A ROADMAP FOR FUTURE DEVELOPEMNT OF LEADERSHIP COMPETENCIES OF ABC NON-PROFIT ORGANIZATION, THAILAND AND MYANMAR

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Abstract

This mixed-method research has two objectives: 1). identify current and preferred leadership competencies of all employees' levels and rank the priority needs, 2). design a roadmap for the future development of ABC Organization, Thailand, and Myanmar's leadership competencies. The instruments used comprise the structured questionnaire ($n=64$) and in-depth interview($n=10$). The target populations comprise all employees, middle-level management, and top-level management, the purposive sampling method. The data analysis treatments include descriptive statistics and $PNI_{Modified}$ for the structured questionnaire and contents analysis for the interview. Findings showed that the top three leadership competencies development per the ranking of priority needs comprised the Knowledge Competency ($PNI_{Modified}=0.36$), the Visionary Competency ($PNI_{Modified}=0.34$), the Communication Competency ($PNI_{Modified}=0.26$), and the Intrapersonal Competency ($PNI_{Modified}=0.26$). The recommendations are 1). The ABC organization focuses on the five competencies factors while activating succession planning and development to improve the employees' leadership competencies--knowledge, visionary, communication, intrapersonal, interpersonal, and 2. A future study on identifying how to bridge the gap between top and middle management's leadership competencies in ABC and formulate an additional proposal on a succession planning program.

Keywords : knowledge competency, communication competency, interpersonal competency, visionary competency, intrapersonal competency

Introduction

Non-profit organizations worldwide encounter competition and complexity as they critically compete for funding sources, competent employees, and customers (Jaskyte & Kisieliene, 2006; Trautmann et al., 2007). The leaders of non-profit organizations' responsibilities are their employees, clients, a board of directors, numerous funding sources, and their respective customers and projects by Brinkerhoff (2002). Every individual's leadership capacity is enhanced through developing self-awareness, self-motivation, and self-

regulation of every individual. On the contrary, leadership development means promoting an organizational culture in which leadership processes and emergence are fostered and supported and in which leadership can emerge from surprising places in unusual circumstances. It is a leadership development model that we wanted to investigate and not leader development (Carroll and Simpson, 2014). Leadership development emphasizes social capital factors underpinned by a relational model with an interpersonal competence-based and is underpinned by core social skills that include social awareness and conflict management (Day, 2001).

Current Situation

The ABC is a non-profit organization founded in Chiang Mai, Thailand, in 1999, comprising 71 employees. ABC runs four main programs: 1) Anti-Trafficking Program, 2) Health Program, 3) Documentation Research Program, and 4) Political Empowerment Program. ABC's core strengths are its strong commitment to the organization and dedication to work for community development, providing job opportunities to people with less experience and fresh graduates by training them from entry-level, and lastly, the bottom-up management style.

According to the situation appraisals through the lens of SWOT and SOAR frameworks to create categorial findings, three major discoveries consisted of 1) Employees' self-confidence to take leadership roles for top and middle levels are inadequately present, including those already in the supervision levels, 2) Job-specific skills development does not bolster self-confidence and encouragement to be more self-initiative, thus derailing motivation, satisfaction, job performance, and becoming complacency as acceptable culture, 3) Proper succession planning, guiding the process of identifying and deciding on the pools of future leaders for top and middle-level management positions, is not evident in the deployment that enables the current employees to pursue the development based on the availability of different job functions and such deficiency or non-systematic succession planning causes the inability of the organization to fulfill the key position effectively and timely.

Statement of the Problem

Based on the SWOT and SOAR analysis, ABC had encountered a leadership gap for future leadership roles in the organization. Currently, the organization has many vacant positions for top and middle leadership roles in the programs. The employees with long years of service and middle-level leaders lack the confidence to take the top leadership roles. There is an urgent need for the ABC organization to re-activate the future talents for leadership roles to fulfill its strategic roles. As described above, the nature of organization imperatives has two folds: personal perception and organization systems. For these reasons, this research aims to assist the participating organization in examining the current and preferred leadership and its priority and designing a roadmap for leadership competencies development.

Research Objectives
1. To identify current and preferred leadership competencies of all ABC, Thailand, and Myanmar employees and the order of priority for development.
2. To design a roadmap for the future development of leadership competencies of ABC, Thailand, and Myanmar.

Research Questions
1. What are the current and preferred leadership competencies of employees of ABC, Thailand, and Myanmar?
2. What would be the roadmap for the future development of ABC, Thailand, and Myanmar's leadership competencies?

Literature Review

Leadership

Leadership invariably influences organization members to achieve organizational aims (Tubbs, 2005). The definition of leadership is often interpreted with competencies (Bueno and Tubbs, 2004; Goleman et al., 2002, and Whetton and Cameron, 2005).

Leadership Competencies

Leadership is articulated associating with competencies (Bueno and Tubbs, 2004; Goleman et al., 2002, and Whetton and Cameron, 2005). To be more specific, some organization experts defined the competencies in forms of knowledge, communication, interpersonal, visionary, and intrapersonal. These competencies are commonly termed as expected critical success factors for contributing to the organization. The development programs are carried out at individual and team levels as an ongoing process to enable organization members to continue pursuing long-term organizational performance.

Knowledge competency is an essential element for every job role and function regardless of the segment of the industry; it typically comprises computing skills (Goldsmith and Walt, 1999), the expertise technical (Goldsmith and Walt, 1999), hiring staff (Goldsmith and Walt, 1999), depth of field, professional expertise, and understanding and utilizing financial concepts and principles (Brake, 1997). Hutapea (2008) stated that work competence is a basic characteristic of a person consisting of knowledge, skills, and attitude that have a causal relationship with extraordinary work performance or work effectiveness.

Communication competency is another essential element for every job role and function; it represents a condition of the skills which the person effectively communicates for results while exercising suitable emotional intelligence, deep listening, sensical, proper use of language, body language, constructive negotiation, and presentation skills (Tubbs and Moss, 2003) to get the job done based on a common goal of the organization.

According to East et al. (2012), interpersonal competency is another essential development of the personal and social leadership competencies. Murray (2003) also articulated that personal and social leadership competencies significantly impact an

organization's performance. Jurkowsi and Hanze (2012) likewise stated that social competency improves interactivity and motivates employees. Additionally, Madden (2011) claimed that the most successful leaders are described by social and emotional leadership competencies and enable them to emphasize the organization's goals and challenge various problems. Riggio and Lee (2007) similarly identified that personal and social competencies significantly affect a leader's success; on the other hand, Savicevic et al. (2013) advised that the leaders' self-concept should distinguish a successful leader.

Clark (2004) articulated that each organization and leader should have a clear and specific vision. When the leaders possess a clear and specific vision, the leaders will gain the employees' trust; thus, those leaders can ensure organizational sustainability (Kotter, 2007). Interpersonal competencies do not adequately allow the leader to succeed; thus, intrapersonal competency also plays an important role in bridging and leading others with confidence and adapting to change and new requirements through the processes of trust-building, effective delegation, evaluating and mentoring, being a role model, exhibiting different leadership styles depending on the situation, and identifying possible alternatives (Ellemers et al., 2004).

Ruben (2006) originally presented a theoretical competency framework in 2006 titled "What Leaders Need to Know and Do." and revised it in 2017 to review the concept's progress in the field (Ruben et al., 2017), where the framework illustrated five pillars of competencies for the leader: analytic competencies, personal competencies, organizational competencies, positional competencies, and communication competencies as follows.

Table 1

Five Pillars of Competencies

Analytic Competencies	Personal Competencies	Communication Competencies	Positional Competencies	Organizational Competencies
Self-Assessment	Character, Personal Values, & Ethics	Credibility & Charisma	Education	Vision-Setting
Problem Definition	Cognitive Ability & Creativity	Influence & Persuasion	Experience	Management & Supervision
Stakeholder Analysis	Enthusiasm	Interpersonal & Group Orientation	Expertise	Information & Knowledge Management
Systems/Organizational Analysis	High Standards	Listening, Attention, Question-Asking, & Learning	Knowledge of Sector	Technological Capability
Analysis of Technology to Support Leadership	Personal Conviction & Persistence	Public Speaking, Presentation Skills, Debate, & Discussion	Knowledge of Organization	Empowerment & Supportiveness
Problem Solving	Self-Discipline & Self-Confidence	Diversity & Intercultural Orientation	Familiarity with Task type	Teaching & Coaching

| Review & Analysis of Results	Tolerance for Uncertainty & Risk-Taking	Role Modeling	Language & Vocabulary	Facilitation & Negotiation

Source : Ruben (2006). What leaders need to know and do.

Analytic competency is a cognitive functionality concerning self-assessment, problem definition, stakeholder analysis, systems/organizational analysis, and technology analysis. Problem-solving and ability to review and analyze results. Personal competency is the qualities of a person who demonstrates personal values, ethics, creativity, enthusiasm, high standards, personal conviction and persistence, self-discipline, self-confidence, and tolerance for uncertainly. Communication competency is concerned with influencing, persuading, interpersonal, listening, asking questions, mediating the discussions, and embracing diversity and inclusion. Positional competency is concerned with the persons' technical and experience qualifications, such as education, experience, organization knowledge, expertise, and related industry languages. Lastly, organizational competency is concerned with managerial qualifications and experiences, ranging from vision-setting, management and supervision, information and knowledge management, teaching and coaching, and facilitation and negotiation.

Conceptual Framework

Based on the presentations of theoretical discussions, substances, and frameworks, this article selected five leadership competencies, from the existing theoretical definitions and elements suggested by various authors as mentioned above, as the baseline to survey the current and preferred situation and the order of priority of the participating organization concerning the leadership competencies before a formulation of the roadmap for Leadership Development. The five variables included knowledge competency, communication competency, interpersonal competency, visionary competency, and intrapersonal competency; the order of all five variables is randomized in its arrangement.

As illustrated in Figure 1, the conceptual framework flows from the top, where the study first surveyed the ground of the current and preferred situations of the five leadership competencies; the upper part of this conceptual framework was to answer research question number one, and lastly, the lower part of this conceptual framework was to answer research question number two.

Figure 1

The Conceptual Framework
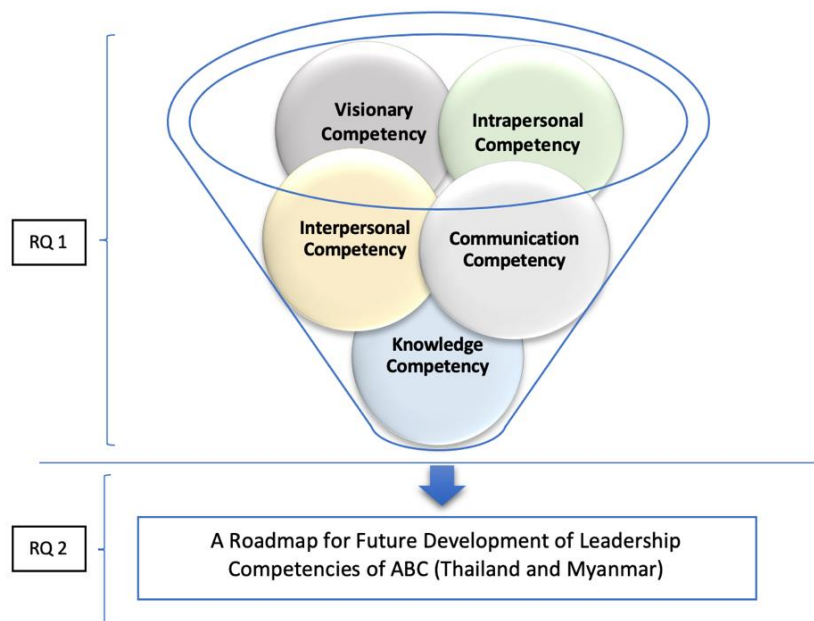
Note: Developed for this study by the researcher, (2020)

Research Methodology

The research employed mixed-method research (e.g., needs assessment and focus-group), comprising two phases for data collection. The first phase was quantitative data, using a needs-assessment questionnaire, and the second phase was qualitative data, using an individual interview.

Scope of Population

The organization has (N=71) employees, whereas the actual responses were (n =64) employees. The respondents represented top, middle, and operational level employees. The sampling method was purposive sampling. The target population's nature was homogeneity, and all respondents were full-time employees of the same non-profit organization. The sampling procedure was purposive sampling.

The qualitative data obtained using in-depth interviews with (n=10) key informants who were full-time employees and represented the top and middle-level management leaders. The sampling technique was the phenomenological investigation of various reactions to, perceptions of, or experiences of the key informants to gain some insight into the participants' ideas. According to Creswell (2013), the acceptable range of valid sample size for phenomenological investigation should be between 5-30 key informants.

Scope of the Research Instrument

The needs-assessment questionnaire employed comprising two parts: Part I Personal data and Part II 20 questions on leadership competencies. The needs-assessment questionnaires were employed the 5-point Likert scale, from Strongly Agree (SA) to Strongly Disagree (SD) for the structured needs-assessment questionnaire strongly. Meanwhile, in-depth interview questions were employed. The three open-ended questions were used to explore substantive experience and thoughts on how the future of leadership development competencies could be designed and implemented.

For reliability and validity tests, Cronbach Alpha Co-efficient and Item Objective Congruence (IOC) were employed. The Index of Item Objective Congruence (IOC) form aims to seek the expert's feedback on the degree of congruency (incongruent=-1, questionable=0, congruent=1) between the research instrument questions, the research objectives of the study, along with the definitions of terms.

According to the IOC results of three experts who represented academic and industry, all the questions were congruent, with IOC results obtained of 0.67-1.00. The Cronbach Alpha Co-Efficient to ensure the reliability, based on n=30 samples obtained between .656 and .933, fell within the acceptable range. Table 2 is the presentation of the actual obtained IOC and Reliability test.

Table 2

The Results of IOC and Reliability Testing

Variables	Total No. of Questions	IOC.	Cronbach's Alpha on Current Situation	Reliability	Cronbach's Alpha on Preferred Situation	Reliability
Knowledge Competency	4	1.00, 0.67, 1.00, 1.00	.871	Reliable	.886	Reliable
Communication Competency	4	0.67, 1.00, 1.00, 1.00	.656	Reliable	.889	Reliable
Interpersonal Competency	4	1.00, 0.67, 1.00, 1.00	.687	Reliable	.840	Reliable
Visionary Competency	4	1.00, 1.00, 1.00, 0.67	.871	Reliable	.866	Reliable
Intrapersonal Competency	4	1.00, 1.00, 1.00, 1.00	.759	Reliable	.933	Reliable
Total	20					

Data Analysis

This research employed descriptive statistics (e.g., Frequency, Mean (*M*), and Standard Derivation (*SD*) for data treatment of the demographic profiles and the 20-statements in the needs-assessment questionnaire.

The modified priority needs index (PNI$_{Modified}$) was also employed to rank the order of priority. According to Wongwanich (2019), PNI$_{Modified}$ determined the gap between the current and preferred situations using the actual obtained means from both sides to determine a priority-need index ranking. The application of PNI$_{Modified}$ is based on the formula of (I-

D)/D. I = Current situation and D = Preferred situation. In this article, the top three ranks were presented regardless of the variables being survey.

For the interview passages of 10 key informants, the inter-coding process was done by three coders who reviewed the interview passages with open codes first and then triangulated the codes and themes emerged and then reached the group's consensus or agreement.

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Results and Discussions

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The results were drawn from the quantitative and qualitative research methods analyzed, comprising the demographic profile, the five variables from the needs-assessment questionnaire, and the interviews.

Demographic Profile

A total of 64 out of 71 employees from ABC participated in this survey research: one (1) from top management level, eight (8) from middle management level, and fifty-five (55) from general employees from all departments and programs. The demographic results showed 56 females, 56 (87.5%) as the majority, followed by eight Male (12.5%). The 33 (51.6%) respondents age ranges between 25-34 years old, and only one respondent with an age range between 45-54 years old (1.6%).

Moreover, the results showed that the highest number of respondents for years of service comprised 1-3 years, 22 (34.4%) out of 64 respondents, and the last rank was more than 16 years of service with one respondent (1.6 percent). For the program/department, the highest number of respondents are from the Health Program, 28 (43.8%) out of 64 respondents. The second-highest number is from Anti-Trafficking Program with 10 (15.6%), third is from the Finance Department and Documentation and Research Program with 7 (10.9%) and Admin Department, and Political Empowerment Program has 5 out of 64 respondents (7.8%). One respondent (1.6%) from the Secretariat team also participated in the survey and (1) respondent (1.%t) from Website and Data.

Finally, the highest number of respondents are in the group of Assistant/ Trainer/ Educator/ Researcher/ Nurse with 29 (45.3%) out of 64 respondents, and the second-highest number is from the group of Supervisor/Manager/Coordinator/In-charge/Senior Accountant with 22 (34.3%) out of 64 respondents). The third is the Admin/Finance/Program general employees, with 12 (18.8%) out of 64 respondents. Lastly, the general secretary from top management has one respondent (1.6%)

Quantitative Findings

Table 3

Descriptive Statistics and Priority Needs Index Ranking (n=64)

Factors	Current (D)		Preferred (I)		Mean Diff	PNI. Modified	Rank
	M	SD	M	SD			
Knowledge Competency	3.38	0.85	4.61	0.59	1.23	0.36	1

Visionary Competency	3.50	0.83	4.70	0.53	1.2	0.34	2
Communication Competency	3.66	0.72	4.62	0.56	0.95	0.26	3
Intrapersonal Competency	3.67	0.72	4.64	0.57	0.97	0.26	3

The descriptive statistics and PNI Modified, as illustrated in Table 3, showed that the top three priority needs index ranking comprised *1).* knowledge competency, *2).* visionary competency, and *3).* communication competency and intrapersonal competency.

Based on the descriptive statistics, the results of the current situations showed intrapersonal competencies ($M=3.67$, $SD=0.72$), Communication competencies ($M=3.66$, $SD=0.72$), Visionary competency ($M=3.50$, $SD=0.83$), and knowledge competency ($M=3.38$, $SD=0.85$). For the expected situation, the results showed visionary competency ($M=4.70$, $SD=0.53$), Intrapersonal competency ($M=4.64$, $SD=0.57$), Communication competency ($M=4.62$, $SD=0.56$), and Knowledge competency ($M=4.61$, $SD=-0.59$).

Based on the modified priority need index ranking ($PNI_{Modified}$), knowledge competency ($PNI_{Modified}=0.36$) was ranked the first priority for the employees' leadership competency improvement. Visionary competency ($PNI_{Modified}=0.34$) was ranked the second priority for the employees' leadership competency improvement. Communication ($PNI_{Modified}=0.26$) and Intrapersonal competency ($PNI_{Modified}=0.26$) were ranked the third priority for the employees' leadership competencies improvement.

Qualitative Findings

The table below presented the interview's emerging themes about what had been most successful in this organization. How key informants envisioned this organization? What kinds of implementation programs key informants suggested the organization pursues to enhance leadership competencies.

Table 4

The Key Theme of Qualitative Findings by Three Coders

Key Theme ($n =10$)		
Recognize	Envision	Implement
Strong commitment towards the organization, works, and community development	Organizational management	Workshop/Training
Help, support, encourage and empower employees to become leaders	Job-specific knowledge improvement	Succession planning
The positive way of leadership	Leadership skills improvement	Exchange Program
Provide leading position to build confidence for the employees to step up for leader roles	Soft-skills	Supervisor support On-the-job learning
Understanding and empathy towards employees		

Table 4 above presented the emerging themes of ideas from ten key informants regarding the ABC organization's leadership competencies development.

Firstly, it is to recognize the strength and current leadership competencies that the ABC organization has. According to the three coders' common Theme, the organization has a strong commitment towards the organization, works, and community development. The organization's leadership culture is to help, support, encourage, and empower employees to become leaders and provide leading positions to the employees to build confidence in taking leaders roles and understanding and empathy towards employees.

Secondly, it is to envision the preferred leadership competencies that the top and middle management would like their employees to improve on. According to the three coders' common themes, they prefer to improve organizational management skills, job-specific knowledge, leadership skills, and soft-skills, respectively.

Finally, it is to implement the preferred leadership competencies into action. According to the three coders' common Theme, top and middle management would like to use Workshop/Training, Succession planning, Exchange Program, and Supervisor support on-the-job learning that will lead to a preferred situation organization.

Comparative Results: Quantitative and Qualitative Findings Related to Five Variables

Table 5

The Comparative Results of Quantitative and Qualitative Findings Related to Five Variables

Quantitative Findings (PNI$_{Modified}$)			Qualitative Findings (Inter Coding)
Factors	PNI. Modified	Rank	Common Themes
Knowledge Competency	0.36	1	- Data management - Computer skills - Report writing skills - Related job-specific knowledge
Visionary Competency	0.34	2	- Strategic management - Planning skills - Visionary skills
Communication Competency	0.26	3	- Communication skills - Facilitation skills - Language (English) - Public Speaking
Intrapersonal Competency	0.26	3	- Self-confident - Problem-solving skills - Analytical skills
Interpersonal Competency	0.19	4	- Relationship and Teambuilding

Table 5 showed that the first findings of knowledge competency, which scored PNI$_{Modified}$ (0.36) and ranked first, were compatible with the qualitative findings of preferred leadership competencies, specifically language (English), data management and computer skills, report writing skills, and related job-specific knowledge.

The second, visionary competency findings, which scored PNI$_{Modified}$ (0.34) and ranked second, were compatible with the qualitative findings of preferred leadership competencies such as strategic management, planning skills, and visionary skills.

The third, communication competency findings, which scored PNI$_{Modified}$ (0.26) and ranked third, were compatible with the qualitative findings of preferred leadership competencies such as communication and facilitation skills. The fourth findings of intrapersonal competency, which scored PNI$_{Modified}$ (0.26) and ranked third, were compatible with the qualitative findings of preferred leadership competencies such as self-confidence, problem-solving, and analytical skills. The fifth findings of interpersonal competency, which scored PNI$_{Modified}$ (0.19) and ranked fourth, were compatible with the qualitative findings of preferred leadership competencies such as relationship and team building.

A Proposed Design of a Roadmap for the Future Development of Leadership Competencies

Based on the findings, a roadmap framework was proposed for leadership competencies. The order of priority for ABC's leadership competency development starts with knowledge competency, visionary competency, communication competency, and intrapersonal competency. Although interpersonal competency was ranked fourth, all five factors were interlinked, therefore, ABC should develop all those five leadership competencies which are knowledge competency, visionary competency, communication competency, intrapersonal competency, and interpersonal competency along with proper succession plan towards achieving the leadership competencies development. The strategies of the proposed framework of a roadmap for the leadership competencies developed by the researcher are presented in detail as follows:

Knowledge Competency
(1) Provide job-specific training to the employees to improve their capabilities and professionalism in their job roles and positions

According to the PNI$_{Modified}$, the employees chose the Knowledge Competency factor as the priority for ABC's employees' leadership competency improvement. The employees had low satisfaction with their current performance, considering the capacity of their current knowledge. Thus, there is a need for ABC to provide job-specific knowledge such as data management, computer skills, and report writing to the employees. It is also important to provide personal development training or workshop to the employees so that they will be able to improve their needed knowledge through self-learning. Task-specific knowledge increases the employees' job performance, and the employees will have satisfaction with their job performance accordingly. Knowledge competency is an essential element for every job role and function regardless of the segment of the industry; it typically comprises computing skills (Goldsmith and Walt, 1999), the expertise technical (Goldsmith and Walt, 1999), hiring staff (Goldsmith and Walt, 1999), depth of field, professional expertise, and understanding and utilizing financial concepts and principles (Brake, 1997). Hutapea (2008) stated that work competence is a basic characteristic of a person consisting of knowledge, skills, and attitude that have a causal relationship with extraordinary work performance or work effectiveness.

Visionary Competency

(2) Create a working culture of creativity and innovation to improve the employees' critical thinking and visionary competency

According to the PNI$_{Modified}$ findings, the employees chose the Visionary Competency factor as the second priority needs of the employees' leadership competency improvement in ABC to improve the employees' visionary competency; it is required for ABC to create a working culture that supports the creativity and innovation in the organization; meanwhile, encouraging employees to express their ideas and respect them. The ABC should also provide training on strategic management and planning skills to its employees to foresee the opportunities and understand the organization's vision and mission and their work. According to Clark (2004), each organization and each leader require a vision that is clear and goals that should be specific. The two factors adjunct each other; if the leaders possess a clear and aimed-specific vision, they will gain the employees' trust. Those leaders will be able to ensure organizational sustainability (Kotter, 2007).

Communication Competency

(3) Develop an exchange program among the departments and programs to build clear understanding, trust-building, and team building by sharing knowledge and experiences

According to the PNI$_{Modified}$, the employees chose the Communication Competency factor as the third priority for the employees' leadership competency improvement in ABC. The employees expect to improve their communication competency in using the right message and effective written communication. It is required to provide facilitation skills, Language (English), and public speaking. A regular exchange among the departments and programs will most importantly boost effective communication and build clear understanding, trust-building, and team building by sharing knowledge and experiences. This proposed communication competency was supported by Tubbs and Moss (2003), indicating the effective communication competency of the voice of a leader consists of describing suitable emotional intelligence, deep listening, sensical, proper use of language, body language, effectual interviewing, constructive negotiation, gossip control, techno-etiquette, and presentation skills. Effective leadership communication will allow the leaders to gain trust, persuade one's ideas and visions, build clear communication among the employees, and reduce misunderstanding and misinterpretation.

Intrapersonal Competency

(4) Provide leading and managing task opportunities to employees and delegate authorities and responsibilities to improve their confidence in leading others

According to the PNI$_{Modified}$, the employees chose the Intrapersonal Competency factor as the third priority for the employees' leadership competency improvement in ABC. Based on the data findings, it was seen that the employees have a lack of self-confidence in leading others. Therefore, providing leading and managing task opportunities to employees and delegation of authority and responsibilities will improve their confidence in managing tasks and leading others. The intrapersonal competency is demonstrated in his ability to lead others with confidence and adapt to change. The new requirement includes the competency of

inspiring others. Ellemers et al. (2004) enumerated the following qualities required of a leader with intrapersonal competency: trust-building, effective delegation, evaluating and mentoring, being a role model, employing different leadership styles depending on the situation, identifying possible alternatives, and being against practices that are out of date and ineffective.

Interpersonal Competency
(5) Exercise a working environment of positive mindset, encouragement, and support in the workplace to build the interpersonal competency of the employees

      According to the PNI$_{Modified}$, the employees chose Interpersonal Competency as the fourth priority need of the employees' leadership competency improvement in ABC. The interpersonal competency was directly matched with the qualitative data findings. Based on the data findings, it was seen that the employees prefer to develop the abilities to encourage others to contribute to their best, understand others' feelings and behavior, and effectively collaborate with others in a team. Therefore, exercising a positive mindset, encouragement, and support in the workplace is essential for building the employees' interpersonal competency in ABC. According to East et al. (2012), leaders must develop personal and social leadership competencies. Murray (2003) also defined that personal and social leadership competencies significantly impact an organization's performance. Jurkowsi and Hanze (2012) also stated that social competency improves during interactivity and working together with the employees.

Succession Planning
(6) Develop succession planning for future leadership roles

      Based on the SWOT/SOAR analysis of ABC, it is seen that the organization had challenges to identify existing employees with the potentials to fill in some of the key vacant positions. Therefore, it is significant for the organization to have proper succession planning for future leadership roles. According to Rothwell (2005), an organization that does not have a succession planning system in place will face trouble in various areas such as focal positions that are vacant for a long time or filled by external candidates, constant high turnover at focal positions, potential replacements are never ready, and lack of essential skills and most qualified talents are not retained. Ram (2011) also emphasized that great leaders should grow out of the organization instead of hiring them externally. External hiring should be made at lower levels only, and leaders should come from the organization itself. The researcher suggested that ABC use the following succession planning model for their succession planning program.

Figure 2

Succession Planning Model

Step 1: Identify Critical Roles

In step 1, ABC should identify key positions that require specialized job skills and roles that have a significant impact on the organization.

Step 2: Construct Success Profiles

In step 2, ABC should set key components of roles, responsibilities, and qualifications needed for the identified key positions, including knowledge, skills, and abilities.

Step 3: Assess Staff

In step 3, ABC should assess the abilities and interests of the potential employee. ABC will differentiate the gap between the potential employee's current competencies and future required competencies based on the successful job profiles. So, ABC will be able to identify the competencies needed to develop a successful succession plan.

Step 4: Create Development Plans

In step 4, ABC should create and design a competencies development plan for potential employees. ABC should also consider the quantitative findings of five factors that the employees preferred to improve for their leadership competencies and qualitative findings of leadership competencies that the top and middle management expect their employees to improve.

Step 5: Develop Successors

In step 5, ABC provides opportunities to the successors to develop the required competencies to match job profiles. ABC is required to evaluate, assess, and monitor employees' progress, ready for leadership roles.

Step 6: Successors Ready

In step 6, the successors should be ready to take up a higher key position. If there are key positions that need to be filled up, the successors could apply for them. ABC will maintain experienced and loyal employees for key positions in the organization.

Step 7: Review and Adapt

In step 7, ABC should evaluate and review the successors' performance and adopt new requirements and changes in succession planning as needed for better succession planning.

Conclusion

This research aims to identify the employees' current and preferred leadership competencies in terms of knowledge competency, communication competency, interpersonal competency, visionary competency, and intrapersonal competency; and design a roadmap for the future development of ABC's leadership competencies, Thailand and Myanmar. Based on the $PNI_{Modified}$ and discussion of key findings, the research identified that the Knowledge Competency ($PNI_{Modified} = 0.36$) was ranked as the priority needs for the employees' leadership competency development, the Visionary Competency ($PNI_{Modified} = 0.34$) was ranked as the second priority need level, the Communication Competency ($PNI_{Modified} = 0.26$), Intrapersonal Competency ($PNI_{Modified} = 0.26$) both ranked 3rd, and Interpersonal ($PNI_{Modified} = 0.19$) ranked four[th]. To conclude, the Knowledge Competency, the Visionary Competency, the Communication Competency, the Intrapersonal Competency, and Interpersonal Competency factors are needed for ABC's leadership competencies in designing a leadership competencies development roadmap.

Recommendations

Based on the quantitative and qualitative results, some recommendations could be made for the ABC organization, focusing on five competency factors and succession planning to improve its leadership competencies.

Knowledge Competency
   (1) Provide job-specific training to the employees to improve their capabilities and professionalism in their job roles and positions
Visionary Competency
   (1) Create a working culture of creativity and innovation to improve the employees' critical thinking and visionary competency
Communication Competency
   (2) Develop an exchange program among the departments and programs to build clear understanding, trust-building, and team building by sharing knowledge and experiences
Intrapersonal Competency

(3) Provide leading and managing task opportunities to employees and delegate authorities and responsibilities to improve their confidence in leading others

Interpersonal Competency

(4) Exercise a working environment of positive mindset, encouragement, and support in the workplace to build the interpersonal competency of the employees

Succession Planning

(5) Develop succession planning for future leadership roles

For this research, the researcher used a need assessment method to identify the priority needs for developing the leadership competencies in terms of knowledge competency, communication competency, interpersonal competency, visionary competency, and intrapersonal competency. Based on the research findings and recommendation, the researcher recommends future studies on other leadership competencies-related factors such as analytic competency, organizational competency, and positional competency to determine the needs for improvement in ABC company. Future studies can also identify the leadership gaps between the top and middle management levels in ABC and propose a succession planning program.

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