

One Size Does Not Fit All: Digital Readiness and Differentiated Learning in Age- Diverse Hotel Front Office Teams

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ABSTRACT: Digital transformation in hotel Front Office operations requires employees to learn new systems, adapt to changing workflows, and apply digital capability under service pressure. Yet employees do not enter these changes with identical levels of readiness, making uniform training increasingly difficult to justify. This study examines how variations in digital readiness shape differentiated learning needs in an age-diverse hotel Front Office team. The article reports a focused secondary thematic analysis of a broader qualitative case study conducted at a four-star hotel in Kuta, Badung, Bali. Data were drawn from seven purposively selected informants representing Front Office management, supervision, Human Resources/Training, Finance, and Guest Service Agents, supported by non-participant observation and organizational documents. NVivo 14 assisted open, axial, and selective coding. Findings indicate variation in adaptation pace, confidence, need for repetition, practical exposure, and independence in digital work. Informants sometimes described these differences using age or generational language; however, the study interprets them as contextual readiness differences rather than fixed generational traits. Four learning responses emerged as particularly relevant: guided practice, private or individualized coaching, simulation and re-training, and flexible peer-supported learning. The study proposes a readiness-based differentiated learning cycle that assesses readiness before selecting learning methods and updates the learner profile after workplace application. The contribution is a shift from generation-based training assumptions toward readiness-based learning design in digitally transformed hospitality work.

KEYWORDS: age-diverse workforce; differentiated learning; digital readiness; Front Office; hospitality; workplace learning

I. INTRODUCTION

Digital transformation is changing the content and organization of hospitality work. Front Office employees increasingly operate Property Management Systems, integrated Online Travel Agent channels, digital payments, shared cloud documents, mobile communication, and technology-enabled reporting while remaining responsible for direct guest interaction. Technology can improve speed and coordination, but it also changes workflows, increases dependence on data accuracy, and requires employees to adapt repeatedly as systems and procedures evolve (Buhalis et al., 2023; Guo et al., 2023). In this environment, employee development becomes a continuous operational requirement rather than a one-time response to a new system.

Training research has long shown that learning effectiveness depends not only on content but also on trainee characteristics, training design, and the context in which learning is transferred to work (Bell et al., 2017; Noe, 2021). This is particularly important in digitally transformed service environments because employees may differ in prior exposure, confidence, perceived ease of use, comfort with change, and need for practice. Technology Readiness similarly suggests that individuals approach new technologies with different combinations of optimism, innovativeness, discomfort, and insecurity (Parasuraman & Colby, 2015), while hospitality research has demonstrated that technology adoption varies across employees and organizational contexts (Cimbaljević et al., 2024; Guo et al., 2023).

These variations create a practical challenge for hotel learning and development. A standard system class may be sufficient for an employee who quickly understands digital workflows and confidently explores new functions, but insufficient for another employee who needs repetition, guided practice, reassurance, or a slower transition from demonstration to independent use. Uniform delivery therefore risks equating training attendance with readiness to perform.

Age and generational language frequently enters managerial explanations of such differences. In many workplaces, younger employees are assumed to be naturally more digitally capable, while older employees are assumed to require more support. The field data informing this study contained similar perceptions: some informants described younger staff as adapting more quickly to a new web-based system and more experienced staff as requiring more time or individualized assistance. However, organizational research cautions strongly against treating generational categories as stable explanations of employee behavior. Rudolph et al. (2021) argue that generational differences are often overstated, and a recent meta-analysis found few systematic and meaningful differences

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across commonly used generational cohorts (Ravid et al., 2025). Consequently, observed agediverse differences should not be translated directly into fixed assumptions about learning ability.

A more defensible approach is to treat age or generational descriptions as contextual observations and to assess the readiness of individuals directly. This distinction is important because digital readiness is not equivalent to chronological age. Employees may differ because of previous technology exposure, work experience, system familiarity, learning confidence, role demands, opportunities to practice, or access to support. In hospitality, technology adoption is also shaped by acceptance mechanisms and job context, while technostress may affect confidence and performance when digital demands become difficult to manage (Kemer & Kırıcı Tekeli, 2023; Wu et al., 2022).

Workplace learning research offers several mechanisms for responding to such variation. Guided practice and simulation can provide repeated experience; individualized coaching can reduce the pressure of learning publicly; flexible digital learning can accommodate operational schedules; and peer learning can enable employees to exchange complementary expertise. Reverse mentoring has been proposed as one mechanism for cross-age digital learning, with younger or less senior participants sometimes supporting more experienced colleagues in technology use (Browne, 2021; Bertram et al., 2023). Importantly, the value of such arrangements lies in reciprocal learning rather than in assuming that one age group always possesses superior knowledge.

Despite extensive research on technology adoption, training, and generational diversity, less attention has been given to how digitally transformed hospitality teams can translate observed readiness variation into differentiated learning design. Existing hospitality research explains why employees may respond differently to workplace technology, while training research explains the importance of trainee characteristics and transfer conditions. The missing connection concerns how learning methods should be adjusted when employees in the same operational team demonstrate different levels of readiness for digital work.

This study addresses that gap through a focused secondary analysis of a broader qualitative case study of Training Needs Analysis in a four-star hotel Front Office. The present article isolates the data concerning digital adaptation, age-diverse learning experiences, peer learning, individualized support, and preferred training methods. It asks two research questions: RQ1. How do employees differ in their readiness to adapt to digitally transformed Front Office work? RQ2. What differentiated learning approaches are indicated by these readiness differences? The study contributes by reframing age-diverse learning challenges as readiness-based rather than generation-determined and by proposing a practical differentiated learning cycle for digital hospitality work.

II. METHODOLOGY

A. Research Design and Analytical Focus

This article reports a focused secondary thematic analysis of data generated within a broader qualitative descriptiveexploratory case study. The broader study examined Training Needs Analysis and employee capability in digitally transformed Front Office operations. For the present article, the analytical focus was narrowed to evidence concerning variation in digital adaptation, age-diverse learning experiences, confidence, practice needs, individualized support, peer learning, and trainingmethod preferences. No new field data were added for this article.

The case was a four-star hotel in Kuta, Badung, Bali, Indonesia, referred to as Hotel A to preserve confidentiality. Digital technologies were embedded in everyday Front Office work, including Property Management System use, Online Travel Agent integration, QR-supported processes, digital payment, cloud-based documentation, and digital workplace communication.

B. Participants

Seven informants were selected purposively because they were directly involved in Front Office operations, employee development, digital work processes, or supporting functions. The sample included managerial, supervisory, Human Resources/Training, Finance, and frontline perspectives. This diversity allowed comparison between formal training decisions and employees' lived experiences of digital adaptation.

TABLE I. PARTICIPANT PROFILE

Code	Position	Relevance to This Article
I1	Finance	Digital work transition, adaptation pressure, re-training and vendor support
I2	Assistant Front Office Manager	Team structure, digital transition, perceived age-diverse adaptation differences
I3	Front Office Supervisor	System relearning, cross-age learning, differentiated training approaches
I4	HRD/Training Representative	Training design, online learning, private training and readiness considerations
I5	Guest Service Agent	Transition anxiety, practical learning, simulation and leader follow-up
I6	Guest Service Agent	System adaptation, digital communication and pressure during system problems
I7	Guest Service Agent	Digital communication, data verification and system-disruption responses

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C. Data Sources

Primary evidence came from semi-structured in-depth interviews. The interviews explored changes in work, employee experiences with digital systems, capability requirements, training needs, adaptation to new processes, support during learning, and operational challenges. Non-participant observation and organizational documents were used to strengthen interpretation of the operational context.

Relevant documents included training plans, training evaluation materials, Standard Operating Procedures, performance materials, Front Office indicators, daily checklists, and internal learning documentation. For the present focused analysis, documents were used mainly to contextualize how digital-system learning and employee-development activities were organized.

D. Data Analysis

NVivo 14 supported data organization and analytical traceability. The broader analysis used transcription, familiarization, data condensation, open coding, axial coding, selective coding, categorization, theme development, triangulation, and verification. For this article, codes associated with digital readiness and learning variation were re-examined as a focused subset.

Open codes included relearning systems, differences in adaptation pace, junior employees helping senior colleagues, private training for more experienced staff, digital readiness, system transition anxiety, learning by doing, simulation, re-training, training online, leader follow-up, and vendor assistance. Axial analysis grouped these meanings into readiness variation, differentiated learning needs, cross-age learning, and support for workplace application. Selective interpretation then connected these categories to the research questions.

Table II. Focused Coding Structure for Digital Readiness and Learning Variation

Illustrative Open Codes	Axial Category	Interpretive Theme
Relearning system; adaptation to PMS; different adaptation pace; confidence with new system	Variation in digital adaptation	Digital readiness is heterogeneous
Private training; repeated practice; direct demonstration; simulation; re-training	Learning-method differentiation	Learning intensity and method should vary by readiness
Junior helps senior; supervisor learns from junior; peer assistance	Cross-age workplace learning	Digital learning can be reciprocal and collaborative
Leader follow-up; vendor support; safe opportunity to ask; practice before independence	Application support	Readiness develops through workplace support

E. Trustworthiness and Ethics

Credibility was strengthened through source triangulation across managerial, supervisory, HR, Finance, and frontline perspectives, together with observation and documentary evidence. An audit trail linked source material, codes, categories, and themes. Data adequacy became evident by the sixth informant and was reinforced by the seventh informant. Participant identities were coded, organizational identity was anonymized, and confidential guest, employee, transaction, and system-access information was excluded from reporting.

III. RESULTS AND DISCUSSIONS

A. Results

1) Digital Readiness Varied Across Employees:

The focused analysis showed that employees did not adapt to digitally transformed work at the same pace or with the same degree of confidence. Digital readiness appeared through employees' ability to understand a system, connect system functions with operational workflow, perform accurate input and verification, adjust to updates, and work independently after training.

Informant I2 described a perceived pattern in which some younger staff understood a new web-based system more quickly, whereas some more experienced employees required longer adjustment. Informant I3 similarly noted that the transition to a new PMS required relearning and that supervisors could also learn from junior colleagues who were more comfortable with the technology. These accounts indicate observable variation within the team, but they do not establish age or generation as the cause of that variation.

Readiness also appeared in employees' emotional response to change. Frontline informants described nervousness during early system transition, fear of incorrect input, and pressure when systems became slow or disrupted. Such experiences meant that knowing a procedure in principle did not always translate immediately into confident independent performance.

2) Uniform Training Was Not Equally Effective:

The data indicated that a single classroom approach was not always sufficient for all participants. Informant I4 reported that classroom training was not always effective for more experienced staff and that some employees benefited from a more personal or

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private approach. Informant I5 emphasized direct practice, application demonstrations, simulation, and leader checking after training.

These findings show that training needs differed not only in topic but also in learning intensity and delivery method. Some employees required a concise explanation followed by independent practice, while others benefited from step-by-step demonstration, repetition, or supervised application. Online training also appeared useful for flexibility across departments and schedules, but practical exposure remained important for operational system use.

3) Cross-Age Learning Emerged as an Informal Adaptation Mechanism:

Informant I3 described situations in which supervisors learned technological shortcuts or system use from more digitally confident junior employees. The data therefore showed that expertise did not flow only from senior to junior. Digital transformation created situations in which formal hierarchy and knowledge hierarchy were not identical.

However, the evidence does not justify labelling all younger workers as technology experts or all older workers as technology learners. The more defensible interpretation is that cross-age interaction can make complementary expertise visible. A junior employee may contribute recent digital familiarity, while a more experienced colleague retains deeper operational, service, escalation, and organizational knowledge. The field evidence primarily confirms the first direction of this exchange; reciprocity is developed further in the discussion through the reverse-mentoring literature.

4) Readiness Developed Through Practice and Support:

Readiness was not fixed. Re-training, practice, leader guidance, peer support, vendor assistance, and repeated exposure helped employees move from uncertainty toward more independent use. Informant I1 described re-training and vendor involvement when staff were unsure about a system, while frontline accounts showed that practical familiarity increased after the early transition stage.

The findings therefore suggest that readiness is both an entry condition and a developmental outcome. It can be assessed before learning, strengthened through differentiated learning experiences, and reassessed after employees apply capability in the workplace.

TABLE III. READINESS-BASED DIFFERENTIATED LEARNING PATHWAYS

Observed Readiness Condition	Learning Response Indicated by the Data	Application Check
Understands system quickly; confident exploring functions	Concise instruction, job aid, independent practice	Accuracy and workflow application
Understands concept but needs repetition	Guided practice, demonstration, repeated task exposure	Independent completion after practice
Low confidence or fear of error	Private/individual coaching, safe questioning, gradual practice	Confidence plus correct task execution
Difficulty during non-routine or disrupted situations	Simulation, scenario practice, re-training, escalation rehearsal	Response under realistic disruption
Learns effectively with colleagues	Peer learning and cross-age support	Ability to explain and apply process collaboratively
Schedule or access constraints	Flexible online learning combined with workplace practice	Completion plus observed application

B. Discussions

1) From Generational Labels to Readiness-Based Diagnosis:

The most important interpretive issue is the distinction between age-diverse observation and generational determinism. Informants sometimes used generational language to explain why employees adapted at different speeds. Similar explanations are common in management practice, particularly around technology. Yet the organizational-science literature provides limited support for stable cohort-based differences and warns that generational labels can encourage stereotypes (Rudolph et al., 2021; Ravid et al., 2025).

The present findings are therefore better understood as evidence of heterogeneous digital readiness. Technology Readiness theory already recognizes that individuals differ in optimism, innovativeness, discomfort, and insecurity toward technology (Parasuraman & Colby, 2015). Hospitality research similarly shows that technology acceptance and readiness differ across employees and contexts rather than being reducible to a single demographic category (Cimbaljević et al., 2024; Guo et al., 2023).

This interpretation improves the practical value of the field evidence. Instead of assigning learning methods according to age, managers can assess actual readiness indicators: system understanding, adaptation pace, confidence, need for guided practice, ability to verify data, and ability to work independently. Age may remain one contextual feature of an age-diverse team, but it should not substitute for diagnosis.

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2) Differentiated Learning Is a Training-Design Response to Readiness Variation:

Training research emphasizes that learning effectiveness is shaped by trainee characteristics, training design, and the transfer environment (Bell et al., 2017). The case findings operationalize this principle in a hospitality setting. When employees differ in confidence, prior exposure, and need for practice, standardizing the topic does not require standardizing the learning pathway.

The differentiated responses emerging from the data are practical rather than highly complex: direct demonstration, guided practice, simulation, re-training, private coaching, flexible online learning, and leader follow-up. These methods allow the organization to vary support intensity while preserving common operational standards. The objective is not to lower expectations for some employees, but to vary the route through which employees reach the expected capability.

This distinction is particularly relevant in Front Office work because performance is visible to guests and errors may affect financial accuracy, room status, reservations, or service continuity. Learning design therefore needs to support both confidence and reliable application, especially when systems are disrupted or work becomes time-sensitive.

3) Cross-Age Learning Should Be Reciprocal, Not Stereotyped:

The finding that supervisors sometimes learned digital practices from junior colleagues aligns with reverse-mentoring research. Reverse mentoring has been used to support technological learning and cross-generational relationships, and empirical work suggests that younger mentors and more experienced mentees can jointly develop digital competence when the relationship is structured around mutual respect and complementary expertise (Browne, 2021; Bertram et al., 2023).

For hotels, the value of this approach is not that junior employees should automatically become technology trainers. Rather, cross-age peer learning can be used selectively when one employee has relevant digital capability and another has complementary operational experience. This reciprocal framing is important because it avoids deficit assumptions about age while still using the knowledge already present in the team.

4) Readiness Is Dynamic and Should Be Reassessed After Application:

The data indicate that readiness changes through exposure and support. Early nervousness can decline after practice; uncertainty can be reduced through re-training; and system understanding can improve through guided application. Readiness should therefore not be treated as a permanent employee label.

This dynamic view also connects digital readiness with technostress. Smart-hospitality research shows that technology demands can affect employee well-being and performance, while organizational learning can buffer some of these effects (Wu et al., 2022). Hotel managers' perceptions of digital competence have also been linked with anxiety-related responses in technology-intensive work (Kemer & Kırıcı Tekeli, 2023). Differentiated learning can therefore support capability development while reducing avoidable pressure during transition.

The managerial implication is a simple learning cycle: assess readiness, select the level and method of support, observe workplace application, and update the readiness profile. Such a cycle treats employee development as adaptive rather than oneoff.

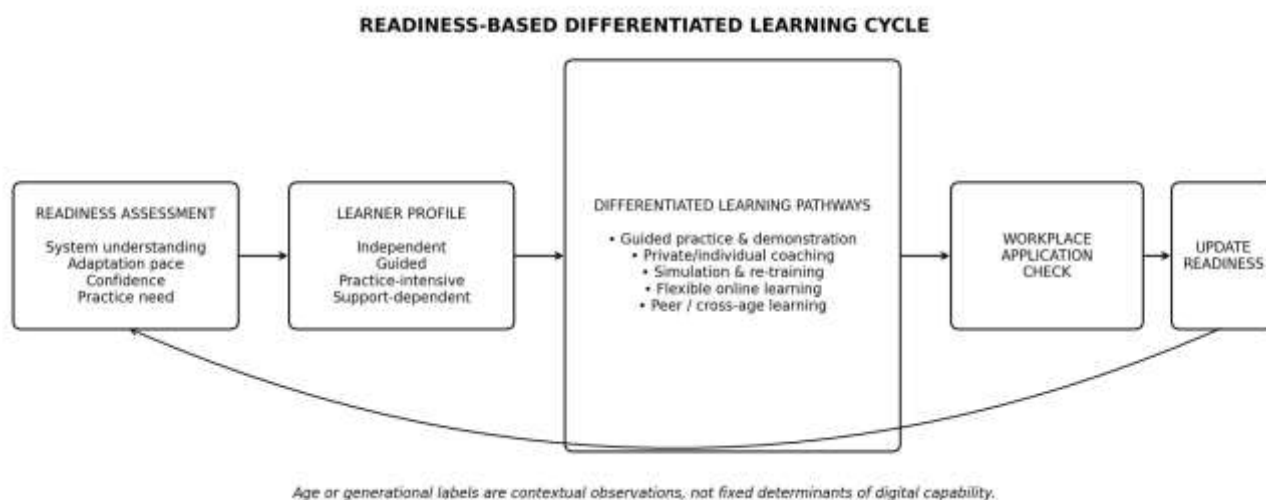


Figure 1. Readiness-Based Differentiated Learning Cycle for Digitally Transformed Front Office Work

Figure 1 summarizes the proposed applied framework. It is not presented as a statistically validated model. Rather, it organizes the qualitative findings into a practical sequence: readiness assessment, learner profiling, differentiated learning, workplace application, and readiness reassessment. The framework explicitly avoids using age or generational category as the primary decision rule.

IV. CONCLUSIONS

This study examined how variation in digital readiness shapes differentiated learning needs in an age-diverse hotel Front Office team. The findings show that employees differed in adaptation pace, confidence, need for repetition, practical exposure, and

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independence when applying digital capability. Informants sometimes described these differences through age or generational language, but the evidence does not support treating generation as a fixed cause of digital capability.

The study therefore concludes that learning design should be readiness-based rather than generation-based. Guided practice, individualized coaching, simulation, re-training, flexible online learning, and peer-supported learning can be combined according to the employee's actual readiness and the demands of the task. Cross-age learning may be particularly useful when digital and operational expertise are distributed across different members of the team.

The article contributes to hospitality learning and development by translating readiness variation into a differentiated learning cycle. The framework begins with direct assessment of system understanding, adaptation, confidence, and practice needs; connects the learner profile to an appropriate learning pathway; checks workplace application; and then updates the readiness assessment. This approach preserves common performance standards while allowing employees to reach them through different learning routes.

A. Theoretical Implications

The study links technology-readiness research with training-design and age-diversity literature. Its central theoretical implication is that observed age-diverse differences in digital adaptation should be interpreted through individual readiness and work experience rather than through deterministic generational categories. This positioning responds directly to contemporary critiques of generational explanations while preserving the empirical reality that employees in age-diverse teams may require different forms and intensities of learning support.

B. Practical Implications

Hospitality HR, Learning and Development, and Front Office leaders can strengthen system training by conducting a brief readiness check before deciding how learning will be delivered. Employees who demonstrate high readiness may move quickly to independent practice, while employees needing more support can receive guided practice, private coaching, simulation, or retraining. Cross-age peer learning should be based on demonstrated expertise rather than age assumptions, and all pathways should end with observation of real workplace application.

C. Limitations and Future Research

The study is based on a focused secondary analysis of one qualitative case involving seven informants in a single four-star hotel. Age and generational patterns were reported as informant perceptions and were not tested quantitatively. The study therefore cannot establish systematic cohort differences, nor does it claim that age causes digital-readiness differences. Future research should examine readiness-based differentiated learning across multiple hotels and departments, measure readiness directly, compare learning pathways, and test whether differentiated support improves learning transfer, digital confidence, operational accuracy, and performance. Experimental or longitudinal studies could also evaluate reciprocal cross-age learning and reverse mentoring in hospitality settings.

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