they manage team Communications and foster inclusivity.</p> <p>Emotional Intelligence: Evaluate the employee's 'Self-awareness of emotions' and their skill in 'Recognizing Emotions in Others,' particularly in team leadership and during stressful situations.</p>
	Feedback	Provide structured, occasion-driven feedback to employees, focusing on specific behaviors and competencies observed during events or situations.	-

Appendix N: Uses cases of LCM for Development phase

Employee Journey	Use Cases	Explanation	Example for competencies
Development	Career Development	Create personalized plans focusing on improving specific competencies defined in the LCM.	-
	Coaching	Conducting individual coaching sessions to help employees develop the competencies and behaviors that need improvement.	-
	Training & Workshops	Provide training and workshops to improve specific competencies.	<p>Adaptability: A workshop on agile methods could be conducted to promote 'flexible responsiveness' and enable leaders to effectively manage and respond to change.</p> <p>Conflict Management: Conflict resolution training could teach 'collaborative problem-solving' techniques to help leaders manage and mediate workplace disputes.</p> <p>Decision-making: A seminar focusing on 'information analysis' could be offered to teach leaders how to critically evaluate data and combine analytical thinking with intuitive judgment to make strategic decisions.</p> <p>Cultural intelligence: A cultural competency workshop could be useful, including activities to enhance 'cultural metacognition' to improve leaders' ability to interact effectively in diverse cultural environments.</p> <p>Communication: Training on 'authentic engagement through self-disclosure' could be provided to help leaders foster transparency and trust within their teams.</p> <p>Emotional Intelligence: Leaders could benefit from an 'EI' program that focuses specifically on improving 'self-awareness of emotions' and the ability to 'recognize emotions in others.'</p>

Appendix O: ADKAR – People Dimension of Change

ADKAR	Explanation	Examples
Awareness Of business reasons for LCM	Explain why an LCM is needed (if no LCM was established before) or why a change to the new LCM is required (if a different LCM is already in place) to create a sense of importance.	Point out why recent developments, such as the Covid-19 pandemic and demographic shifts, underscore the need for a new LCM that addresses the distinct demands of the contemporary landscape.
	Communicate the importance LCM and illustrate the impact it will have on the organization's success, the Employee Experience and on the employee retention early on. Outline how leaders and leadership will evolve with the LCM and the influence the LCM will have on the corporate culture to achieve awareness.	Leaders explain their struggles in leadership with current state and the impact this has on their performance as a leader.
Desire Engage and participate in LCM	Overcome resistance and indifference by translating what LCM will mean for the personal context of the employee. Ensure engagement and participation in all hierarchical levels to create feeling of ownership.	Organize inter-hierarchical workshops to adapt the LCM to the organization's specific context, including diverse perspectives and establishing a sense of ownership at all hierarchical levels.
	Highlight the benefits of the LCM for individual leaders, and all employees in consequence.	Depict a challenging leadership situation in the past and envision how the challenge can be overcome by employing the LCM.
Knowledge Learn by sharing	Build an understanding of how to employ LCM along the EJ.	Run an initial intense training course with key sponsors of the LCM and encourage them to use the LCM as first adaptors.
	Provide resources that explain how the LCM can be used along the EJ. Form trainings to deepen understanding and application of the competencies and behavioral anchors.	Training on how to use LCM based performance review template in employee feedback sessions.
Ability Identify & address barriers	Manage to put LCM knowledge into practice and bridge gap between knowledge and ability through additional coaching, practice, and time to ensure leaders and employees properly apply LCM knowledge.	Quarterly training for leaders with different focusses to constantly improve ability to implement the LCM.
	Encourage leaders and employees to ask for help, and to believe in themselves and their abilities. Ask leaders and employees how things are going, how they are implementing the LCM, and understand what possible burdens are and how the LCM can be further optimized.	Host LCM feedback sessions providing leaders and employees with a safe space to comment on the progress of the LCM implementation, ask questions they have and express any doubts they might have. Encourage honesty by inviting top leaders, who openly share their struggles to sessions.
Reinforcement Keep your eyes on the ball	Embed the model into business processes and keep talking about how the LCM is progressing, celebrate it's use, and share success stories, including Employee Experience, retention rate and KPI improvements.	Start nominating an LCM champion of the month, by highlighting how this person has performed exceptionally well in a competency of the LCM and telling his / her story in a suitable corporate Communication medium (e.g. newsletter) and reward it with a small gift (e.g. voucher).
	Monitor if change is sustained and understand why some leaders revert to workarounds.	Conduct productive 1:1 conversation with leaders or employees who are struggling with the LCM and offer coachings.

Appendix P: ADKAR – Organizational Dimension of Change

ADKAR	Project management / Informal approaches	Explanation
Awareness Of business reasons for LCM	Business Need	Identify the need for an LCM by assessing internal inefficiencies and opportunities for improvement that can be addressed by a new LCM, and connecting the LCM to the achievement of strategic directives. Define how the LCM will assist the organization's stakeholders in attaining their goals.
Desire Engage and participate in LCM	Concept	Define the scope and objectives of the LCM, determine stakeholder involvement and implementation timelines, and understand the level of impact of the LCM on current organizational processes. Establish LCM target outcomes by linking the objectives to organizational KPIs that LCM should improve.
	Design	Tailor the LCM to the specific context of the organization, ensuring that it is aligned with the existing organizational culture and values by adapting and reviewing LCM components to meet organizational needs.
	Development	Develop or modify organizational processes and systems needed for the LCM implementation, ensuring they are compatible with current operations. Involve stakeholders in the development to ensure all important aspects are considered.
Knowledge Learn by sharing	-	-
Ability Identify & address barriers	Implementation	Execute the rollout of the LCM, following the project timeline with a staggered launch to allow for observation and adjustment based on feedback and performance.
Reinforcement Keep your eyes on the ball	Post-Implementation	Establish controls and review cycles to ensure that LCM objectives are reviewed and that the LCM itself, systems and processes are still appropriate for the current organizational context.