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Exploring Managers' Skills Affecting Dynamic-Innovative Capabilities and Performance in New Normal Era

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Abstract

The human resources department, as a dynamic mechanism in the hotel business, is a supporter and a manager who manages the corporation to grow by planning, supervising, and assuring the expected performance leads to desirable outcomes. The situation of spread of the COVID-19 virus has resulted in businesses and labor departments having to adapt to survive by upgrading existing knowledge and adding new skills. Therefore, this research aims to describe components and models of necessary skills development for performance affecting dynamic capabilities and performance in a new normal era for human resources managers of five-star hotels in Phuket Province, which are crucial components in an increased corporation's sustainability and performance in terms of personnel efficiency, assets, funds, and information. This research is quantitative, and research data was collected from a total of 384 human resource managers of five-star hotels. There was a mutual discussion of factor analysis and structural equation results with three human resources managers who have been successful for not less than seven years in their work. The components consisted of systematic consideration through the following causes: necessary skills; professional skills, work skills, and emotional skills, mediator variables; dynamic capabilities, and organizational performance. This research also discussed five guidelines for developing the necessary skills for performance. As various factors have affected the performance in the new normal era, the human resources executives of five-star hotels in Phuket province should apply them and consider them together with their business plans for setting the strategic plan of organizational management, management, administrative, and human resources development.

Keywords: Dynamic Capabilities; Performance Management; New Normal Performance; Managers' Skill; COVID-19.

1. Introduction

The COVID-19 pandemic situation has just passed the crisis time as the number of patients in several countries has been decreasing continuously. The government and private sectors are waiting for an appropriate moment to give respite from the lockdown measure, to let people live their lives normally, and to allow the recovery of the economic system, which impacts numerous employment opportunities. According to the World Economic Forum's statistics, the COVID-19 pandemic's circumstances cause half of the world's population to be at risk of unemployment. Hence, the future of

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work is essential. After having been spoken about for a long time, technologies and economic factors will disrupt the traditional performance, and it is not going to be successful anymore when the period of performance alters to be a performance in the new normal [1].

The term New Normal was used for the first time in 2008 by Bill Gross, a famous bond investor. He is also a co-founder of Pacific Investment Management Company (PIMCO). He defines New Normal in the context of a global economy as a state where the world's economy has a growth rate that is more slowly than in the past [2]. Furthermore, it is entering into an average growth rate of a new level lower than in the former time, along with a consistently higher unemployment rate after the financial crisis in the United States of America. Besides, the economic fluctuations will not be concordant with the traditionally economic cycles as in the past. Various factors determine economic growth since its form has changed and affects the economy differently than it used to [3].

Along with the New Normal, our society is entering a fully digital technologies. It started with working from home, along with online conferences, long-distance co-working, online food ordering behaviors, mobile phone payment, and application use or digital technologies. These became catalysts that caused digital disruption to occur faster than expected.

When the world enters an era called "Double Disruption", or an era changing our daily lives doubly by technology because of the COVID-19 issue, and Automation Technology for work increases, the necessity to use human beings for work tends to decrease [4]. The only way to win and survive in the Double Disruption is to learn novel skills to develop work more efficiently as needed by an organization in the future [5, 6]. The system of work and living will continually change, and people need to adjust accordingly. In the work context, employees of every sector cannot work using the same systematic methods as in the past. Businesses and labor departments must survive by being more agile in responding to changes and developments. The traditional skills and cognitive existing will no longer be sufficient for teamwork. Therefore, organizations have to provide labor skills by upskilling the former knowledge proficiently and bringing technologies to support, including reskilling to keep up with the changes and to support new work or duties.

It is not enough to only up-skill existing knowledge; reskilling with the new knowledge is also crucial, and both should be emphasized due to the changing situations required by job performance. The pandemic situation has affected people of all classes and every sector and organization as a whole [7]. Today, numerous corporations and businesses have to shut down and still face economic burdens, while some could survive if they timely and effectively counteracted the effects of COVID-19 [8]. The changing behaviors of hotel entrepreneurs during the COVID-19 situation can be synthesized into various issues as follows: 1) Cost reduction by monitoring an appropriate number of staff per shift with in-house guests and controlling an efficient level of water and electricity utilization. 2) Cash flow management involves managing expenses given a credit payment by suppliers, which are holdable until the due date, which could be accumulated in bonds to generate excessive revenue from interest. 3) Business extension to new services by considering possible channels for increasing revenue. For example, hotel kitchens or restaurants may additionally offer their delivery services to external guests and assign service attendants to become food deliverers in response to a change in consumer behavior [9]. The adjustment of such entrepreneurs or hotel businesses has to rely on the working skills and adjustment ability of the managers or entrepreneurs, especially the change of an organization regarding the cross-functional working skill, which was a precise change for hotels or hoteliers in responding to crisis and change, which has become a continuous evolution. From the problem situations and gaps in the research mentioned above, requires that personnel development must be flexible and ready to shift from particular roles and responsibilities to others. It is extremely important for hotels to gain competitive advantages and help operate continuously in a fluctuating environment. This is necessary to utilize existing employees to temporarily substitute former employees, and hotels must reduce all possible expenses in responding to a cash flow problem in a short-term period [10].

This research, therefore, intends to study the guidelines of performance's necessary skills development affecting the performance efficiency in the new normal for the human resource executives in the five-star hotel business in Phuket. The focus on human resource executives is rational for this research, as they have knowledge and competence, skills, access, and understanding of the system and its performance different from what it used to. These mentioned are all necessary and crucial that every organization must consider. If personnel have sufficient skills already, that organization should still need to develop them to support the potential changes and the organization's performance accordingly.

2. Literature Review

2.1. Professional Skill

Professional skills mean various types of ability necessary to bring the vocational knowledge, values, ethics, and professional concept necessary to operate appropriately and efficiently in professional environments, skills, and knowledge [11]. Furthermore, it includes skills of consideration for practitioners, including various skills regarding intellect, human relations, communication, and technologies [12]. This research looks at variables related to the conceptual and theoretical components of professional skills as follows:

- ***Innovative Thinking***

Thomas and Carroll [13] studied innovative thinking and concluded that it is such a process of creative thought to create novelty and innovation that can solve users' problems. Someone might never have constructed such new things before, or probably someone has generated them, but they re-improved by extending from the previous ones. The one who created it realized the productivity was different from others and expected it to be widely accepted [14, 15].

- ***Active Learning***

Active learning is a concept for learning management that can generate perceptions. Active learning emphasizes practicing and creating knowledge from what a person is practicing while working [16]. Active learning focuses on developing skills and competencies under the former knowledge bases that affect the learners to connect new knowledge with the previous ones received from practice and practitioners' needs mainly [17, 18]. Hence, the results of those becoming successful executives would have an absolutely positive impact on the organization. It is not necessary to be afraid of changes as a professional executive wishes to become a leader that brings a positive change to an organization; especially in a reformed era, a leader for change is essentially important to accomplish an organization's mission [19, 20].

Therefore, for a relationship of Professional Skills that will affect Dynamic Capabilities and Organizational Performance, the HR managers must create the connection as an Organizational Alliance. The managers must uphold the principle of connection creation by transferring news and information to personnel at every level to get mutual perceptions towards the organizational information [15]. Managing the system of news and information perception is beneficial in terms of viewing the images of the organization in the same direction and being able to answer questions from others [16]. In addition, effective communication has psychological impacts since it can arouse all colleagues to have ideas in the same direction. Giving news and information is like doing marketing within that organization. The personnel can perceive the managerial guidelines of such an organization [18].

2.2. Work Skills

Work process skills means operating various works emphasizing regular practice, both individual and teamwork, to achieve success and meet the goals in several stages. For this research, it focuses on the variables related to conceptual and theoretical components of work skills as follows:

- ***Planning Skills***

It is a process of analysis covering future assessment and consideration of desired objectives, potential environmental states, alternative development for purposive achievement, and alternation of various choices [21]. Acemoglu & Restrepo [22], Shakina et al. [23] claimed that planning skills are primary skills involving the management process of thinking, ability to think and plan or predict to reach the goals, sequencing, decision-making, assigning tasks suitable to the skills and management plan. The above-mentioned are some examples of thinking skills that lead to efficient performance [24, 25].

- ***Technological Skills***

It refers to using information technology skillfully and competently. Persons can adjust their actions or methods to do various things suitable for novel situations occurring. These skills are essential and available in performance, bring innovative technologies to help create information technologies cognitively, or facilitate problem-solving by working suitably [26-28].

- ***Reasoning Skills***

These are the skills used to solve problems and make decisions in daily life and at work. It is about critical thinking capability and problem-solving in new situations independent of previous knowledge. Giving reasons is a crucial component of cognitive development, while reasoning competence will enhance the learners' other aspects [29, 30].

A professional executive must have the ability to manage people, see through all the work flows from beginning to end, and deploy appropriate strategies to anticipate an effective result of the work [31, 32]. Likewise, the systematic design of human resources management, which includes recruitment, promotion, and transfer, job appraisal and evaluation, and employee training and development, should clearly reflect an organization's strategy. If an organization establishes its strategy to be excellent in services, for example, its human resource management system should develop the ability of employees to effectively respond to the customers' service needs [12, 33].

Hence, regarding a relationship between Work Skills that will affect Dynamic Capabilities and Organizational Performance, managers must be the people who lead change. A change manager is a person who understands the organizational needs to respond to various questions, such as what is needed, where it should begin, and how processes it is to reach such requirements. Moreover, it must use strategic conversation to exchange ideas among the work team. Importantly, it should have clear mutual visions [25, 30].

2.3. Emotional Skills

Emotional Skills or Soft Skills are about emotion and society. They are usually developed increasingly from experiences, live use, socialization, and performance, such as communication skills, friendliness, optimism, socialization, social manifestation, personality, arts of speaking, etc. [34]. For this research, it emphasizes the variables associating the concepts and theories of emotions as follows:

- **Adaptability Skills**

Lacity et al. [35] define that all persons always respond to their needs. Needs are from environments, physical requirements, or requirements influenced by learning. Furthermore, we try to adjust ourselves to comply with the external and internal states. Whenever we receive or respond to such needs successfully, it is considered a suitable adjustment [36].

- **Communication Skills**

Human beings use communication to respond to needs and achieve survival. In real life, people communicate for different and specific purposes. Communication is crucially important. Not only does it make the messages effective, but it also helps various work systems continue effectively. If such messages are delivered incorrectly or in the wrong way, such texts cannot reach successfully. If those texts are error or incomplete, the performers cannot anticipate an efficient result [37, 38].

- **Motivation Skills**

It is any effort which is a push or stimulation to let a person express the behaviors or actions according to the determined directions, with welcomed cooperation and willingness so that it will get more effective for the organization [39-41]. As such, a role model leader can be initiated by self-confidence and life-long learning because every task of executives in human resource department performed would illustrate their confidence toward an organization perceived by their subordinates [42]. Learning evaluation means evaluation of individual's ability through human resource management which indicates an increased ability or not and includes innovation within organization was either created or not [43].

Thus, concerning a relationship of Work Skills that will impact Dynamic Capabilities and Organizational Performance, managers must build the employees' motivation and performance. It is about generating joy towards the work to let them work happily together, feel affection for the organization, and be enthusiastic about the work, not just for a single goal of money. The people who dedicate themselves to the organization will have an effort for self-development. The managers, as leaders, should have clear visions. They should realize what they want and how to deal with it to achieve the result, communicate with everyone to acknowledge, assess the environment, and perceive the organizational potential, and motivate the organization to drive by motives [36, 41].

2.4. Dynamic Capabilities

Dynamic capabilities are the ability of an organization to integrate, combine, build, and reconfigure/transform its existing resources and capabilities, both internal and external, to respond to the constantly changing environment to achieve performance and maintain competitive advantages [44]. And dynamic capabilities also possibly caused adaptability in human resource development in responding to a long-term crisis. HR Research should focus on business model reinvention, skill gap analysis, learning journey design, and implementation and evaluation [45].

Pattanasing et al. [44], Songkajorn et al. [46] said that dynamic capability is the ability of the organization to manage the resources within it and respond to change rapidly. There are three components: Adaptive Capability, Absorptive Capability, and Innovative Capability. The details are as follows:

- **Adaptability Capability**

Adaptive capability is the ability to adjust various components of the organization to be concordant with the response the whole time of changeable market needs. Furthermore, the organization should have flexible strategies for worthy resource use [47]. The adaptability also relates to rivals' activities for applying to the activities in such an organization [44, 48].

- **Absorptive Capability**

Today, an organization depends on knowledge and concepts from internal and external sources, especially the external knowledge resources that evolve quickly. Hence, various organizations must be capable of absorption. Moreover, the employees in such organizations should realize the values of knowledge and external innovations [44, 49]. It should apply and extend the cognitive knowledge to generate learning until it becomes the ability to create innovative and competitive advantages [50].

• **Innovative Capability**

Wilson et al. [51] identified the innovative process in five stages: Idea Generation, Opportunity Recognition, Idea Evaluation, Idea Development, and Commercialization. From the view of organizational capability, Lawson and Samson [52] interestingly indicated that innovative capability is the ability to change and integrate the existing cognition with the performance resulting in innovation and commercial benefits [44].

2.5. Organizational Performance

Components of dynamic capabilities, adaptive capability, absorptive ability, and innovative capability thoroughly and consistently affect the competitive advantages. They are involved in the changing market. Under the marketing environment, seeking information from the required market on the customers' products and services makes the organization adjust and accept innovative data for applying and developing the innovation [53, 54]. In return, Akbari et al. [55] concluded that the innovative performance factors for organizational performance consisted of Quality, Quantity, Time, and Costs.

In conclusion, for the individual's operations to achieve efficient contributions, one has to have capability, skills, and motivation to attain the determined goals. The efficiency evaluation is based on quality, quantity, time, and operational expenses. From the literature review on Skills Factor (Professional Skills, Work Skills, and Emotional Skills), Dynamic Capabilities and Organizational Performance in Section 2 enable the researchers to determine seven hypotheses as follows:

- *Hypothesis (H1): Professional Skills have a positive effect on Dynamic Capabilities;*
- *Hypothesis (H2): Work Skills have a positive effect on Dynamic Capabilities;*
- *Hypothesis (H3): Emotional Skills have a positive effect on Dynamic Capabilities;*
- *Hypothesis (H4): Professional Skills have a positive effect on Organizational Performance;*
- *Hypothesis (H5): Emotional Skills have a positive effect on Organizational Performance;*
- *Hypothesis (H6): Professional Skills have a positive effect on Organizational Performance;*
- *Hypothesis (H7): Dynamic Capabilities have a positive effect on Organizational Performance.*

The hypotheses determination is represented through the research conceptual framework form, as shown in Figure 1. The research following this framework enhances the benefits in academic fields and application of business manager development, particularly the managers in the hotel business that take the roles and responsibility towards the business survival in various points as follows: 1) Managers could apply the results found in this research to consider in their business strategic plans for organizational administration, management, and human development. 2) Managers could use the results of this study as guidance for human resource development in responding to changes and environmental factors, both internally and externally. 3) Supports or provision of work-essential skills development activities i.e., emotional management, case studies or roleplays in professional, operational and emotional development. And 4) Managers or hotels should pay more attention to their working environment to respond to employee motivation and emotional factors because motivation often depends on satisfaction, feeling and emotion of the majority of workforce [56].

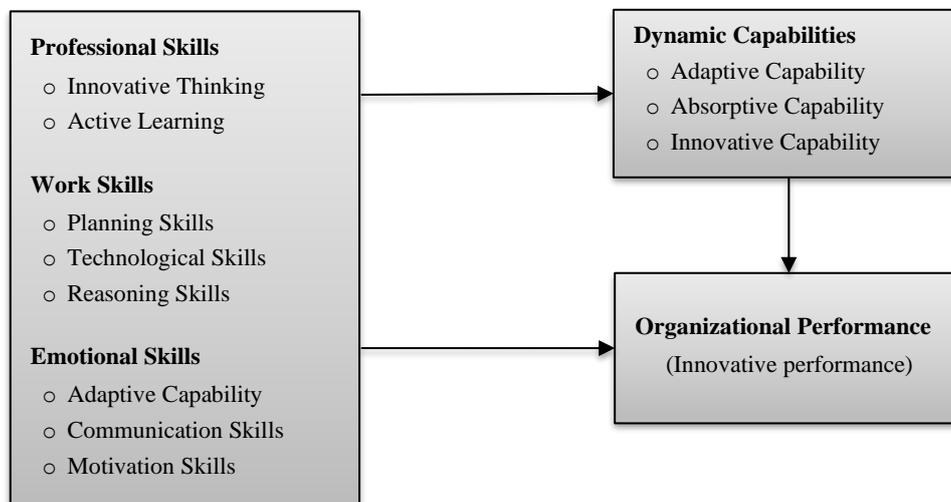


Figure 1. Research framework

3. Research Methodology

This study employed a several quantitative approaches. The steps according to the research process are as follows Figure 2.

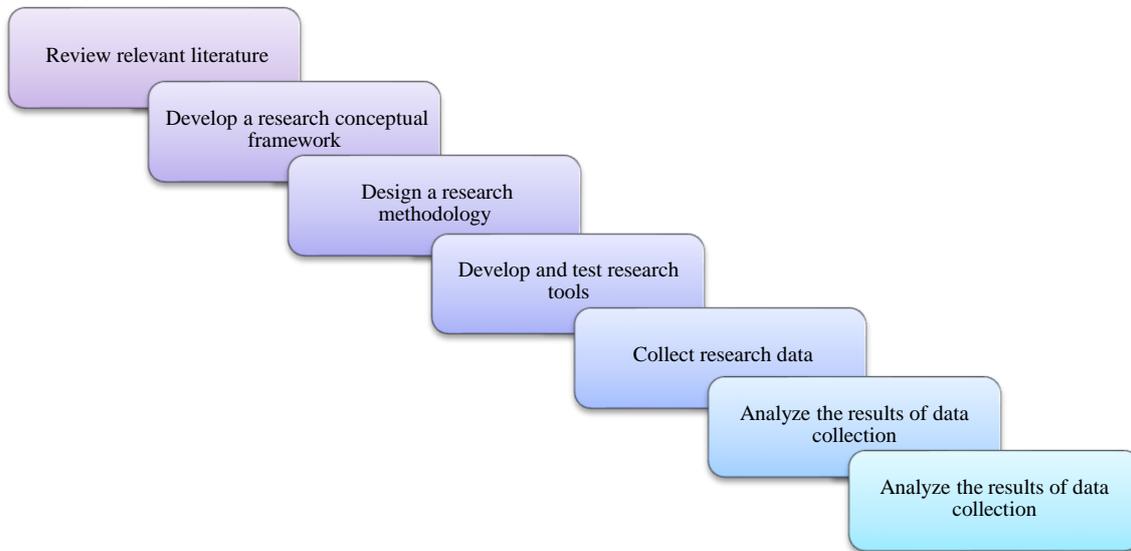


Figure 2. Research process

The Personnel Management Association of Phuket – consisting of human resource managers of more than 2,862 hotels, supplied a population source of data for this research. This study used a Purposive Sampling method with five levels of the Likert scaled question and content validity examined by five experts. The questionnaires originally consisted of 43 questions. However, three questions had the IOC value less than a minimum score, and thus a total of 69 questions were included in the study. Regarding Reliability, testing with 122 samples (32.14% of the sample group) using Cronbach’s alpha coefficient. The results in Table 1 indicated that reliability coefficient acceptable is generally higher than 0.700. For data analysis, as to be concordant with the agreement of the structural equation model, the minimum size of samples is 280 samples, which is concordant with the number of studied variables at the ratio of 20: 1 variable from a total 400 questionnaires with 384 respondents.

Table 1. Reliability from Cronbach’s alpha coefficient

Variables	Cronbach’s Alpha
Professional Skills	0.8642
Innovative Thinking	0.8364
Active Learning	0.8526
Work Skills	0.8341
Planning Skills	0.8968
Technology Skills	0.8765
Reasoning Skills	0.8546
Emotional Skills	0.8686
Adaptive Skills	0.7911
Communication Skills	0.7952
Motivation Skills	0.8112
Dynamic Capabilities	0.8794
Adaptive Capability	0.8992
Absorptive Capability	0.8276
Innovative Capability	0.8832
Organizational Performance	0.8994

The data analysis consisted of 1) Factor Analysis using Confirmatory Factor Analysis (CFA) to study the concordance of the Structural Equation Model (SEM) with the empirical data, 2) Pearson's Product-Moment Coefficient, elements relationship analysis of each factor through the SPSS Program, and 3) Structural Equation Modeling, to examine the concordance of the Structural Equation Model. The researcher developed it with empirical data from the questionnaire using the LISREL program.

4. Results

According to the data derived from the respondents who are the human resources managers the following demographic information received could be concluded in Figure 3 as follows:



Figure 3. Characteristics of respondents

As shown in Figure 3, most of the hotels' human resources managers included in this research were male, aged between 46 and 50, graduated at the Master's Degree level, and had more than ten years of administrative experience.

4.1. Confirmatory Factor Analysis and Correlation

When examining the Model consistency with six composites, all of the 12 observable variables, which indicated the statistics, derived from the analysis both before and after adjustment using the comparison of Schermelleh-Engel, the first data analysis result was not consistent with the empirical data .Hence, the researchers adjusted the Model again until the various index values accepted that it was concordant with the empirical data as follows : $\chi^2 = 173.09$, $df = 93$, $\chi^2/df = 1.79$, $P\text{-value} = 0.00017$, $GFI = 0.93$, $AGFI = 0.93$, $RMSEA = 0.032$, $RMR = 0.022$. (The result identified that the weight value of every factor had a positive value and was different from 0 by statistical significance at the .01 level (0.672 - 0.854), as shown in Table 2.

Table 2. Composite reliability values

Construct	Indicators	Factor loading	t-value	R ²
Innovative Thinking	IT 1	0.972	11.309	0.787
	IT 2	0.893	9.415	0.652
	IT 3	0.872	9.548	0.866
Active Learning	AL 1	0.868	10.228	0.509
	AL 2	0.885	10.593	0.509
	AL 3	0.804	9.421	0.510
Planning Skills	PS 1	0.772	9.209	0.687
	PS 2	0.893	11.315	0.752
	PS 3	0.702	9.248	0.766
Technology skills	TS 1	0.985	10.593	0.639
	TS 2	0.804	9.421	0.714
	TS 3	0.828	9.258	0.766
Reasoning skills	RS 1	0.608	9.258	0.752
	RS 2	0.672	11.593	0.079
	RS 3	0.772	12.421	0.453
Adaptive skills	AS 1	0.771	9.289	0.611
	AS 2	0.668	11.228	0.499
	AS 3	0.785	11.593	0.539
Communication Skills	CS 1	0.804	12.421	0.514
	CS 2	0.772	9.248	0.063
	CS 3	0.882	10.562	0.079
Work Motivation	WM 1	0.608	10.209	0.766
	WM 2	0.763	11.077	0.627
	WM 3	0.785	11.593	0.539
Adaptive Capability	ADC 1	0.804	12.421	0.514
	ADC 2	0.678	9.258	0.766
	ADC 3	0.882	9.849	0.602
Absorptive Capability	ABC 1	0.872	10.209	0.687
	ABC 2	0.693	10.345	0.752
	ABC 3	0.772	9.248	0.766
Innovative Capability	INC 1	0.608	11.480	0.079
	INC 2	0.882	10.562	0.063
	INC 3	0.872	11.442	0.426
Organizational Performance	OP 1	0.781	10.287	0.602
	OP 2	0.773	10.847	0.687
	OP 3	0.787	12.933	0.542
	OP 4	0.705	12.521	0.536
	OP 5	0.804	10.209	0.378
	OP 6	0.973	9.847	0.357

$\chi^2=173.09$, $df=93$, $\chi^2/df=1.79$, $P\text{-value}=0.00017$, $GFI=0.93$, $AGFI=0.93$, $RMSEA=0.032$, $RMR=0.022$.

From the research, there might be Common Method Biases (CMB), or mutual measure methods, the same informants/evaluators, similar assessment duration, together evaluation place, the same measure, all positive questions, and the identical meaning of measurement level. The CMB test shown in Table 3, however, indicates that the model used for analysis had measurement accuracy through the organizational performance.

According to Table 3, the model of all variables had a weight value of components between 0.608 and 0.972. The variances explained were between 66% and 84%. Furthermore, the components' reliability was between 0.708 and 0.972. Hence, all the variable passed the Common Method Biases (CMB) caused by a mutual measure.

Table 3. Variance of common method biases (CMB) and common method variance (CMV) toward the precision of the organizational performance model

Construct	Indicators	Factor loading	% of variance	Components Reliability
Innovative Thinking	IT 1	0.972	84	0.904
	IT 2	0.893		0.972
	IT 3	0.872		0.882
Active Learning	AL 1	0.868	67	0.782
	AL 2	0.885		0.908
	AL 3	0.804		0.963
Planning Skills	PS 1	0.772	73	0.872
	PS 2	0.893		0.872
	PS 3	0.702		0.771
Technology skills	TS 1	0.985	79	0.793
	TS 2	0.804		0.972
	TS 3	0.828		0.708
Reasoning skills	RS 1	0.608	82	0.982
	RS 2	0.672		0.908
	RS 3	0.772		0.763
Adaptive skills	AS 1	0.771	77	0.893
	AS 2	0.668		0.772
	AS 3	0.785		0.908
Communication Skills	CS 1	0.804	72	0.904
	CS 2	0.772		0.828
	CS 3	0.822		0.708
Work Motivation	WM 1	0.608	66	0.885
	WM 2	0.763		0.904
	WM 3	0.785		0.772
Adaptive Capability	ADC 1	0.804	69	0.793
	ADC 2	0.678		0.872
	ADC 3	0.882		0.868
Absorptive Capability	ABC 1	0.872	71	0.963
	ABC 2	0.693		0.785
	ABC 3	0.772		0.904
Innovative Capability	INC 1	0.608	84	0.828
	INC 2	0.882		0.908
	INC 3	0.872		0.872

According to Table 4, when considering the Coefficient Correlation Matrix at the statistical significance of 0.01 between the variables, it indicates that the variables correlated with the Absorptive Capability at the highest level are the Organizational Performance. The relationship is equal to 0.89 and then followed by Adaptive Capability and Innovative Capability at 0.87.

Table 4. Correlation of Pearson's product-moment coefficient

Variables	Innovative Thinking	Active Learning	Planning Skill	Technology skills	Reasoning skills	Adaptive skill	Communication Skill	Work Motivation	Adaptive Capabilities	Absorptive Capabilities	Innovative Capabilities	Organizational Performance
Innovative Thinking	1.00											
Active Learning	0.64**	1.00										
Planning Skills	0.53**	0.62**	1.00									
Technology Skills	0.74**	0.71**	0.72**	1.00								
Reasoning Skills	0.58**	0.52**	0.76**	0.69**	1.00							
Adaptive Skills	0.72**	0.82**	0.47**	0.70**	0.72**	1.00						
Communication Skills	0.63**	0.62**	0.73**	0.56**	0.69**	0.72**	1.00					
Work Motivation	0.61**	0.62**	0.72**	0.67**	0.62**	0.77**	0.69**	1.00				
Adaptive Capability	0.75**	0.72**	0.74**	0.62**	0.73**	0.72**	0.77**	0.69**	1.00			
Absorptive Capability	0.82**	0.64**	0.52**	0.71**	0.72**	0.74**	0.71**	0.72**	0.63**	1.00		
Innovative Capability	0.61**	0.74**	0.74**	0.61**	0.62**	0.72**	0.67**	0.62**	0.61**	0.62**	1.00	
Organizational Performance	0.68**	0.51**	0.62**	0.63**	0.58**	0.42**	0.56**	0.69**	0.87**	0.89**	0.87**	1.00

N = 292, significance at: ** p < 0.01 and * p < 0.05 (two-tailed)

4.2. Analysis of Hypothesized Model

The analysis of Structural Equation Model (SEM) has to illustrate for the first consideration, whether it is fit with the empirical data .The analysis result revealed that the Model 1 ($\chi^2 = 763.08$, $df = 276$, $\chi^2/df = 2.76$, P-value = 0.00000, GFI = 0.97, AGFI = 0.80, RMSEA = 0.052, RMR = 0.020) χ^2/df value is equal to 2.76 (more than 2), and RMSEA value is equal to 0.054 (higher than 0.05). These values indicate that the Model is still not consistent with the empirical data .Thus, the researcher had to adjust the Model 2 as follows : $\chi^2 = 426.74$, $df = 292$, $c^2/df = 1.456$ P-value = 0.00000, GFI = 0.98, AGFI = 0.92, RMSEA = 0.044, RMR = 0.022 .Every value is consistent with the empirical data, as shown in Table 5.

Table 5. Acceptable model fit

Model	Goodness of Fit Statics							
	χ^2	df	χ^2/df	p-value	GFI	AGFI	RMSEA	RMR
Model 1	763.08	276	2.76	0.0000	0.97	0.80	0.054	0.020
Model 2	426.74	292	1.46	0.0000	0.98	0.92	0.044	0.022

The Causal Relationship analysis found that the professional skills have a direct relationship with the Dynamic Capabilities at the statistical significance of 0/01, which gives the Path Coefficient DE = 0.48).

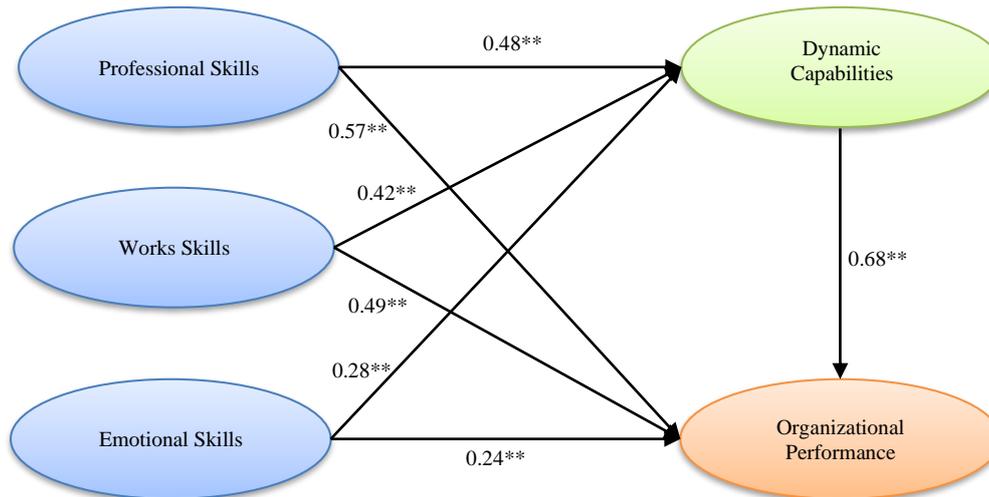
The Work Skills have a direct relationship with the Dynamic Capabilities at a statistical significance of 0.05, which provides the Path Coefficient DE = 0.42. Emotional Skills have a direct relationship with the Dynamic Capabilities at a statistical significance of 0.05, which gives the Path Coefficient DE = 0.28. Dynamic Capabilities have a direct relationship with the Organizational Performance at a statistical significance of 0.01, which gives the Path Coefficient DE = 0.68). Professional Skills have a direct relationship with the Dynamic Capabilities at a statistical significance of 0.05, which provides the Path Coefficient DE = 0.48, including having a direct and indirect relationship with the Organizational Performance at the statistical significance of 0.01, which gives the Path Coefficient DE = 0.57, IE=0.12, TE = 0.69, respectively.

Emotional Skills have a direct relationship with the Dynamic Capabilities at a statistical significance of 0.05, which gives the Path Coefficient DE = 0.28, including having a direct and indirect relationship with the Organizational Performance at a statistical significance of 0.05, which gives the Path Coefficient DE = 0.24, IE=0.05, TE = 0.29, respectively, as shown in Table 6 and Figure 4.

Table 6. Path Coefficient and Hypothesis Testing

Dependent Variables	R ²	Effect	Independent variables			
			Professional Skills	Work Skills	Emotional Skills	Dynamic Capabilities
Dynamic Capabilities	0.42	DE	0.48**	0.42*	0.28*	
		IE	-	-	-	
		TE	0.48**	0.42*	0.28*	
Organizational Performance	0.68	DE	0.57*	0.49*	0.24*	0.68**
		IE	0.12*	0.11*	0.05*	-
		TE	0.69*	0.60*	0.29*	0.68**

DE = Direct Effect, IE = Indirect Effect, TE = Total Effect, * (P<.0.05), ** (P<.0.01)



Note: $\chi^2=426.74$, $df=292$, $\chi^2/df=1.46$, P-value=0.00000, GFI= 0.98, AGFI =0.92, RMSEA= 0.044, RMR =0.022, ** (P<0.01)

Figure 4. Research results

Adaptability skill is crucial for performance in the New Normal, and it will affect the New Normal. It is because the pandemic has caused every area with uncertainty. Moreover, the prediction is unclear. Hence, people have no choices. They have adjusted themselves to live and work almost on a daily basis. For example, when the surrounding areas have been impacted by COVID-19, each establishment must be adaptable for survival instead of letting the situation be better naturally and expecting better circumstances to come. On the other hand, it can conclude that if any person is adaptable, flexible, and ready to learn problem-solving, it becomes an advantage of the enterprise to stand for a crisis rapidly when the situation is better. And the hypothesis test result is as follows;

H1	Professional Skills have a positive effect on Dynamic Capabilities	Accepted
H2	Work Skills have a positive effect on Dynamic Capabilities	Accepted
H3	Emotional Skills have a positive effect on Dynamic Capabilities	Accepted
H4	Professional Skills have a positive effect on Organizational Performance	Accepted
H5	Emotional Skills have a positive effect on Organizational Performance	Accepted
H6	Professional Skills have a positive effect on Organizational Performance	Accepted
H7	Dynamic Capabilities have a positive effect on Organizational Performance	Accepted

5. Discussion

5.1. Professional Skills Factor

The study result revealed that the professional skills factor had a relationship affecting the dynamic capabilities and organizational performance, directly and indirectly in the effect size quite highly. It is concordant with the study result of Al-Ariss and Crowley-Henry [57]. As such, the active learning factor tends to be more crucial or influences the performance in the new normal than the innovative thinking factor. It is because of the study result on active learning concerning applying knowledge to develop the work process, including stimulating the advanced thinking process, analysis, evaluation, and authentic practice. Such mentioned above, it enhances the experience of solutions. Therefore, it is essential to the performance in the new normal that the personnel or employees must be knowledgeable and competent to solve various problems, enabling both organizations and individuals to achieve a survival advantage [58].

The human resources managers must be capable of finding out the organizational selling points, and then discover the employers' branding to attract highly potential and qualified employees. The employees will be able to forward the human resources good images and have good experience so that anyone would prefer to work with the organization, seeking the organizational identities and connecting them with others. Besides, human resources could become connectors by always creating good relationships with the employees to reach an engagement [59].

5.2. Work Skills Factor

The study result indicated that the work skills factor is the most important as compared to planning skills factor and performance management. It is because the COVID-19 pandemic hugely affected everyone and is unpredictable when it will come to an end. Hence, the best way to survive in business sectors, small or huge, including individuals, is to have proper plans, both short- and long-term ones, to increase the liquidity of individuals and business sectors [60].

For constructing the concordance of business competencies, the scope of which factor an organization makes a difference by considering the number of competencies, such as learning leaders, strategic concordance, responsibility, cooperation, human capital, organizational culture, and social responsibility, the substances in these elements show that the organization emphasizes creating competitive advantages through human potential through work skills [61].

5.3. Emotional Skills Factor

Work motivation is a factor influencing performance in the new normal, as motivation has affected individuals' performance, productivity, and livelihood. Another point is emotional intelligence, the cognitive abilities and emotional dimension perception happening with themselves and others. It is because an emotional state is also crucial. A person with emotional intelligence will be able to monitor himself appropriately in each situation to smooth cooperation [62]. When working, a person must talk and communicate with others all the time, such as colleagues, leaders, managers, including customers. Communicative skills will clarify what the person wants to tell, or what they receive is correct, clear, and direct to the point, to apply the information acquired fully and completely. As technological advancement rapidly continues, the persons who do not learn might get left behind. The skilled person will always be ready, open, and willing to get new knowledge from their colleagues. They will not rely on traditional methods that affect their performance [63].

5.4. Dynamic Capabilities Factor

Flexibility and adjustability are crucial work skills because change can always happen. Flexible persons can survive in every situation and view the problems to be solved flexibly. It is another skill indispensable [64]. Furthermore, it should focus on a growth mindset that pushes the persons to improve themselves consistently with the goal of position and work promotion. These persons sacrifice their performance and are eager to learn and develop themselves all the time. It is such an advantage to the organization. Therefore, it should keep the persons with a growth mindset well because they can enhance and drive the corporates to be successful [65].

5.5. Guidelines for Managers' Skills Development Affecting Performance in the New Normal

Work Motivation: a person can develop self-work motivation by planning and setting the goal to accomplish while working. Self-development and positive thinking create a drive to perform the duties one is responsible for. A person with a positive mindset will think more solutions than problems. Furthermore, these problems still help the person develop to another level. Furthermore, dividing the scope of work and other critical matters assists in avoiding the lead work and failing to meet the deadline. It also helps to deal with disappointment stress and discouragement. It is time to present professionalism and work efficiency to people in the workplace and to clients. Finally, giving rewards also drive to complete the tasks [66].

Active Learning: this skill is about thinking for problem-solving, applying knowledge, including co-interaction with others. Hence, developing this part of skills may be supported by the organization or development institute to organize activities for employees in participating, thinking, analyzing, and solving problems, such as a specific or general issue, for developing and supporting the active learning construction for employees [67, 68].

Details of necessary skills development of labors in new normal are as the following.

- 1) Realize the change that is going to happen and accept it. It is an "inevitable truth" because whenever you accept the truth of change, you will start finding ways to adapt yourself to survive;
- 2) Improve one's mindset and be ready to learn new things, including being ready to try out what is new that will be useful in the future since it is essential and regarded as a crucial starting point that helps one to step out of the safe zone towards the development of adaptability skills;
- 3) Set a personal goal by starting with a simple one and gradually increasing the difficulty to improve to progress steadily and securely;

- 4) Request feedback or comments for improvement. It is like a mirror reflecting what one is doing, whether it is progressing in the correct ways;
- 5) Take action continuously and relentlessly. Paying attention to self-development of skills and competencies allows a person to deal with all potential changes.

6. Conclusion

The new findings of this research to develop an existing new cognitive refers to integrating professional skills, work skills, emotional skills, dynamic capabilities, and organizational performance to achieve the human resources managers' capabilities development. The clear finding is that professional skills had a higher correlation coefficient than other aspects of the variable. Therefore, it should have innovative thinking. Besides, it includes the being of a person taking a role of work responsibility. A crucial part of becoming a professional human resources manager is that such a person must be concerned about a thinking process, which should be calm, careful, and elaborative in various views. It is because numerous dimensions of society, technology, and performing ways will change dramatically. Robots or machines controlled by technology are about to substitute for humans more and more. The other crucial point is active learning, which requires skillful work management. Not only be intelligent and knowledgeable in human resources, but human resources managers also have to extend their learning to other fields to be capable of accepting novel roles and duties covering broadly throughout the organization. Because of changes that have expanded in the organization, all places rely on the 'Human' factor, which always involves. Also, it should develop the knowledge of the managers and human resources professionals for consistent learning to let them progress in their work field or other parts of the organization. In addition, it should adjust the corporate culture to be concordant with the conditions of changeable businesses. Such changes can occur for various factors. The need for change might be from the organizational personnel's requirements. It is the push generating change in the organization, initiated by the internal organization or the persons performing the duties in the organization, that needs to be changed.

The managers can take these research results into consideration along with their business plans. They can plan organizational strategies for management, administration, and human resources, including supporting or allocating various skill-development activities necessary for their performance. Such development can be emotional development for performance achievement, a case study or role-play to respond to the development skills requirements of professions, operations, and emotions. Moreover, the managers should focus on the environments or atmospheres at work to respond to the needs of work motivation regarding the emotional factor. It is because such a work motive generates the satisfaction, feelings, and emotions of personnel, which is a crucial part.

7. Declarations

7.1. Author Contributions

Conceptualization, N.K.R. and S.A.; methodology, N.K.R., Y.H., and S.A.; software, Y.H. and K.D.; validation, S.A. and K.D.; formal analysis, N.K.R., Y.H., and S.A.; investigation, S.A. and K.D.; resources, Y.H. and J.J.; writing—original draft preparation, N.K.R., Y.H., and S.A.; writing—review and editing, S.A. and K.D.; visualization, Y.H. and J.J.; supervision, N.K.R. and S.A.; project administration, S.A. All authors have read and agreed to the published version of the manuscript.

7.2. Data Availability Statement

The data presented in this study are available in the article.

7.3. Funding

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7.5. Institutional Review Board Statement

This research also was approved by the Institutional Review Board (IRB) of the human research ethics committee of Rangsit University (RSUERB2022-084), Thailand.

7.6. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Appendix I

1. Questionnaire about the respondent's professional, work and emotional skills

Professional Skills

Innovative Thinking:

1. Your work is relevant to innovative thinking.
2. You apply novel ideas to the work.
3. You bring knowledge and skills to use in the operational decision.

Active Learning:

4. You bring knowledge and working skills to extend and develop.
5. You participated in sharing opinions and solving problems in operations.
6. You have lifelong learning methods of working techniques.

Work Skills

Planning Skills:

7. You have a work plan and always go over the work.
8. You prioritize your responsible work.
9. You regularly analyze and evaluate your work.

Technology skills:

10. You have knowledge and understanding of technological information systems.
11. You have the skills to use instruments and equipment for communication and information storage.
12. You apply the instruments and equipment to the work.

Reasoning skills:

13. You solve the problems or obstacles in your work using your experiences.
14. You always give causes and effects on your work.
15. You prioritize your work by informing its causes and effects.

Emotional Skills

Adaptive skills:

16. You predict your work plan in advance.
17. You try to adapt yourself when encountering internal and external problems.
18. You have techniques to eliminate all your frustrations or solve situations to be better.

Communication Skills:

19. You always contact and communicate on your work with colleagues or chiefs.
20. You always take note or conclude the contents through a departmental/division meeting.
21. Your organization always informs news and information.

Motivation Skills:

22. You are ready to work to achieve your goals.
23. You are satisfied with the tasks you are assigned.
24. You are satisfied with the welfare and benefits you receive.

2. Questionnaire about the respondent's dynamic capabilities.

Dynamic Capabilities

Adaptive Capability:

1. You always determine the strategic vision and short-term purpose to support the potential change within the organization.
2. The organization enhances the managers' participation in the short-term strategic plan process for achieving the goals and being able to predict potential change.
3. The organization allows the managers to change objectives and strategies timely to achieve the organizational goals when unexpected situations happen.

Absorptive Capability:

4. The organization intends to build a strategic knowledge database, such as establishing a database-knowledge system suitable for the employees' capabilities, including exchanging knowledge with each other all the time.
5. The organization supports executives and employees at every level to learn and talk to each other regularly to get the information necessary for adaptation.
6. The organization emphasizes the employees' learning by organizing the training of instruments and equipment to increase operational skills.

Innovative Capability:

7. The organization focuses on bringing strategic management models able to apply to the organization's various business processes.
8. The organization emphasizes the assignments appropriate to the employees' ability to let them work effectively.
9. You can analyze the sensing of the signal of change affecting the environments, both internal and external organizations.

3. Questionnaire about the respondent's organizational performance

Organizational Performance

1. The organization determines the purposes and goals higher than the last three years.
2. The organization organizes the leaders' strategic activities, such as analyzing strategic analysis and determining the strategic operation and control higher than the last three years.
3. The managers of all levels have developed and improved their specific experts higher than in the last three years.
4. The organization determines the marketing position more clearly than in the last three years.
5. The organization has distributive channels more reliably and efficiently on the cost compared to the last three years.
6. The organization has a rate of product development process related to the production technology higher than in the last three years.