Cultivating emerging leadership competencies for individual and organizational success

Tong Wooi Chow[1*], Harwindar Singh[2]
Malaysia University of Science and Technology, Malaysia[1&2]
jerrychow@must.edu.my

Abstract

Purpose: Leadership is a critical factor for individual and organizational success in today's complex and dynamic business environments. Effective leaders possess a wide range of competencies that enable them to inspire, guide, and influence others to achieve common goals. This study examines the concept of leadership competencies and their roles in fostering individual and organizational success.

Research methodology: This methodological approach is based on a review of published literature outlining the significance of the leadership competency concept and the four key emerging leadership competencies for organizational performance.

Results: The findings indicate the importance of the competency paradigm, which contributes to the quality of leadership. Specifically, key emerging competencies will provide valuable insights for leaders, human resource professionals, and researchers in the field of leadership development.

Limitations: The research review method is based on secondary data; hence, it has its limitations. Owing to the evolving dynamic contextual leadership landscape, some crucial leadership competencies may emerge over time in some geographical organizational contexts. This necessitates a continual study and analysis of the evolving trends in emerging leadership competencies in organizations.

Contribution: This study contributes to enhancing insights and knowledge of leadership development. Other concepts discussed include the competency definitions, competency model, skill-based model, and integrative competency framework.

Novelty: The research and discussion on the proposed integrative emerging leadership competencies add to the merit of this paper. There is evidence that the competency framework results in individual and organizational performance.

Keywords: *cultivating leadership competencies, individual success, organizational success, leadership development, emerging competencies*

How to Cite: Chow, T. W., & Singh, H. (2022). Cultivating emerging leadership competencies for individual and organizational success, *Annals of Management and Organization Research,* 4(2), 129-145.

1. Introduction

The central importance of the leadership competency model is that it provides a blueprint for individual and organizational achievements (Kassai, 2022). Concurrently, leadership researchers posit that leadership competencies promote the emergence of leadership brand builds on leadership competencies, particularly when the competencies are oriented towards the future (Cardy & Selvarajan, 2006; Intagliata, Ulrich, & Smallwood, 2000). Intagliata et al. (2000) states, "A leadership brand creates value by differentiating a firm's quality of management." (p. 3). At the same time, Swanson, Kim, Lee, Yang, and Lee (2020) states. "Examining leadership from a competency

perspective allows scholars to understand different dimensions of leader qualities and capacities." To this end, this article further discusses the theme of cultivating emerging leadership competencies for individual organizational performance. The leadership competency technique is a concentrated way of not only learning about leadership, but also developing effective leadership (Croft & Seemiller, 2017; Kassai, 2022; Northouse, 2021). A research survey showed that the drivers of the *quality of leadership* in performance are linked to competencies. In short, leadership competency reinforces leadership standards (Boatman & Wellins, 2011).

Evidence suggests that leadership in best practices continues to evolve (Iordanoglou, 2018; Pretorius, Steyn, & Bond-Barnard, 2018). According to Iordanoglou (2018), new ways of conceptualizing leadership and developing future leaders are needed as we enter into an unfolding future" (p. 118). Chow (2020) stressed that leadership practices need to reflect the times' realities' (p. 54). Arimie (2019) asserts, "The kind of leadership style exhibited by the employer will either drive or negatively affect the level of engagement in the organization." Researchers are keen to identify the models of leadership and leadership competencies that are necessary for the current evolving organizational environment (Çitaku & Ramadani, 2020; Iordanoglou, 2018). Therefore, it is appropriate to consider the best approach to successful leadership practices by focusing on leadership competency (Gerard, McMillan, & Dannunzio-Green, 2017). Furthermore, Megahed (2018) adds "An essential path of current research has concentrated on building field-specific competency models to provide a deeper understanding of the unique, relevant competencies, and tailored combination of competencies for the users of the models in a specific area of life." Lim and Daft (2004) emphasize this timeless truth: "Effective and successful leaders in the twenty-first century must respond to the new reality" (p. 10). The literature emphasizes the need for more studies on leadership, including emerging competencies in organizational leadership and management (Alonderiene & Majauskaite, 2016; Iordanoglou, 2018). Little research has been conducted on leadership competency concepts. Therefore, this article aims to review the associated concepts pertaining to cultivating key leadership competencies for individual and organizational success. The study of proposed integrative key emerging leadership competencies adds to the *novelty* of this study.

2. Literature review
2.1. Defining Competence and Competency
In recent times, emphasis on competency has been connected to performance. The word competency originated from the Latin word *competentia*, which means "is authorized to judge" as well as "has the right to speak" has the right to speak'(as cited in Ashkezari and Aeen (2012)). The early Roman Empire introduced the view of competency when it profiled good soldiers (Sengupta, Venkatesh, & Sinha, 2013). In the 1970s, the competency approach was used as a selection tool in the corporate sector. McClelland, formerly a Harvard University professor, was attributed to introducing the *competency concept* (Croft & Seemiller, 2017). Other main figures of the competency concepts include Richard R. Boyatzis (1982), Spencer and Spencer (1993), and Özçelik and Ferman (2006). In 1973, McClelland published his seminal paper on competence, which triggered debates in the field of psychology (McClelland, 1973). McClelland's ideas on competency have challenged the traditional notion of evaluation based primarily on intelligence. In sum, being competent means the manifestation of the evidence of these hallmarks of achievement. Organizations have been attracted to the relationship between competence and performance (R. E. Boyatzis, 2008; Sengupta et al., 2013). In view of the competitive environment, the focus is on leadership competency as central to competitive and strategic advantages (Cardy & Selvarajan, 2006).

Most definitions of leadership competency are invariably linked to superior performance and competitive advantage (Spencer & Spencer, 1993; Sutton & Watson, 2013). Table 1 highlights some definitions of the competency concept based on a literature review. Additionally, the term competency is used interchangeably with skills (Northouse, 2021). Some researchers have postulated that the definitions of competency are likely to evolve.

In view of the various definitions of competency described, this study adopted Naqvj (2009) definition proposed at the Conference in Johannesburg, South Africa, in 1995. Competency, hence, is defined as "A cluster of related knowledge, skills, and attitudes that affect a major part of one's job that, correlates with performance in the job, which can be measured against well-accepted standards, and that can be improved with training and development." (p. 86). McClelland's study emphasized competency as the foundation for advanced superior performance (E. F. Goldman, Schlumpf, & Scott, 2017). Furthermore, academic aptitude and knowledge do not necessarily predict job performance.

Table 1. Highlights of Some Definitions of the Competency Concept

Authors	Definitions of the Competency Concept
Swanson et al. (2020)	"Our study defines leader competency as a leader's knowledge, ability, skills, and behavioural capabilities to perform the job."
Ruben (2019)	"Competency" would convey the sense that both knowledge and skill are important elements of leadership efficacy. Knowledge refers to leaders' understanding of a concept. Skill refers to leaders' success in applying this knowledge effectively" (p. 22).
Sutton and Watson (2013)	"Competencies are defined as a capability or ability" (p. 1024).
Sengupta et al. (2013)	"It is noticeable that all the definitions are linked with superior performance and competitive advantage" (p. 506).
Young and Dulewicz (2009)	"A person's set of competencies only reflect his or her capability" (p. 795).
Cardy and Selvarajan (2006)	"Personal competencies are possessed by individuals and include characteristics such as knowledge, skills, abilities, experience, and personality" (p. 236).
Draganidis and Mentzas (2006)	"A competency is a combination of tacit and explicit knowledge, behavior, and skills that gives someone the potential for effectiveness in task performance" (p. 53).
David, Mei-I, and Andrew (2002)	"A competency therefore becomes a combination of relevant attributes that underlie aspects of successful professional performance" (p. 316).
R. Boyatzis (1982)	"An underlying characteristic of a person in that it may be a motive, trait, aspect of one's self-image or social role, or a body of knowledge which he or she uses" (p. 21).

2.2. The Background of the Development of the Competency Concept

The term *competency* is connected to skills. In fact, some authors prefer to use word skills in their commentaries. Katz's classic writings were credited with the teachings on skills, and it has an impact on management research. Katz's work, which was published in the Harvard Business Review in 1955, introduced different sets of technical, human, and conceptual skills. Technical skills refers to an

individual's specific expertise. Additionally, technical skills are not considered a priority for management. However, human skills are related to relationships among people (Katz, 1974). Conceptual skills refer to an individual's ability to see a big picture. This can work with abstract ideas. The other related skills used to describe those with conceptual skills are visioning and systems thinking (Peterson & Van Fleet, 2004). Management scholars opined that, as one rises in organizational positions, one would require more conceptual skills than technical skills. However, human skills are always required in any area of organizational work. Katz's article concentrated on the importance of the basic skills employed by managers to accomplish a responsibility. Katz addressed leadership and managerial responsibilities as skills that can be cultivated (Northouse, 2021). It is the type of skill executives demonstrate in accomplishing their work responsibilities (Katz, 1974). Katz has suggested that skills can be develop and not necessarily inborn.

Another affiliated phrase used in the study of competency is the *competency model* (E. Goldman & Scott, 2016; Skorková, 2016). Competency models are structured frameworks that specify the roles, types of experts, attributes, and competencies required by professionals within a specific scope and domain. The competency models serve as a map for education and occupational training. It also captures the prescribed skills, knowledge, attributes, and behavior that represent the ideal worker (E. Goldman & Scott, 2016; Skorková, 2016). Different organizations may use different types of models or design their own.

Katz teaches the need to identify appropriate skills for job performance in an organization. At the same time, the development of the candidate's skill needs to be in line with the work or position. The implication of the significance of Katz's three-skill concept indicates the vital role of skill in a leader's effectiveness. Katz's three-skill approach was further explored and refined in application to the analysis of leadership research by other scholars, such as T. V. Mumford, Campion, and Morgeson (2007). Invariably, the definition of skill has evolved into a competency concept.

In the 1990s, a series of studies recommended the idea that a leader's effectiveness derives from the or leader's ability to solve challenging organizational issues. These studies have contributed to *skill-based* leadership (M. D. Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). The skills-based model suggests that leadership outcomes are a result of leader competencies and individual attributes. This model is also known as the capability model. It explored the relationship between a leader's knowledge and skills and performance (M. D. Mumford, Zaccaro, Harding, et al., 2000). According to M. D. Mumford, Zaccaro, Connelly, and Marks (2000), the skill-based models will become a vital determinant of leadership performance in the 21st-century leadership. Similarly, there are reports that organizations from the private and public sectors in the United Kingdom have developed and used the leadership competency framework for their organizations. One factor that emerged from these processes was competency mapping. Competency mapping involves identifying the key competencies of an organization and the jobs involved (Kaur & Kumar, 2013; Naqvj, 2009). Undoubtedly, there are indications of the viability of developing the competency concept for effective organizational leadership (Chow, Salleh, & Ismail, 2017; F. J. Yammarino, 2000).

Evidence suggests that the competency model contributes to individual and organizational performance (Sutton & Watson, 2013). According to Sutton and Watson (2013), long-term research of top leaders shows that "different sets of competencies were associated with high performance at different time points' (p. 1024). At the same time, studies of leaders in the British Royal Navy concerning their desire to use their competency to the maximum extent result in outstanding performance. Researchers have opined that it is preferable for the competency model to be aligned with the organization's strategies, values, and goals (Cardy and Selvarajan (2006). Based on reports from the United Kingdom, there are some lessons and advantages to the competency framework model. Essentially, the two strengths of the competency framework are *flexibility* of the approach and *uniqueness* of the competency framework to accommodate organizational objectives and values (Bolden, Gosling, Marturano, & Dennison, 2003). Sufficient verification from the researcher's evaluation repeatedly stressed that the competency approach results in individual and organizational performance.

This is in line with the suggestion by Makambe and Moeng (2020) that "It is vital that an organisation places uninhibited emphasis on the appropriate leadership style to enhance employee performance" (p. 39). Studies have projected that the competencies or skills approach is expected to be used in the future of leadership practices (M. D. Mumford, Zaccaro, Harding, et al., 2000; Northouse, 2021; Szeto, Lee, & Hallinger, 2015).

2.3. Emerging Leadership Competencies

The review of emerging leadership competencies is relevant, particularly for those keen to learn about leadership and management (de Beeck & Hondeghem, 2010; Ebuka, Nzewi, Gerald, & Ezinne, 2020). Competency research, in essence, is built on the researcher's early work on knowledge, skills, abilities, and cognitive intelligence (R. E. Boyatzis, 2009). The competency approach is inclined towards the perspective of leadership, which is centered on the leader being where the plan emphasizes leadership capabilities that can be learned, developed, trained, and coached (Dinh et al., 2014; Lussier & Achua, 2015; F. Yammarino, 2013). Leaders could also be developed. Individuals can identify and access their developmental needs, which leads to their contribution to organizational performance.

This study identified four emerging (or advancing) leadership competencies for integration within the leadership competencies framework. These four leadership competencies fall into the category of future competencies identified by the Organization for Economic Cooperation and Development (OECD) countries to meet the leadership challenges of the 21st-century (Bird & Mendenhall, 2016; de Beeck & Hondeghem, 2010). The competency paradigm is predicted to be a viable leadership practice for 21 st-century knowledge-based organization (M. D. Mumford, Zaccaro, Harding, et al., 2000; Szeto et al., 2015; F. J. Yammarino, 2000). The four emerging leadership competencies identified in this paper are: - 1) visioning and strategic thinking, 2) leadership agility, 3) adaptability and change, and 4) relationship and collaboration. Figure 1 illustrates the proposed integrative leadership competency framework. The four advancing leadership competencies are identified as relevant and supportive in the organizational leadership landscape (Chow et al., 2017; Prinhandaka, Rohman, & Wijaya, 2022). Some of these leadership competencies, with an emphasis on collaboration and flexibility, are considered *progressive leadership* as they are useful in the context of knowledge, innovation, and adaptation. The drawback of research on these key advancing leadership competencies is the lack of empirical research.

2.3.1. Visioning and Strategic Thinking

A literature review has established that strategic thinking is an essential leadership attribute. Similarly, Moradi and Beigi (2020) propose that strategic management will help us determine the long-term performance of a company "(p. 114). Many organizations have acknowledged the importance of strategic thinking (E. Goldman & Scott, 2016). It is said that vision results from strategic thinking. In short, visioning is linked to strategic thinking. Strategic thinkers are visionaries. As leadership is the ability to define a compelling vision of the future, leaders must develop visioning capabilities. Visioning and strategic thinking are important, as they enhance leaders' leadership abilities by providing a strategic direction. An important role of leadership is to provide future directions for organizations.

2.3.1.1. What is Visioning?

Visioning and strategic thinking are important to any organization because they produce strategies and directions for the organization. What is visioning? First, *vision* is a complex, multidimensional concept. Some commonalities in the definitions of visioning include a mental picture of future orientation and direction. Holstius and Malaska (2004) define vision as "an ideal and unique image of the future' (p. 36). A vision is like a compass that points an organization towards its desired goal or *true north*. Some of the principal descriptions of visioning include vision about the future, induces people to act towards a common goal, provides a direction, and is important for strategic planning. Vision is like a signpost that directs people towards an organizational goal. Research has demonstrated that vision contributes to organizational effectiveness. The leader's task is to set the

vision of the organization and make it known to team members. Visions inspire and motivate followers. Studies have also shown that organizations without a clear vision fail to progress (Sibeko & Barnard, 2020). In vision planning or visioning, the key components to be incorporated are mission statement, core values, and strategic plan.

2.3.1.2. What is Strategic Thinking?
According to the literature, studies on the strategy paradigm continue to evolve (Folarin, 2021). Strategic thinking is essentially defined as "a set of competencies that impacts strategy formulation and strategic action leading to business performance (Nuntamanop, Kauranen, & Igel, 2013). Strategic thinking is also described as the ability to comprehend evolving environmental trends, market situations, competitive elements, and their organizations in-depth, and to find strategic ways to obtain results (Folarin, 2021; Spencer & Spencer, 1993).

Claus (2021) states that strategic thinking is one of the leadership paradigms needed for leading organizations in turbulent times. A report by McKinsey states that 40% of firms fall short to execute strategy because of the lack of capacity, another 30% fail because of the lack of preparedness, and 17 % fail because of poor strategy conception (as cited in Folarin (2021)). Strategic thinking appears to be lacking among leaders (Al-Qatamin & Esam, 2018; E. F. Goldman et al., 2017). Modern leaders are urged to develop a strategic mindset to sustain their growth and progress (Al-Qatamin & Esam, 2018; Pisapia, Reyes-Guerra, & Coukos-Semmel, 2005). Strategic thinkers are required for advancement at the organizational level.

2.3.1.3. Developing the Competency of Visioning and Strategic Thinking
The competencies of visioning and strategic thinking can be learned and developed (Kazmi & Naaranoja, 2015). Various learning exercises spur thinking skills. Taking steps to practice these suggestions helps develop thinking skills and strategic foresight. Senge (1997) teaches about the practice of systems thinking in learning organizations. Koestenbaum (2002), who wrote on cultivating a strategic and systemic perspective, stated that understanding the inter-relationships within a big picture in one's vision orientation. Hence, seeing the big picture is, seeing the details of the interconnectedness and linkages, as well. Some of the learning processes that one can cultivate in developing the competencies of thinking are looking at situations in new ways, applying analytical thinking, thinking big, and being inspirational. The current leadership and management needs to acquire a strategic mindset to analyze situations appropriately (Folarin, 2021; Moradi & Beigi, 2020; Pang & Pisapia, 2012). The literature stresses that all individuals could develop thinking strategically and not just those in leadership and management.

2.3.2. Leadership Agility
Today's global organizational environment is characterised as being unpredictable, competitive, and complex (Bywater & Lewis, 2019; Uhl-Bien & Arena, 2018; Ulrich & Yeung, 2019). Demand is greater, ranging from consumer expectations, technological developments, and product innovations to service improvements. As the shift increases, there is a need for more than one competitive niche. To date, many solutions have been proposed that require leaders with a certain capability to deal with uncertain environments.

Leading in such an environment requires advanced leadership capability that is both focused and flexible at the same time. Leadership characteristics that enable a leader to be well prepared and able to anticipate the trends and potential changes that impact the organization are descriptions of an agile leader. According to Joiner and Josephs (2007b) "In essence, it is the ability to lead effectively under conditions of rapid change and high complexity' (p. 1). Leaders need quality *agility* to navigate the challenges faced by organizations in this ever-changing world. The emphasis on agile leadership is based on the rise of a volatile, uncertain, complex, and ambiguous world (Hall & Rowland, 2016; Tordrup & Engholm, 2022). In the move towards the 4.0 Industrialization Revolution (IR4) era, agile leaders are needed.

2.3.2.1. The Concept of Agility

The study of *agility* is considered a relatively new field of research. The literature began recording discussions and researching ideas around the beginning of the millennium (Gren, Torkar, & Feldt, 2015; Sarkis, 2001). Although there have been various definitions of agility, the concept of agility is still being discussed by both researchers and practitioners. The common thread in these definitions emphasizes the ability to compete in a dynamic situation (Sarkis, 2001; Ulrich & Yeung, 2019). Agile development first emerged in software development and manufacturing (Tordrup & Engholm, 2022). The concept of agile manufacturing organizations encapsulates the idea of an organization thriving in a dynamic environment (McLean, 2014). In the research conducted on leader readiness in a Volatile, Uncertain, Complex and Ambiguous (VUCA) business environment, one of the themes that emerged in the findings is business agility (Rimita, Hoon, & Levasseur, 2020). The participants discussed agility in every aspect of the VUCA environment. In empirical research conducted by Sae-Lim (2019) on leadership competencies in a turbulent environment, the results show that a leader with agility competency is a positive asset in managing turbulent environments.

Research on the definition of agility has shown two key characteristics: *flexibility* and *adaptability* (Sherehiy, Karwowski, & Layer, 2007). The Oxford dictionary defined "agile as being able to move quickly and easily" (Dictionaries, n.d.). Sherehiy et al. (2007) highlighted "the concept of agility possesses the ability to adjust and respond to change" (p. 445). Albert (2007) explained agility as "the synergistic combination of robustness, resilience, responsiveness, flexibility, innovation, and adaptation" (as cited in Alberts (2007)). Pisapia (2009) postulated that "Agility is the capability to rapidly and cost efficiently adapt mentally to changes in your environment" (p. 46). Some of the common words used to describe agility are *speed, flexibility*, and *effective responses* (Fernández, 2005; Sherehiy et al., 2007). All these terms are used in the definition of agility in research to find solutions faced by organizations in the context of these dynamic changing times (Gilley, McMillan, & Gilley, 2009).

2.3.2.2. Developing Agility

The literature suggests that the term *leadership agility* began appearing in publications in the past few years (McLean, 2014). There is little empirical research on leadership agility; however, senior leaders agree that leadership agility is a significant leadership competency in organizations (McLean, 2014). Leadership agility is the quality of a leader to effectively lead in a rapidly changing and complex environment (Joiner, 2017; Joiner & Josephs, 2007b; Rimita et al., 2020; Ulrich & Yeung, 2019). Other researchers have postulated that strategic agility is an ability and flexibility to manage changes and challenges in the business world, which provides leaders with corporate foresight (Doz & Kosonen, 2010; Vecchiato, 2015). Executives prefer word agility to flexibility because agility implies an *intentional* and *proactive* stance. Hall and Rowland (2016) state that agile leaders are responsive, innovative, and flexible, but above all can anticipate change and are able to initiate action in work situations that feature rapid change and ambiguity" (p. 943). Leadership agility is the ability to navigate complex situations in organizations, thus sustaining the direction and stability of the organization (Sae-Lim, 2019; Ulrich & Yeung, 2019).

According to Joiner and Josephs (2007b) only ten per cent of managers can exercise the level of agility for effective leadership in an uncertain and unpredictable global economy. In addition, these leaders exhibit four reinforcing agility competencies: *creative agility, context-setting agility, self-leadership agility, and stake-holder agility*. Each of these agility competencies works in connection with one another and functions uniquely in coordination to solve specific problems. Agility competency can be developed through one's interests and leadership practices (McKenzie & Aitken, 2012). Pisapia (2009) in his book, emphasised on developing the agile strategic mindset. Pisapia (2009) added that mental agility is linked to strategic leadership competency. *Agility* is key to responding to uncertain and unpredictable business environments (Bennett & Lemoine, 2014; Joiner, 2017; Ulrich & Yeung, 2019).

Agile leaders are decisive and take a participative approach to solving problems. Joiner and Josephs (2007a) stated that leaders with creative agility have an enhanced ability to make connections between

the issues faced by leaders and the possibilities of perspectives. Other descriptions of agile leadership include the ability to cope in trying situations and grasp complex issues (McPherson, 2016). The quality of agility is an important factor in challenging organizational environments for those at the organizational and leadership levels (Bywater & Lewis, 2019; Fernández, 2005; Ulrich & Yeung, 2019). Leadership agility competencies can be incorporated into a competency model.

2.3.3. Adaptability and Change

A review of the literature shows the importance of the paradigm of *adaptability and change* (Uhl-Bien & Arena, 2018). Adaptability is considered to be one of the most important skills that leaders need to meet the challenges of tomorrow. Leadership visionaries anticipated this new concept of leadership was anticipated by leadership visionaries some twenty years ago, and the paradigm of leadership adaptability is currently an emerging area of research (Uhl-Bien & Arena, 2018). Adaptability is a leadership imperative and is linked to change, and the inability to adapt and change with time has dire consequences for leaders, managers, and organizations (Khatri, Dutta, & Raina, 2022; Rismansyah, Adam, Hanafi, & Yuliani, 2022). There is a demand for 21st-century organizations to face adaptive challenges (Bans-Akutey & Ebem, 2022; Hickman, 2010; Jayan, Bing, & Musa, 2016). Leadership trends in this new era have evolved and changed significantly (Ivancevich, Konopaske, & Matteson, 2014; Pang, 2013; Van Wart, 2013). Leadership practices must be in line with the current time requirements, which include the inculcation of emerging leadership competencies, paradigms, and principles in organizational leadership. Indeed, it is a challenge for leaders to keep abreast with new leadership developments and concepts.

The paradigm of adaptability and change is vital at both personal and organizational levels (Bennett & Lemoine, 2014; Bin Taher, Krotov, & Silva, 2015). This is an era of knowledge in which constant evolvements and changes take place. Considering these changes and evolvement, a leader is expected to understand the importance of adaptation. The adaptation of one's leadership will facilitate and renew leadership skills and practices (Mulyana et al., 2022). The ability to adapt to changes in personal leadership styles to suit changing environments is crucial (Rismansyah et al., 2022). At the organizational level, developing competency and skills in planning a tactical plan to fit the situation is paramount. Leadership researchers have proposed the importance of organizational adaptability in view of the challenges in the organizational environment (Jayan et al., 2016; Uhl-Bien & Arena, 2018). Other aspects of the skills include the ability to analyze and organize information to create changes in the desired direction. The paradigm of adaptability and change is *central* to other leadership competencies and organizational leadership. Adaptability and change will enhance leadership practices, considering the many challenges faced by organizational leaders (Hapsari et al., 2021).

2.3.3.1. Adaptive Leadership

Leaders must acknowledge that their knowledge, competencies, and skills are continuously progressing. Owing to the growing body of knowledge on leadership, leadership can be improved. Although leadership is essentially defined as a process that leads others toward a desired goal, adaptation is a vital aspect of leadership skills. Leaders must understand the importance of adaptation and adaptation to change and development. The inability to adapt has resulted in the leadership of organizations becoming stagnant and regressing. Adaptive leadership positions leaders and organizations for further growth and development (Uhl-Bien & Arena, 2018).

Heifetz (1994) proposed the concept of adaptive leadership. According to Cojocar (2008), adaptive leadership has emerged as a leadership approach and has been discussed for academic and corporate applications. The core of adaptive leadership is not about individuals but about understanding the adaptive dynamics at work and using those insights to support and lead change (Prinhandaka et al., 2022). Hence, adaptive leadership assumes that leadership is a process rather than an individual's ability (Randall & Coakley, 2007). Adaptation is a critical performance determinant of organizational effectiveness (Uhl-Bien & Arena, 2018).

2.3.3.2. What is Adaptability and Adaptive Leadership?
Adaptability has been defined in numerous ways in literature. However, the most basic definition as defined in the Business dictionary states, "Ability of an entity or organization to alter itself or its responses to the changed circumstances or environment. Adaptability showed the ability to learn from experience and improve the fitness of the learner as a competitor' (BusinessDictionary, n.d.). The word adaptive suggests the ability to make changes, thus rendering one's leadership and organization more *suitable* to a changing environment. Adaptability refers to being flexible when things change, and other similar terms include agile, adaptable, flexible, and versatile (Yukl & Mahsud, 2010).

In today's complex and fast-paced world, adaptability has become a necessary competency for leaders to be effective (Virgiawan et al., 2021). Adaptability is not merely a needed competency, but also a competitive advantage for a leader and the organization. In a survey of leaders conducted by the Center for Creative Leadership from the corporate and non-corporate sectors, adaptability was a key competence in the future (29%) (Van Velsor & Wright, 2012). A common reason for leader failure is their inability to adapt to change (Khatri et al., 2022; Rismansyah et al., 2022; Spencer & Spencer, 1993). The shift in today's environment ought to compel leaders to consider the nature of leadership and the organization. There is an unprecedented degree of change that has occurred in the last 30–40 years, and the changing environment necessitates a more adaptive leadership model.

2.3.3.3. Leading Change
One of the difficult challenges facing leaders today is driving change (Hunsaker & Knowles, 2022). The idea of change is described as the process of taking an organization on a journey from its current state to a desired future state. Leaders must deal with the problems that arise. It has been said that change leaders and organizations often underestimate the impact of change on people. They tend to focus only on putting changes into effect. Studies have shown that seventy per cent of organizations have difficulties accepting change (Marques, 2015). Organizations today require leaders who are competent and skillful at implementing change and simultaneously lead the process of change (Moran & Brightman, 2000).

Several models can be used as frameworks for the concepts of leading change. One such significant model was proposed by Kotter and Cohen (2002). The model highlighted eight steps, namely, the right vision, buy-in, increase urgency, guide the team, work on empowering action, develop short-term wins, ensure change stick, and do not give up. These eight steps are essential to ensuring the commitment of team members or employees, which results in successful outcomes (Bin Taher et al., 2015). Competency and skills of the change leader are considered important factors. Leading change is said to be one of the difficult challenges leaders face today (Hunsaker & Knowles, 2022). Some of the specific areas for continual awareness and development in the context of the competency of adaptability and change include the following: a leader navigates the environment. There is also a need for awareness of the impact of change on people; a related competency for application is that the ability to address resistance to change is vital.

The literature shows the importance of the paradigm of adaptability and change (Khatri et al., 2022; Rismansyah et al., 2022; Uhl-Bien & Arena, 2018). It must be reiterated that adaptability is a leadership imperative and linked to change. Adaptability enhances and propels change, and the inability to adapt and change with time has dire consequences for leadership and organizations, as shown in many case studies (Hunsaker & Knowles, 2022; Kotter & Cohen, 2002). Leadership practices must be *current* with times, including the inculcation of new emerging leadership paradigms, concepts, and principles in organizational leadership.

2.4 Relationship and Collaboration
The literature has indicated that the *collaborative l*eadership paradigm is an emerging leadership paradigm that started to appear in the mid-1990. Allen et al. (1998) states, "This new emerging leadership paradigm has been called a number of different names: shared, participatory, collective, collaborative, cooperative, democratic, fluid, inclusive, roving, distributed, relational, and post-heroic" (p. 248). Rubin (2009) posits that collaborative collaboration is a purposeful relationship in

which all parties strategically choose to cooperate to accomplish a shared outcome" (p.2). In a research survey conducted on the important skills for future leaders based on five European countries (Greece, Latvia, Lithuania, Cyprus, and Bulgaria), three competencies proposed in this paper emerged in terms of adaptability, strategic thinking and planning, and collaboration and teamwork (Iordanoglou, 2018). Research has also indicated that collaborative leadership and culture are preferred over old leadership practices or hierarchical leadership styles (Ibarra & Hansen, 2011; Pisapia, 2009; Rybnicek & Königsgruber, 2019). Patterson, Dannhauser, and Stone (2007) in their research has listed collaborative leadership as one of the transnational competencies which build strategic relationships.

As the term suggests, *collaborative leadership* focuses on people's relationships and needs. Leadership is concerned with this relationship. These key emerging leadership paradigms of relationship and collaboration are inclined towards being people focused. As these key emerging leadership paradigms become well-known and popular, the old leadership style, such as command-and-control, will be challenged to change. This emerging leadership paradigm of relationships and collaboration is transforming the conceptual framework of leadership and understanding effective leadership.

Collaborative leadership uses the approach of constructively engaging participants (Archer & Cameron, 2009; Arimie, 2019). The collaborative approach uses an integrative solution in which both sets of concerns by leaders and collaborators are not compromised (Adenuga, Adenuga, & Oderinde, 2021). It works towards a consensus by incorporating the concerns of the parties (Al Jamil, 2021; Robbins & Judge, 2012). The central task of collaborative leaders is to develop coalitions, alliances, and partnerships (Archer & Cameron, 2009; Wanggai, 2021). It has been said that a culture of collaboration leads to better results as there is more involvement and the element of shared leadership (Black, 2015; Makambe & Moeng, 2020). Hence, leaders can develop collaborative leadership skills (Arimie, 2019). The leadership competencies most favored in organizations include listening, building relationships, and drawing the best from people (as cited in Havenga, Linde, and Visagie (2011)).

2.4.1. Developing Relationship and Collaboration
Collaboration involves the interplay between various types of relationships. These relationships include communication, coordination, networking, cooperation, and collaboration. Collaboration is the most challenging type of relationship. In collaboration, people must communicate, cooperate, and network with each other. Other factors include sharing of information and resources, harmonizing activities, and enhancing potential or capacity. These characteristics serve as guides for the core responsibilities of a collaborative leader. According to James (2011), collaborative leadership forms are better suited to contemporary organizational challenges.

In collaboration, individuals are enrolled in a partnership to share their leadership and responsibilities. As the new information ages, the answer to the complexity of the future lies in the community. The future of leadership involves diverse leaders working collaboratively to solve problems. Developing collaborative leadership capacity is essential in this new era; hence, collaborative leadership plays a vital role. F. Yammarino (2013), has alluded to the fact that these leadership approaches are more suited for the "technological driven organizations" of today's world (p. 153). Some scholars have explored the concept of relationship and collaboration for application to a wider scope involving organizations, leadership, cultures, and business cultures in various sectors (Coulson-Thomas, 2005; Rybnicek & Königsgruber, 2019). Collaboration is critical for success (Adenuga et al., 2021; Al Jamil, 2021; Wanggai, 2021).
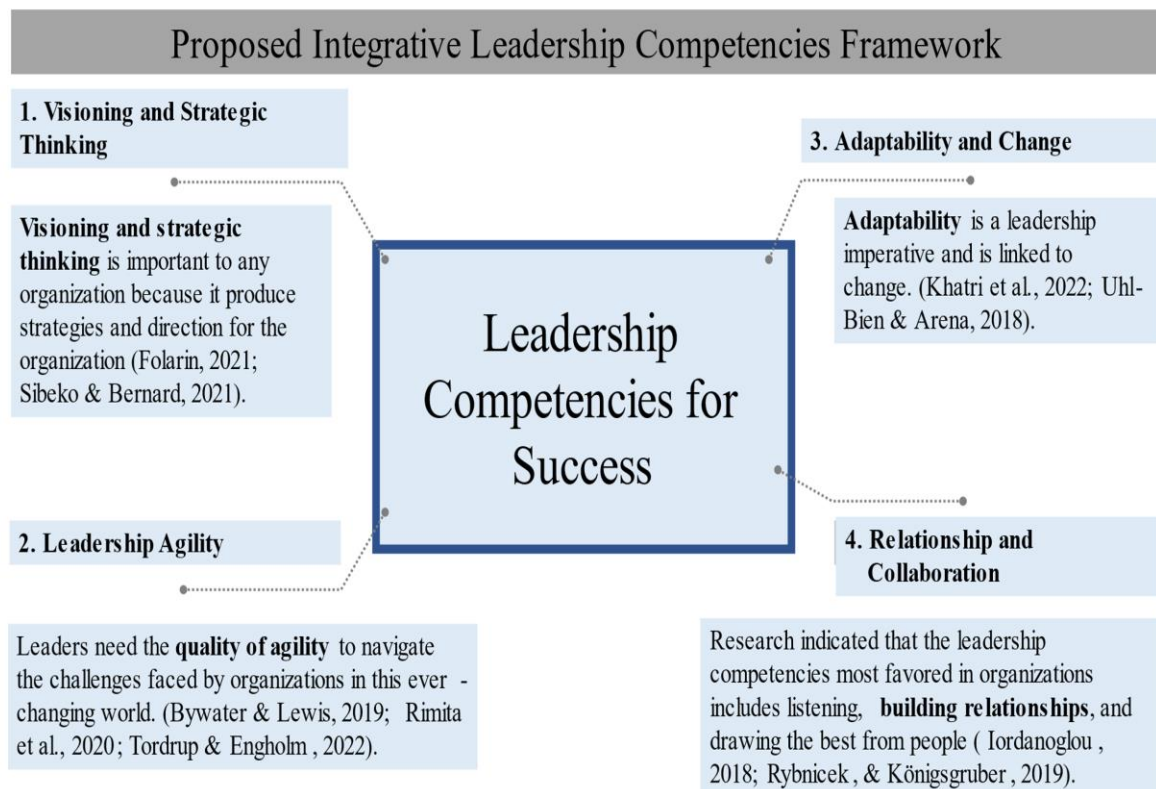
Figure 1. Proposed Integrative Leadership Competencies Framework

3. Methodology

This narrative review adopts a comprehensive approach to explore the concept of cultivating strong leadership competencies for individual and organizational success. The research method involved an extensive review of relevant literature and research studies from reputable academic journals, books, and online databases. The review encompasses a wide range of sources, including empirical studies, theoretical frameworks, and practical insights, to provide a comprehensive overview of the key leadership competencies necessary for success at both the individual and organizational levels. The process includes evaluation, analysis, and synthesis of the progression of the proposed topic.

The research approach involved conducting a narrative review of the existing literature on leadership competencies, leadership development, individual success, and organizational success. The literature review was conducted using a combination of keywords and phrases related to the topic such as "leadership competencies," "individual success," "organizational success," "leadership development," and "leadership skills," leadership skills. The review was conducted in a systematic and organized manner to ensure the inclusion of relevant and high-quality sources that provide robust evidence and insights into the topic.

In-text citations are used throughout the narrative review paper to provide proper credit to the Original authors and sources of information. APA (American Psychological Association) style is followed for in-text citations and references, adhering to APA guidelines.

4. Conclusion

Most researchers and the literature positively relate competency to performance. In other words, competency is linked to effective or superior performance (Iordanoglou, 2018; McClelland, 1973; M. D. Mumford, Zaccaro, Harding, et al., 2000; Sengupta et al., 2013). An appropriate leadership style contributes to performance (Makambe & Moeng, 2020). Thus, the leadership competency concept is recommended as a viable leadership approach for leadership development and practice (M. D. Mumford, Zaccaro, Harding, et al., 2000; Northouse, 2021). Additionally, based on experience and

evidence from organizations in the United Kingdom, the competency framework results in organizational performance (Bolden and Gosling (2006)). There is sufficient evidence to state that "competencies form the base for effective and superior performance" (Vazirani, 2010). Such competencies are a viable concept or platform to help prepare the current and future workforce to meet job requirements.

This study on emerging leadership competencies is also based on the same competency framework as discussed in the literature, although the key advancing leadership competencies highlighted in this study have been discussed in the past. Although the competency movement was proposed for almost four decades since McClelland first suggested the idea in 1973, there is still a lack of empirical research on the leadership competency framework and performance (O'Connell, 2014). Further studies are needed to link competencies to leadership success, particularly advancing leadership competencies (R. E. Boyatzis, 2008, 2009; McLean, 2014). Simultaneously, researchers are reiterating more studies on the relationship between leadership behavior and organizational performance (Jing & Avery, 2008).

As presented, this paper focuses on the concept of leadership competency as a model of successful leadership for performance. The literature affirms that the competency approach forms the basis for the excellence of leadership standards at the individual and organizational levels. Hence, this study proposes an approach for cultivating the competencies of visioning and strategic thinking, leadership agility, adaptability and change, and relationship and collaboration for individual and organizational performance. The outcome of this review has theoretical and practical implications for leadership development. These contributions include insights into the leadership competency model and its various beneficial factors. The competency concept is anticipated to contribute to the quality of leadership in 21st-century organizations. Furthermore, the paper outlined in detail the descriptive insights of the four proposed key leadership competencies and how they can enhance individual and organizational performance. Leadership can be learned, developed, trained, and coached.

In conclusion, the significance of cultivating leadership competencies cannot be overstated in the current business landscape. Effective leadership competencies have a direct impact on individual and organizational success, and organizations must prioritize the development of these competencies among their leaders and managers to achieve improved outcomes. Organizations that invest in leadership development programs that incorporate emerging competencies will have a competitive advantage in an ever-changing business environment. The findings of this study provide valuable insights for leaders, human resource professionals, and researchers in the field of leadership development.

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