

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review of the impact of competency-based training (training environment and training strategy) on employee performance. The literature review is also done on the impact of applying creative thinking (leader's vision and culture of creative thinking) on employee performance. A comprehensive vision of the police was presented in training programs and explained the reality of training programs and their impact on employee performance in PCP. A summary of the essential theoretical studies in the policy related to training programs and employee performance was also presented.

The literature review of the employee performance concept was presented, and its components were identified, as the literature shows. In addition, the employee performance components were determined according to previous studies, which are the quality of work and employee innovation. The impact of competency-based training on employee performance has been studied. Also, the impact of creative thinking application on employee performance was studied. Moreover, the impact of competency-based training on employee performance was studied. Finally, the mediator impact of experience between competency-based training, creative thinking application, and Employee Performance has been studied.

2.2 Palestinian Civil Police (PCP)

Employee performance at PCP has attracted the attention of senior management, which leads to an integrated department to ensure the improvement of employee performance. PCP is made up of 28 specialized departments. It is responsible for ensuring law enforcement, maintaining stability, and combating crime. A specialized training department is concerned with training program planning, implementation, and evaluation. The police force carries out an annual training plan through the training department and implements various programs. In 2019, 268 courses and activities of different programs targeting 3588 PCP members were completed internally. Externally, 126 courses and activities targeting 394 PCP members were completed. Below is the table of activities (PCP, 2020). The achievement rate of the training plan is explained in Table 2.1 as shown below:

Table 2.1: The Achievement Rate of the Training Plan 2019

Activities	No. of Activities	No. of Trainees
No. of Internal Courses	190	2671
No. of External Courses	51	264
No. of Internal Workshops	61	858
No. of External Workshops	9	9
Sports Championship Events	1	6
Meetings, Conferences, and other internal activities	17	59
Meetings, Conferences, and other external activities	65	115
Total	394	3982

Source: PCP (2020)

PCP seeks to constantly improve employee performance to improve the services provided to people. The organization strongly believes in training to improve employee performance and prepares training plans targeting their employee. The training plan called for 6430 officers to be trained, with 3982 completing 279 of the 365 courses of the plan that was initially scheduled; 76% were completed. In 2015,

PCP created a comprehensive review report on training programs at the PCP force in collaboration with a human dynamics company. This report evaluated the impact of the training programs and their strengths and weaknesses. This is to gain a comprehensive understanding of the program's content and its relationship to the objectives (PCP, 2020). From the review report, it was found that there are five types of training programs, as follows:

2.2.1 The Foundation Program at the PCP

The program aims to empower new entrants with knowledge and skills to engage in police job scopes. Target group: This training program is aimed at male and female students over 18 years old (most of whom are between 18 and 22 years old). It targets those who hold educational certificates up to their first university degree (GIZ, 2015) and the age and educational background requirements. Participants in introductory training courses must meet other requirements. Other requirements are as follows:

- i. Have a clean criminal record.
- ii. Have Palestinian nationality.
- iii. Have an appropriate level of physical fitness.
- iv. Pass the preliminary examination, which includes physical, medical, and general knowledge tests (GIZ, 2015).

Participants are required to join the foundation training program, ranging from 10 to 12 courses out of 17 training courses designed specifically for the program. Furthermore, the components of the training program offered each time are dependent on the trainer's availability. Alternatively, adequate copies of the training manuals are

provided for the participants. The courses are (i) First Aid, (ii) Communications and Reporting, (iii) Weapons, (iv) Moral Guidance, (v) Islamic Culture, (vi) National Culture, (vii) Self Defense, (viii) Security Sciences, (ix) Fitness, (x) Drugs, (xi) Traffic, (xii) Pedestrians, (xiii) Information Technology (xiv) Field Police Operations, (xv) Rules of Conduct, (xvi) Introduction to Science Legal, and (xvii) Police Duties.

In terms of training manuals, each training course consists of several teaching units, and each unit of study consists of several lessons that begin with training objectives. Training guides are closer to a book than training manuals and include limited instructions on the criteria applied in training. It should be noted that these courses are designed to follow the different materials curriculum. Each course is self-contained, and its link is deemed weak (GIZ, 2015).

2.2.2 The Leader's Program at PCP

The program targets trained participants to build and improve leadership and management skills for police members and security services to prepare and run their activities effectively and efficiently (GIZ, 2015). This form of training is referred to as the "Advanced Training" of the PCP organization. It focuses on middle-level management, middle-level senior officers, and the senior officers under the Professional Development Program, which has prepared a plan for its planning and launch of learning. The system shall be approved by the Military Training Authority (GIZ, 2015).

The training revolves around experts' lectures, but the trainers also employ effective training methodologies, such as brainstorming, discussion, and presentations.

The leader's program shall be introduced to three groups of participants as follows:

- i. Senior officers' session: It is a training program designed to prepare and qualify the second row of leaders to prepare them to receive the first positions in their institutions. The course duration ranges from 3 to 4 months. Approximate 240 people have been trained and participated in the following training courses, which are part of the training course: (i) Preparation for the Security institution, (ii) Crisis management, (iii) Disaster management, (iv) Joint operations, (v) International relations, and (vi) Decision-making in the region.
- ii. Intermediate Leader's Course: It is a training course targeting middle leaders. The course is carried out within two months. The following training courses are offered: (i) Basic skills in thinking, (ii) Analysis and communication, (iii) International and regional context, (v) Conflict management, (v) Leaders and management, (vi) the rule of law, (vii) Security media, (viii) The historical development of security forces, (ix) Types and functions of Employee, (x) Control functions (leader's control and communications), (xi) Operations, and (xii) Practical applications.
- iii. Foundation Leader's Course: The course is implemented within seven weeks. The course content is already mentioned in the intermediate leader's course but with axes commensurate with this group of participants (GIZ, 2015).

2.2.3 In-service Training Program at PCP

In-service training is defined as a process in which specific effects are intended to be produced by a group of people. This training makes the participants more efficient and capable of completing their current and future tasks. Moreover, this course develops trainees' knowledge, enhances their skills, and continuously promotes

their competencies (GIZ, 2015). The concept of in-service training is limited to the training department of the PCP organization. This aligns with exercises carried out abroad or implemented as joint projects with local institutions. For instance, e-curriculum development projects with *Birzeit* University or projects sponsored by the donors include the United Nations Office for Services Projects (UNOPS) and the German Association for International Cooperation (GIZ). In-service training at PCP is sporadic and not mandatory. This relies on a comprehensive professional learning system, which is not subject to rules or structured schedules. It should also not be part of a formal process for identifying training topics and goals. In-service training courses vary from a few days to several months (GIZ, 2015).

2.2.4 The Qualification Program at PCP

In consonance with, the evaluation report for the qualifying program, this curriculum is very similar to the foundation program in terms of its overall framework, essential elements, teaching guides, and participant evaluation methodologies. Although the purpose of the program varies in theory, the managers, organizers of the program, and its participants claim that: "*The main goal of the program is to move the rank to a new rank officer with the rank of lieutenant, and to qualify from the rank of honorary officer to the rank of serving officer*" (GIZ, 2015).

The program's primary purpose is to improve the knowledge and skills of the non-commissioned officers who received the promotion after earning their first university degree and following the provisions of the applicable law (GIZ, 2015). In terms of the overall framework and training courses, it is observed that there is a lack of consistency in the program components in terms of the courses offered each time the training is held (GIZ, 2015).

2.2.5 Specialist Training at PCP

This form of training aims to hold training courses for police officers, following their professional expertise. This training helps to improve knowledge and skills and allows the employee to carry out their duties efficiently and effectively. The specialist training course is organized over 10-14 days (GIZ, 2015). In most cases, the study of training needs is not done satisfactorily. Therefore, it is challenging to prepare standardized courses. It is cumbersome to draw on the knowledge and skills of the scattered learners in these classes, given the lack of a structured curriculum for basic training (GIZ, 2015).

2.2.6 Reviewing Training Programs at PCP

Having analyzed the history of training at PCP and the nature of the systems, it is clear that quality of work and employee innovation are largely lacking in competency-based training and skills of creative thinking (GIZ, 2015). The police force does not follow a guide to constructing planning and assessing competency-based training (training environment and strategy). There are no special rules that govern the implementation of the planned curricula. However, police officers approve it and the acceptance of training curricula provided by donors (PCP, 2020). On the other hand, some training curricula are "inherited" from other police agencies. Such training curricula were developed by the police officer who entrusted them with this task without having sufficient knowledge that would allow them to prepare the training program often (GIZ, 2015).

Upon reviewing the audit report on the five training programs at the PCP force, it became clear that these systems are not pending a straightforward creative thinking application (leader's vision and culture of creative thinking). They are also not hinging

on transparent training procedures, a training system, and a policy that encourages creative thinking. Therefore, it is concluded that the training programs' knowledge, skills, and goals do not contribute to the components of creative thinking and hence do not enhance employee performance (Quality of work and employee innovation) at the PCP.

2.3 Employee Performance

Employee performance is the extent to which a person performs the responsibilities of his job and completes the tasks assigned to him. It refers to the quality of work and employee innovation in work. Employee performance is also a factor in determining how well a service company works (Pradhan & Jena, 2017). It also refers to how well a person does his job, completes essential tasks with innovation, and innovatively behaves in the workplace. The quality of work is a factor in determining an employee's performance (Diamantidis & Chatzoglou, 2018). As stated by Ramya (2016), employee performance can be considered a process or a result of work. It refers to how work is carried out to achieve desired results. On the other hand, the work results show performance. This refers to the quality of work, which reflects the quality of services for companies. It also indicates how the employee is empowered with innovative skills in implementing a work.

2.3.1 Factors Affecting Employee Performance

As reported by Diamantidis and Chatzoglou (2018), there are five indicators for gauging individual employee performance:

- i. Quality: employee perceptions of work quality, job perfection, and employee competency are used to determine work quality.

- ii. Quantity: It produces an amount represented in words like the number of units produced or activities completed in a cycle.
- iii. Punctuality: It is an activity level that is completed early in the timeline, as seen from a coordination perspective with the output result, to maximize the time available for additional activities.
- iv. Effectiveness: It utilizes organizational resources (energy, money, technology, and raw materials) that are maximized to increase the result if each unit uses resources effectively.
- v. Independence: It is the degree to which an employee will be able to manage his or her workstation. An employee who has a work commitment to the company and duties towards the office has a high level of work commitment.

Conforming to studies, various elements influence employee performance in firms. Subjective elements, which significantly impact employee performance, are essential. Employee performance is influenced by external factors such as the organization's strategies, environment, and culture (El-Kassar & Singh, 2019). A well-trained employee, just like a researcher, is intelligent, eager, and talented. He/she has enough experience to accomplish a good job. These characteristics are crucial for distinction. High, medium, and poor employee performance in management is determined mainly by the following factors (El-Kassar & Singh, 2019):

- i. Workability: There is a positive link between cognitive competency and employee performance. These competencies are hereditary or acquired through preparation (before starting the work) with practice, training, and learning.
- ii. Knowledge: Employee performance is linked to knowledge. Individuals with a high level of knowledge, including being more successful in achieving the desired performance, are also more creative.

iii. Work experience: Researchers feel a beneficial association between work experience and employee performance.

iv. Personality: Emotional stability, extroversion, openness to experience, kindness, and feeling are the five dimensions of personality.

2.3.2 Components of Employee Performance

In agreement with several studies, the components of employee performance can be considered as the following:

2.3.2.1 Quality of Work

In-depth research on employee performance has indicated that work quality is essential in determining employee performance. Quality work refers to work that meets and exceeds the expectations of a client or company. Conducting good work requires creativity to complete duties to the highest standard (Srivastava & Kanpur, 2014). Getting work done on time is critical for the employee to increase productivity. However, if the quality of work is not up to the highest standard, it will negatively affect employee productivity (Ramya, 2016). Some studies have isolated specific characteristics from the quality of work, but most research on employee performance considered the quality of work to be the container that holds all of the factors (Wheatley, 2021).

The preparation of the employee competency affects the employee's performance and the employee himself/herself. This is expressed in the following benefits: increasing the skills of the employee growing his/her enthusiasm for work renewing the expertise and knowledge of the employee, and improving their capacity to compete with others (Qu, Janssen, & Shi, 2015). The ability to keep current on

technological and business advancements while ensuring that staff is regularly trained. Nonetheless, the individual receives a promotion and a higher income than previously, demonstrating that they learn and use their talents (Wheatley, 2021).

Employee performance requires a measurable pattern of skills, knowledge, abilities, behaviors, and other traits to perform and complete their job tasks (Srivastava & Kanpur, 2014). Their competencies are typically viewed as a broad and holistic understanding of an employee's performance. Negotiation skills, analytical thinking, goal planning, self-confidence, problem-solving, and honesty are some of the most sought-after employee abilities (Nayak et al., 2018). Campbell's model was one of the first competency models, and it was followed by many others, such as McClelland's, Burgoyne and Stuart, and *Boyatzis's* (Phillips, 2014). The term "competence" is used to describe a person's entire set of abilities, skills, behaviors, and knowledge geared towards the effective quality of work in a particular work context. According to Klein, Wallis, and Cooke (2013), abilities are the characteristics of behavior that firms must have to attain high performance. Many benefits linked with competency utilization have been established in organizational behavior studies, such as reduced training expenses, reduced staff turnover, or enhanced employee productivity, resulting in improved quality of work (Nayak et al., 2018).

When it comes to manufacturing commodities in industrial and service organizations, productivity is typically defined by the speed with which work is accomplished and the value of the task performed without losing the quality of the service provided. In addition, in industrial organizations, a ratio of total output to a single or aggregate input, i.e., output per unit of input, is used in the production process, generally over a predetermined time (Wheatley, 2021).

Employee productivity is a significant aspect of an organization's success. Increased productivity can help businesses improve their competitive posture and profit margins (Srivastava & Kanpur, 2014). Employees must deliver the number of services expected to be given to service recipients to boost productivity in meeting the organization's goals. As a result, trust between the organization and its employees, and service recipients, on the other, is strengthened. Organizations concentrate on both qualitative and quantitative output. While the quantity of work is crucial, it must be balanced with the quality of work (Nayak et al., 2018).

Practical time management skills help the employee be more productive, leading to a higher quality of work. These competencies will enable the employee to execute things swiftly without sacrificing quality (Shen, Benson, & Huang, 2014). The employee will be able to focus more on urgent activities if they have good time management abilities. Practical time management competencies can benefit not just one's career but also life in general. Employees' skills in completing work make better judgments and cope with work developments in unconventional but innovative ways to improve when they can manage their time while facing work challenges and control their performance (Eslamian, Akbarpoor, & Hoseini, 2015).

"Time management," in keeping with Wheatley (2021), is the process of organizing and planning how to distribute time between various activities. It enables the employee to manage their time better and work smarter rather than harder, allowing them to complete more things in less time. This influences employee performance and their competency to persevere in the face of work obstacles, especially when time is limited, and expectations are substantial. The employee will feel calm and in control if they handle their time in an organized manner. It lowers the likelihood of making a poor judgment. Apart from that, it also improves the level of

service by completing work promptly, attaining the productivity objective, and raising the quality of work (Ramya, 2016).

Following the literature research findings, job knowledge is an essential component of job quality and impacts the quality of work (Ramya, 2016). Work practices, policies and procedures, resources, regulations, customer service, and technical information, as well as the work link to the organization's objective, all contribute to the measuring of basic job-related knowledge and abilities displayed by the employee (Eslamian et al., 2015) to perform employee functions properly and apply in-depth knowledge. Because of this knowledge and experience, the employee feels confident in addressing the current advances in work conditions by improving the quality of work and services supplied to service recipients. Employee behavior, work productivity, and the organization's problem resolution are all influenced by having job knowledge that indicates a deep awareness of how to accomplish routine work activities and how those duties relate to areas of innovation (Eslamian et al., 2015).

Wheatley (2021) believed that job knowledge is linked to increased employee productivity, which is dependent on benefiting from coworkers with several years of experience. The employee can draw on the knowledge and experience of their peers to figure out the best approach to get things done. They will also feel more appreciated in a company that listens to their suggestions. This can improve corporate productivity by putting internal expertise to greater use.

2.3.2.2 Employee Innovation

Innovation is defined as the individual's ability to develop new ideas and methods. This is to implement them in ways unfamiliar to others, given that they are

consistent with the situation. Moreover, it represents the individual's ability to use ideas or techniques already in place but in a new and improved way, (Fischer & Afifi, 2013) The study by Martine (2015) found a reason for the distinction between creativity and innovation. In the manner of the study, creativity refers to developing a new concept or strategy, while innovation refers to beginning something new on the market or in business. Thus, creativity is the work of developing new concepts, imaginations, and skills, while innovation is the implementation of a new and successful product.

On the other hand, Teng, Hu, and Chang (2020) defined innovation as the quality of thinking about new ideas and making them represent creativity, which includes implementing and putting creative ideas into action. As a result, creativity is transformed into an innovative process, whereas innovation is productive. Measuring creativity is difficult, whereas measuring innovation is simple. Employee performance is observed to increase firm performance indirectly through innovation, as employees produce new products or service ideas to improve the firm's competitiveness (Teng et al., 2020).

Organizations have become increasingly reliant on creative thinking to thrive and succeed due to rapid technological advancements and fierce global competition (Wang, Xue, & Su, 2010). Companies face the challenge of supporting creativity and innovation to improve competency in the current complicated and competitive environment (Burlacu, 2011). In this sense, innovation and creativity are critical factors for enhancing and encouraging the performance of organizations (Wang, Rode, Shi, Luo, & Chen, 2013). To enhance employee innovation and job competency, organizations must encourage innovative behavior among their employee (Herrmann & Felfe, 2013). This includes the need to employ and assess variables and elements

capable of improving employee innovation. Furthermore, it is also important to provide valuable insights to improve job competency using creative thinking.

The value of innovation is increasing the quality of the service and improving the personal abilities of the participant. This improvement can be made through group engagement and brainstorming practice, which strengthens the institution's reputation in customers' eyes. It also helps create a competitive spirit within institutions and find ways to increase employee innovation (Kabasheva, Rudaleva, Bulnina, & Askhatova, 2015). Furthermore, it helps to improve the quality of decisions made within the company to solve problems in various areas aside from problems related to the training environment itself, whether cultural, technological, or marketing. Additionally, it contributes to the institution's success by shortening the time between product launches, allowing it to compete concerning time (Herrmann & Felfe, 2013).

Khan and Mohiya (2020) study found that all innovation practices can be traced back to employees' actions. This makes the employee the focal point for organizations to boost their innovation capability. As an employee may or not be able to foster innovation, it is essential to build unique qualities and characteristics that make it possible for an employee to be innovative. This can be done during the process of creative and mental growth or the execution of their duties.

2.3.3 The Impact of Competency-based Training on Employee Performance

Competency-based training is a method of imparting specific abilities to improve employee performance (Rachman, 2023). Each skill or learning outcome (competency) is part of a broader educational or training aims to improve employee performance. It is treated as a separate learning unit that must be worked on one at a time. The organization requiring the training determines the degree of competency,

and the learner is assessed on each skill (Gonczi, 2012). Competencies help individuals polish their personalities and focus their behavior on desired patterns to meet the organization's goals including improving employee performance (Shen et al., 2013). Edwin Locke's goal-setting theory proposes that goal-setting has a direct impact on performance (Lunenburg, 2011). Edwin Locke also discovered through his decade of laboratory drives and field research experiences that 90 percent of employees put in more time and desire for learning if specific and more demanding goals motivate them to improve performance. This is because people feel more accomplished and satisfied if they strive harder to obtain these goals rather than ones that are often simple and vague (Swann et al., 2023).

Individuals can learn specific competencies more accurately and timely because of competency-based training's flexibility and training environment (Rachman, 2023). It also indicates that they will be able to advance up the competence hierarchy more quickly than they would with standard training methods. It impacts job quality and achievement when these competencies are directed at employee performance at various administrative levels (Chappell et al., 2020). It also enables the employee to make the most of available resources by allowing them to complete jobs quickly and confidently, hence increasing productivity. This is an accurate indicator of the existence of a relationship that has the potential to have a substantial impact on employee performance (Tripathi & Agrawal, 2014).

Training strategy includes developing tasks, knowledge, and attitudes to boost employee performance (Imanipour, Ebadi, Monadi Ziarat, & Mohammadi, 2022). With competency-based training, learners can study at their own pace, reviewing or practicing learning outcomes as needed and moving swiftly through the abilities in which they are more adept (Gonczi, 2012). Competency-based training is ideally

suitable to business and corporate training, where numerous skills and abilities must be assessed separately because it requires mastery of each learning outcome or skill to improve the quality of work (Sugiarti, 2022). Successful organizations have strategic competencies that set them apart from their competitors. This is related to competencies because organizations are known to succeed at competencies such as innovation, low cost, and service (Chappell et al., 2020). Just as, in goal-setting theory, excellent training is an important aspect of setting the aim of boosting employee performance. The idea emphasizes the significance of decisions and policies in developing employee performance to improve the quality of work at work (Lunenburg, 2011).

Companies can uncover gaps that obstruct immediate and long-term strategic results when conducting performance-wide competency evaluations (Khan, Raya, & Viswanathan, 2022). After recognizing competency gaps, HR professionals are better positioned to make better judgments regarding recruitment, hiring, onboarding, performance management, compensation planning, and succession planning (Tripathi & Agrawal, 2014). Competency-based training requires distinct competencies characterized by flexibility, creativity, seriousness, and effective reaction to create knowledge and abilities that improve performance. As a result, Gonczi (2012) believed that training employees to be creative thinkers is essential to achieving training competencies. This necessitates several factors, the most important of which are a clear training strategy for achieving the objectives and an integrated training environment capable of adapting to this type of training. Edwin Locke also verified the goal-setting theory, which states that targeted and precise training motivates employees and increases their performance. Furthermore, this form of training motivates employees to innovate.

Rajapathirana et al. (2018) stated that the company's competency-based training also contributes to developing the quality of the provided services and the employee expertise to achieve creative performance. In other words, the role of the competency-based training stemming from the organization's overall strategy contributes to the development of the employee's personality. Furthermore, employees should be allowed to carry out their tasks innovatively. Competency-based training provides the employee with skills with innovative features. Therefore, to describe the proposed hypothesis in the present study, the relationship between the independent variable which is competency-based training, and the dependent variable represented by employee performance is developed. As a result, the study aims to investigate a hypothesis to describe the relationship between the two variables.

As concluded by the above review of literature, the present study is designed to test the following hypothesis:

H1: There is a significant impact of competency-based training on employee performance at the PCP.

2.3.4 The Impact of Creative Thinking Application on Employee Performance

Several studies have established that creative thinking application is linked to employee performance, including music and information technology (Michaelis & Markham, 2017; Redifer et al., 2019). In line with some evidence, cognitive inventory may have an impact on creative components, which are creative motivation, creative thinking, and professional perspective, as well as creative to boost employee performance (León-Mantero, Casas-Rosal, Pedrosa-Jesús, & Maz-Machado, 2020; Martíne, 2015). Sternberg's theory of successful intelligence aims to explain

achievement in all aspects of a person's life, rather than just school grades. The theory predicts effective intelligence in three dimensions: analytical, creative, and practical. Conforming to the premise, applying creativity in the workplace improves employee performance and behavior. The use of creativity affects the employee's attitudes and level of inventiveness (Sternberg, Chowkase, Parra, & Landy, 2022).

Schmidt et al. (2016), explained that creative thinking application is related to employee performance, which is critical in enhancing the competencies of individuals in organizations. The application of creative thinking in decision-making necessitates functional competencies that improve the quality and speed of decision-making. To the degree that the study, creative thinking boosts employee confidence and enhances their ability to improve performance. Meanwhile, concerning Barrett et al. (2011) the leader's vision has a significant impact on the success of using creative thinking as a sustainable method in organizations, which helps improve the quality of work and results in increased profitability for the company owing to improved employee performance. The application of creative thinking also encourages innovation. The entrepreneur can think about the things available to him/her and the commonplace things in a new way, perceive them from a different perspective, and start from this point precisely with constant work to reach innovation (Pursitasari, Alfitriyani, & Kurniasih, 2022).

As stated in some studies, encouraging the employee to innovate is not a spontaneous process. Preparation and training revolve around creative ideas and training in thinking outside the box is required. It allows the employee to select from various options to solve work-related issues. It is associated with employee motivation and encourages them to search and explore to boost employee performance (Balakrishnan, 2022; Martíne 2015; Motlokoa et al., 2018). Boyce, Nieminen,

Gillespie, Ryan, and Denison (2015) indicated that innovative employees could deal with work problems. By being innovative, employees can reduce mistakes made, which will make employees express their competencies with confidence. The employee can hone their innovation skills and confidently solve job difficulties using creative thinking. Employee performance may be improved by paying attention to innovation and providing them with inventive functional abilities. This allows them to improve service quality.

According to Redifer et al. (2019), training creative workers has several advantages for the company, the chief one being an increase in worker productivity and employee performance. Employees who have a sense of belonging to the organization will feel a sense of justice. The employees in the organization should interact with one another as partners, not as an employee. The extent of employee convictions to maintain a policy of production progress and resistance to change is related to the degree of innovation.

In consonance with Barrett et al. (2011), the implementation of creative thinking as a strategy in an organization should be accompanied by a creative culture that convinces employees of the value of creative thinking in increasing their performance and productivity. As found by Pathirana (2019), one of the performance goals that management should pay attention to is the culture of innovativeness to improve employee performance over time. That study argued that having a dedicated media department that assists performance management in promoting a creative culture is advantageous in the long run. In keeping with a literature survey on creative thinking application, this idea has two primary components. These two elements are the leader's vision and the culture of creative thinking, which could be enhanced through training. Both have an impact on employee performance.

In light of the above review of literature, the present study aims to test the following hypothesis:

H2: There is a significant impact of creative thinking application on employee performance at the PCP.

2.4 The Impact of competency-based training on Experience

Competency-based training helps people build desirable attributes and skills, which leads to greater employability and lifelong learning. This sort of learning is mastery-based, proficiency-based, or experience-based learning (Wongnaa & Boachie, 2018). These skills impact experience knowledge, talents, and behaviors which can guide the employee into behavioral patterns that support the company's objectives. It allows the employee to innovate by using job inputs creatively and performing in a modern and inventive style that is bolstered by confidence, freedom, and originality (Shishigu, 2022). In line with a literature survey on competency-based training, this idea has two primary components. These two components are the training environment and the training strategy, which both impact experience (Imanipour et al., 2022).

Chris et al. (2022) explained that experience correlates with the organization's leadership policies and includes developing an effective training climate for competency-based training. This can be attained by providing an environmental and organizational climate that improves the experience. Management policies should be rational and realistic to improve competency-based training. The study also mentioned that providing a training environment is governed by defined policies that help steer training programs toward enhancing experience. This integrated process of the

training environment's components interacts with each other, which will impact experience.

Larson (2020) explained that developing these abilities to improve employee competencies improves experience and offers employees confidence in how they can achieve their goals and solve problems. This increases the employee's competency to accomplish his/her job and improves the experience. That study explained that the trainers and trainees require a training environment that supports this task to gain knowledge and creative skills. Also, the study by Chepkemoi et al. (2022) explained that the training environment affects the functional competencies that the organization wishes to implant in the employee to support his/her experience. Providing an integrated environment with tools and compatibility with tasks raises employee productivity and is an incentive to develop experience.

The Training Department follows a training strategy that includes choices and procedures aimed at helping an employee develop experience (Kem, 2022). The competencies are designed to improve experience by increasing the quality of work and the speed with which it is completed. Most organizations want to use their training strategy to help them reach their aim of growing revenues while preserving service quality by promoting employee innovation and building experience (Granberg et al., 2022; Rajapathirana et al., 2018).

Rampa and Agogué (2021) explained that the training strategy defines the requirements and characteristics of the training method for competency-based training. The curriculum sets objectives for competency-based training in line with the company's overall goals. One of the most important objectives of the training strategy is to provide creative inputs to the training process to achieve competencies. The company's training strategy also plays a role in determining the quality of training

portfolios to ensure that the creative benefits of the training process are realized. This is also part of initiatives to improve the quality of services provided and employee experiences.

Considering the above review of literature, the present study aims to test the following hypothesis:

H3: There is a significant impact of competency-based training on experiences at the PCP.

2.5 The Impact of Creative Thinking Application on Experiences

The ability to use creative thinking is contingent upon an individual's prior cognitive experiences, as well as their capacity to defy common sense and established conventions. It refers to a way of thinking that generates information about overcoming obstacles at work to comprehend certain aspects of job activities (Balakrishnan, 2022). Since the creative person is a thinker and an intelligent person based on skills, there is no doubt that there is a profound and virtually cohesive relationship between the application of creative thinking and experience. Furthermore, persistence in enhancing one's knowledge and abilities, enhancement of one's work behavior, and diligence as an enthusiastic, adaptable, and highly productive individual are attributes that define creativity (Kim, Yi, & Ko, 2023).

Creative thinking application in an organization needs the backing of managers and executives. To accomplish desired experiences, the leader is interested in guiding staff members to expand their experiences within training programs (Mumford, Fichtel, England, & Newbold, 2023). Furthermore, fostering a culture of innovation within the company fosters an environment that is conducive to the development of

knowledge. Implementing rules that encourage a creative thinking culture through rewards and training would enhance experiences for employees (Amari, 2023).

Experience is affected by the leader's vision in terms of training objectives that the institution wants to achieve (Hu et al., 2022). Alicia (2019) explained that in terms of goals, the leader's vision impacts the experience in organizations. When the leader's vision calls for innovative thinking training to be implemented, the organizations are most likely to see an increase in their employee competencies as the training will polish their experience. Ideally, the leader's vision is to improve the experience, raise competencies, and build intellectual talents to incorporate innovation into the workplace. A leader's vision can guide the organization to focus on building creative and functional capabilities that the leader wishes to achieve, especially when he/she has a future vision for improving the experience. Carton, Murphy, and Clark (2014) explained that leaders should have a fundamental vision to change all aspects of experience and achieve competitive advantages. This can be accomplished by improving service quality either with innovative training or by improving employee intellectual competencies. A leader's vision is about developing innovative, modern, and trailblazing training curricula. Implementing a good leader's vision assists organizations in improving their skills, including problem-solving skills among its members.

Saleem, Khan, and Syed (2021), stated that the senior leaders' interest in developing a culture of creative thinking in government personnel will impact their experience. To reach this purpose, one of the ways to establish a company culture concerned with creative thinking requires a plan supported by the leadership and directed decisions and activities. That study went on to say that expanding an employee's idea is both motivating and morally rewarding. This affects the employee's

desire to think creatively and motivates them to improve their experience. In line with Martíne (2015), organizational culture can be a broad notion, but it mainly refers to how management and employees' values and actions combine to create a distinct work environment. Experience is affected by the spread of a specific culture in the organization, whether due to a shift in technology, the development of production lines, or even job rotation, especially if the culture is related to mental skills, including creative thinking.

Considering the above review of literature, the present study aims to test the following hypothesis:

H4: There is a significant impact of creative thinking application on experiences at the PCP.

2.6 The Impact of Experience on Employee performance

The term "experience" describes all of an employee's interactions, opinions, and sentiments over their tenure at the organization (Yadav & Dhar, 2021). It displays the worker's interaction with the company on a professional level from the moment of employment application to the worker's departure. Because it is correlated with employee performance, executives and HR professionals in organizations today spend a great deal of focus on raising employee experience levels. The employee journey is extensive and includes everything from hiring and onboarding to training and development to firing an employee. The daily experience of an employee is contingent upon their professional achievements and pivotal occasions, both of which have an impact on their performance (Sinambela & Ernawati, 2021).

Experience is a measure of the length of time or period of work that a person can understand job tasks and perform them well (Rivaldo & Nabella, 2023; Yadav &

Dhar, 2021). Experienced applicants are typically preferred over inexperienced ones by corporate organizations because experienced individuals are thought to be better capable of completing the tasks entrusted to them (Sinambela & Ernawati, 2021). The impact of experience on employee performance in organizations was demonstrated by Sinambela and Ernawati (2021) research. Furthermore, the study discovered that experience is crucial for completing tasks and equipping oneself with the knowledge to do the given task accurately. Work experience has a significant impact on an employee's performance since it raises the caliber of work that is produced.

Recently, job experiences have received the attention and funding they merit, indicating a growing awareness of the significance of job experience management for the business and the organization, as well as the degree to which it affects employee performance. The skills an employee gains about the caliber of their work demonstrate how experience affects performance (Galanti, Guidetti, Mazzei, Zappalà, & Toscano, 2021). Furthermore, the cultivation of excellent employee behavior contributes to increased productivity and a positive work environment, both of which enhance the company's reputation (Galanti et al., 2021).

According to Khassawneh, Mohammad, and Ben-Abdallah (2022) research, experience plays a part in raising worker performance. According to the research, innovative abilities enhance employee performance and innovation in the workplace. Furthermore, the research has indicated that focusing training on creative abilities enhances employee experience, which influences performance improvement. Enhancing creativity and increasing experience are two things that the training department does well. The study also demonstrated the significance of the organization's intervention in helping employees advance their experience through training, independent study, and on-the-job training.

Finally, It was determined that experience affected employee performance by reviewing the literature on the subject. The knowledge base in experience and its influence on the caliber of work is the cause (Khasawneh et al., 2022; Sinambela & Ernawati, 2021; Yadav & Dhar, 2021). Along with the effectiveness of the abilities that underpin experience and how it affects output and performance.

Considering the above review of literature, the present study aims to test the following hypothesis:

H5: There is a significant impact of experience on employee performance at the PCP.

2.7 The Mediator Impact of Experience between Competency-based training and Employee Performance.

Anggoro et al. (2022) defined experience as "a manifestation of the interactions of an organism and the environment". They used the term "dynamic" to describe the experience. He meant it in two ways. One refers to the pervasive quality that binds the experience elements in a continuum. Also, it means that the elements in a state of tension and conflict are also called dynamic; they strive to form the whole and reformulate the parts. They are constantly on the move to restore the lost balance. Experience derives from meditation and dealing with the environment surrounding education and training. In other words, experience is an interaction or transaction between an organism and the environment to achieve a state of satisfaction or equilibrium. In this sense, it is not purely formal; that is, it does not deal with things that occur exclusively in the mind and arise from concrete situations. Positive quality runs through all the experience elements by giving it unity and stability (McNeil 2019). Experience indicates space and time and is a necessary precondition for human activity.

McNeil (2019) mentioned that competency could be described as the combination of training, skills, experience, and knowledge that people possess and their ability to apply it to perform a task safely. Other factors such as posture and physical ability can affect the quality of work. Nwata, Umoh, and Amah (2016) explained the experience of functional competence and its development in a workplace context. It turns out that experience impacts the training and learning environment in the workplace. An employee's work experience is a significant source of their competency. Their expertise mainly develops through on-the-job learning. The role of social participation in work communities and learning through experiences impacts employee innovation. The distinction between employee concepts also paves the way for more specific views on developing and using experience-based competence in work societies and organizations. Billett, Dymock, Johnson, and Martin (2011) explained that Building and developing functional competency for older workers in working life experience also serves several purposes in workplace learning among experienced workers. The older employee in the sample had more positive learning behavior might indicate an alternative path to further learning. Younger and older employees derive their sense of competence from their work and learning experiences. Engaging in non-formal learning may help older learners overcome, at least to some extent, their disadvantages when it comes to formal learning opportunities (Kahrović, 2020).

Employee performance requires several pillars for his/her development, including the training strategy, which reflects the training system in the organization. Most organizations want to use their training strategy to help them reach their goal, including employee performance development. Organizational goals increase revenues while maintaining service quality by enhancing employee innovation and

building employee competencies (Rajapathirana et al., 2018). The employee experience that some employees possess because of learning and practicing jobs and practices may affect the objectives of the training strategy in developing the quality of work. Employee performance is affected by the employee's amount of experience because experience is a mixture of knowledge, skills, and determinants of behavior. The training strategy enables the identification of training methods and their contents to achieve training objectives to improve employee innovation. The experience here plays a role in enabling employee performance to develop within the training strategy and objectives. Experience affects the achievement of the goals of training programs directed at raising employee performance (Zacharias et al., 2021). As a result, the experience may impact verifying the relationship between Competency-based training on employee performance. The experience will be a mediating variable in verifying this effect between the dependent and independent variables. Relying on literature and the theory of the creative component, the hypothesis is developed.

H6: There is a significant mediator impact of experience between competency-based training and employee performance at the PCP.

2.8 The Mediator Impact of Experience between Creative Thinking

Application and Employee Performance.

Experience is essential for dealing with an employee with innovation and applying creative thinking. Experiences influence employee behavior toward innovatively solving work-related problems. It also gives them self-confidence in performing their duties in creative ways. Influencing behavior and consolidating the employee's conviction to think outside the box help employees search for excellence in implementing jobs (Eliyana & Ma'arif, 2019). Experience enables the leader to

have a strong vision for employee development and job efficiency. This is essential to achieve goals and maintain high efficiency in services and products. This is reflected in developing strategies that enable the company to achieve a distinctive and robust competitive position due to quality services and an atmosphere of comfort for employees and service recipients (Herrmann & Felfe, 2013). There is no doubt that experience plays a role in employee performance by raising service efficiency, managing time, carrying out duties innovatively, enhancing self-confidence, and achieving a sense of belonging to the institution (Carton et al., 2014).

According to Simanjuntak, Pandjaitan, and Kuswanto (2018), the implementation of training must be supported by innovative methods and training systems that keep pace with scientific progress. Senior leaders' interest in developing a culture of creative thinking among employees will impact the quality of their work and the satisfaction of service recipients. To reach this purpose, one way to establish a corporate culture of creative thinking requires a plan supported by leadership and directed decisions and activities for experience. Afroz (2018) mentioned that expanding an employee's ideas is motivating and morally rewarding. This affects the employee's desire to think creatively and acts as a catalyst for improving the quality of work. Experience plays a role in the employee convictions of the importance of spreading a culture that impacts improving employee performance. Employee innovation is affected by the prevailing culture in the organization in terms of values, policies, and prevailing behavior. The news also impacts the employee's conviction in dealing with and respecting the organization's values. In addition, the experience enables the employee to deal with self-confidence in applying the company's policies and his/her awareness of the role of these policies in developing employee performance (Saleem et al., 2021).

In accord with Martíne (2015) employee performance is affected by the prevalence of a specific culture at work. It results from a shift in technology, the development of production lines, or even job rotation, especially if culture is related to mental skills, including creative thinking. The employee's experience impacts dealing with technological transformation and scientific progress due to the knowledge and skills that the employee possesses. Also, experience results from job rotation and affects employee performance due to expanding the employee's perceptions and his/her involvement in different jobs. All this leads to the employee gaining experiences that affect his/her convictions and duties in dealing with the dissemination of a culture of creative thinking. Chiang, Hsu, and Shih (2015) indicated that employee performance is improved mainly by fostering a culture of innovative thinking in companies. When their correlation is examined, that study believed that company culture and employee performance are always linked.

In conformity with a recent study, Pathirana (2019), an assistant professor of psychology at the University of South Florida, Sarasota Manatee, said: "We found that culture leads to better employee performance, not the other way around, but experience has a role in achieving an impact from employee performance to a particular culture in the enterprise". As a result, the experience may impact verifying the relationship between employee performance and its impact on creative thinking culture. The experience will be a mediating variable in verifying this effect between the dependent and independent variables. Based on the literature and the theory of the creative component, the hypothesis is developed.

The above review of literature is related to the present study and is designed to test the following hypothesis:

H7: There is a significant mediator impact of experience between creative thinking application and employee performance at the PCP.

2.9 Study Theories

In consonance with Feist and Runco (1993), around 9,000 references to creativity and employee performance will be made in literature over the next 30 years. Today, the region has developed into a fertile ground marked by a diversity of styles, a diverse scope for creativity, and high levels of employee performance (Alghamdi, 2018). Researchers from various disciplines, including psychologists, economics, entrepreneurial experts, organizational researchers, sociologists, and cultural theorists, are all interested in this (Khan, Bhatti, Hussain, Ahmad, & Iqbal, 2021). Table 2.2 below summarizes the main categories of performance and creativity theories as defined by (Martíne, 2015).

Table 2.2: Main Theoretical Approaches to Creativity

Approach	Primary Assertion	Major studies
Developmental	Creativity develops over time (from potential to achievement); mediated by an interaction of a person and the environment	(Albert, Runco, 1989); (Helson, 1999) (Subotnik, Arnold, 1996)
Psychometric	Creativity can be measured reliably and validly, differentiating it from related constructs (IQ) and highlighting its domain-specific nature	(Wallach, Kogan, 1965) (Guilford, 1968)
Economic	Creative ideation and behavior are influenced by "market forces" and cost-benefit analyses	(Rubenson, Runco, 1992) (Sternberg, Lubart, 1992, 1995) (Florida, 2002)
Stage and componential process	Creative expression proceeds through a series of stages or components; the process can be linear and recursive.	(Wallace, 2012) (Runco, Chand, 1995) (Amabile, 1999)
Cognitive	Elements Ideational thought processes are foundational to creative persons and Accomplishments	(Mednick, 1962) (Guilford, 1968) Finke, Ward, and Smith, (1992)

Table 2.2: continued

Approach	Primary Assertion	Major studies
Problem-solving and expertise-based	Creative solutions to ill-defined problems result from a rational process, which relies on general cognitive processes and domain expertise	(Ericsson, 1999) (Simon, 1981, 1989) (Weisberg, 1999, 2006)
Problem finding	Creative people proactively engage in a subjective and exploratory process of identifying problems to be solved	(Getzels, Csikszentmihalyi, 1976) (Runco, 1994)
Evolutionary	Eminent creativity results from the evolutionary-like processes of blind generation and selective retention	(Campbell, 1960) (Simonton, 1988, 1997)
Typological	Creators differ along with key individual differences, which are related to both macro and micro-level factors and can be classified via typologies	(Galenson, 2001, 2006) (Kozbelt, 2008)
Systems	Creativity results from a complex system interacting and interrelated factor	(Gruber, 1981) (Csikszentmihalyi, 1988) (Sawyer, 2006)

Source: Martíne (2015)

Many academics in psychology, sociology, anthropology, economics, organizational behavior, and biology, as shown in Figure 2.1, have produced theoretical models to characterize and understand creativity and performance. It is worth noting that neuroscience Fullerton (2013) and psychiatry scholars are also looking at creativity and its relationship to human behavioral performance (Fullerton, 2013). Nonetheless, although performance is still evolving, there are still some questions about creativity and how to improve performance. In the componential theories of creativity, Wallace (2012) set out to understand the essence and function of the creative cycle in improving performance in terms of phases that may be sequential or recurrent or underlying cognitive components (Kozbelt, Beghetto, & Runco, 2010). Consequently, most parts of the conceptualizations and the empirical work on organizational creativity depend on stage and system approaches.

Every theoretical viewpoint has its assumptions as to what could have an impact on creative performance. The developmental theories of creativity performance (Kozbelt et al., 2010; Sternberg et al., 2019) investigated the origins of creativity performance by looking at the history of known creative people. Early hypotheses in this category were established by analyzing the lives and history of eminent creative people. It proposed a connection between developmental performance and creativity. Psychometric theories (Wallace, 2012) focus on calculation and are concerned with the reliability (i.e., the precision of measurement) and the validity (i.e., accuracy) of imaginative evaluation. Psychometric theories tell all other innovative theories (Kozbelt et al., 2010).

Economic approaches argue that creative performance is dictated by market forces or by the relationship between demand and the availability of creative ideas (Levickaitè, 2011). These concepts center on creative efforts that are calculated in terms of investment. Investigate creative processes consisting of demand-driven resource distribution frameworks and established creative markets. The stage and component theory of creativity (Amabile & Hennessey, 1999; Klein et al., 2013) set out to explain the essence and structure of the creative process in terms of phases that may be sequential or recursive or underlying cognitive components (Kozbelt et al., 2010). Most of the conceptualizations and empirical studies on performance depend on the stage and part approaches.

Business organizations face a chaotic, fast-paced, and ever-changing world that they need to adapt to thrive and succeed adequately (Sobratee & Bodhanya, 2018). Today's businesses face "an environment in which confusion is the only certainty", in which case "markets are evolving, innovations are proliferating, and competitors are multiplying. Almost overnight, goods become obsolete. In these circumstances,

"successful organizations are those that are constantly innovating with new technology. It spreads throughout the enterprise and quickly represents it in innovations. Such activities describe the "knowledge production" business, the only function of which is continuous innovation (Sobratee & Bodhanya, 2018; Ugwu & Ezema, 2018).

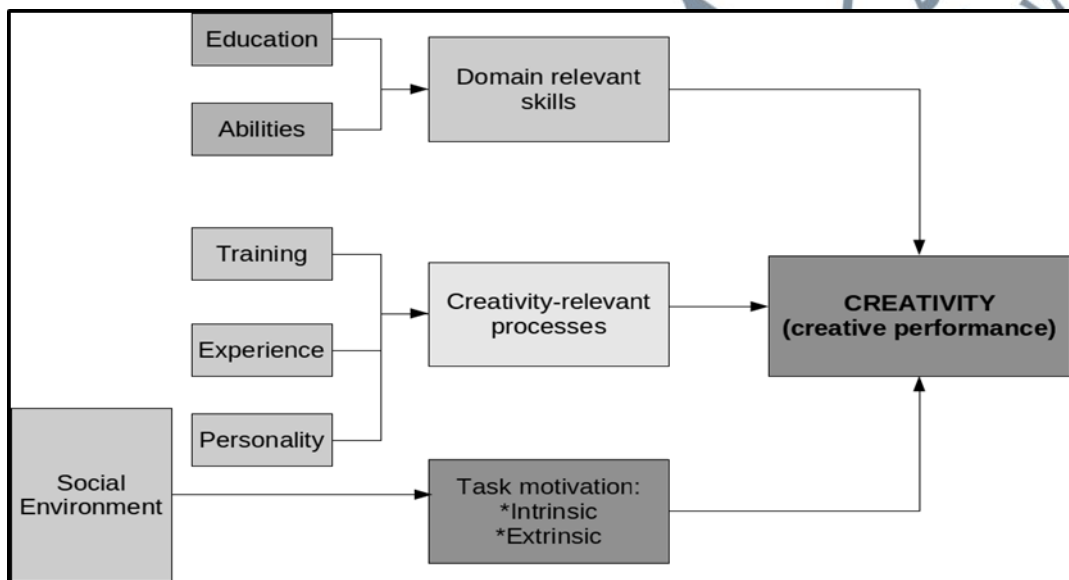
There are also internal factors that make creativity seen as the key to innovation in today's organizations To add to the influence of the external world (Ugwu & Ezema, 2018). As reported by Wheatley (2021), companies require innovative vision leaders to be successful. In response to this concern, numerous training programs for human resource managers in businesses have been developed and promoted as valuable methods of improving employees' innovative competencies. Many of these programs have been adopted as part of human resource training policies by organizations worldwide, even though there is little evidence about their effectiveness and how they improve employee creative performance. More research and empirical evidence are required (Çekmecelioğlu & Günsel, 2013).

Validation Newer approaches such as (Anderson et al., 2014) defined the creative process as components rather than stage mechanisms until the creative idea is generated and validated (Kozbelt et al., 2010). Such an approach goes beyond Wallace (2012) Model to consider the greater complexity of the creative process and the factors that affect it (such as expertise, facts, motivation, and social influences). It contributes to shaping performance.

2.9.1 The Componential Theory of Creative Performance

Amabile and Pratt (2016) Component Theory of performance and Creativity is a theory of creativity hinges on the Component Model of Social Psychology of

Performance. It is one of the most common models of workplace creativity and performance. It is one of the first systematic and validated theories of employee creativity and its impact on performance. In line with the theory, three central components influence the formation of creative performance. The first group includes education and competencies, while the second group contains training, experience, and personality. The third group contains the social environment (Amabile & Pratt, 2016). A graphical representation of the model is shown in Figure 2.1.



Source: (Martíne, 2015)

Figure 2.1: The Componential Model of Creativity

The area of applicable skills refers to experience and expertise in a particular field. They are influenced by formal and informal education and individuals' perception, cognitive, and motor skills. Creativity-related processes are the explicit or implicit recognition of appropriate methods for developing creative performance. For creative ideas, there are also appropriate cognitive styles and job styles (Sobratee & Bodhanya, 2018). In agreement with Amabile and Pratt (2016), the degree of creative skills training and techniques for developing new ideas are likely to influence creative

performance processes positively. Also required are knowledge of creative practices and the presence of certain personality traits. Work motivation involves the attitudes of individuals to the job and their perceptions of their motivation. In general, an individual's motivation can be either inherent or extrinsic. Intrinsic motivation is any motivation that arises from an individual's positive response to the quality of work. This reaction can be perceived as curiosity, interest, satisfaction, or a positive challenge (Amabile & Pratt, 2016).

Under the model, it should be assumed that employee performance is influenced by capabilities, education, training, experience, environment, and positive relationships (Amabile & Pratt, 2016). In this sense, the current research compares employee performance and its impact on capacity-based training and its contents and creative thinking and content application. By comparing the theory model with the current study, experiences can be considered a mediating variable that may affect capacity-based training and the application of creative thinking when examining its impact on employee performance. Experiences are the knowledge or skill that an individual acquires through performing a task, seeing a sure thing, or feeling it. It is also defined as something that happens to an individual and affects their feelings (Schiavio, Moran, van der Schyff, Biasutti, & Parncutt, 2022).

2.9.2 Goal-setting Theory

Locke, who observed that challenging goals are more motivating than easy goals, created this hypothesis (Lunenburg, 2011). According to the hypothesis, workers perform complicated tasks without receiving the necessary training. Additionally, he made the point that the training environment needs to be clear that is, it needs to be included in the training program. Additionally, there needs to be a

defined strategic framework for communications across administrative levels. The theory focused on skill training that was specifically designed to stimulate performance and ultimately lead to improved performance (Locke, Shaw, Saari, & Latham, 1981).

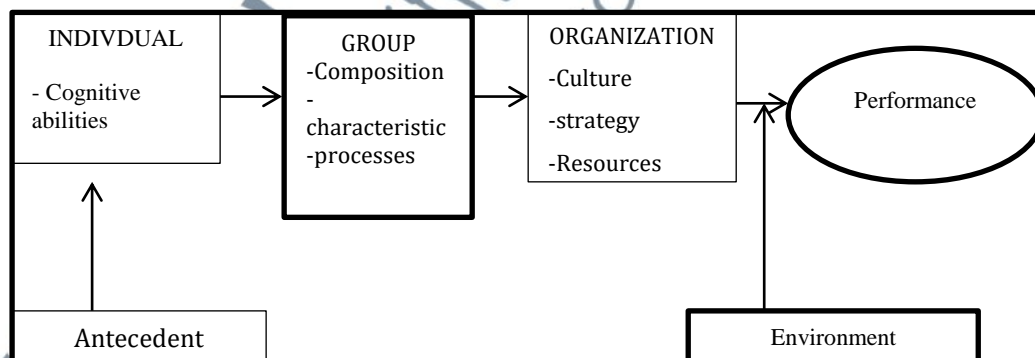
One of the elements of this theory was feedback, meaning that information can be obtained through the results represented by the goal. The goal is to achieve better performance, so poor performance is an indicator of building specialized training that works to close the gap between organizations and companies (Swann et al., 2023). The theory proceeded in three steps: paying attention to the basic principles of training, strategy, and communication. The second step was motivating performance, and the third step was ending with better performance (Locke et al., 1981).

2.9.3 Sternberg's Theory

Three different kinds of intelligence are described by Robert Sternberg's triarchic theory of intelligence (Sternberg et al., 2022). Practical intelligence, creative intelligence, and analytical intelligence are these three categories. Successful intelligence, according to Sternberg, is an employee's capacity to successfully carry out tasks following organizational standards. The worker requires an imaginative setting that fosters intelligence (Sternberg et al., 2022). When assessing an employee's capacity for creativity, the leader's vision is equally critical. To boost an employee's performance, the leader must also inspire and motivate them to begin working in novel ways.

2.9.4 Research Model Justifications

In agreement with the theory, the competency-based approach, creative thinking training, discover the traits of creative employee performance. Examples include society, capital, incentives, legislation, structure, and technology. In accord with the model, innovative individuals, groups, and organizations are considered inputs to improving creative performance (Amabile, 2011). This is altered by the creative process and style, including creative reinforcements and limitations. The difference in input affects performance which can lead to a creative outcome. The presence of integrated inputs affects the improvement of creativity, which are inputs related to training, environment, experiences, and education, as well as the aspirations of the organization (Amabile & Pratt, 2016). The current study is concerned with searching for inputs that are effectively affected by employee performance to improve it. The pillars of the inputs are included as groups of education, training, support from the organization, the search for creative skills, and their application. The study shows a consensus in the structure of the theory and suggests some inputs stand on recent previous studies (Bhargavi & Yaseen, 2016).



Source: (Martíne, 2015)

Figure 2.2: Interactions Approach to Creativity

Like the component model, the interactive approach considers cognitive abilities to influence individuals' creativity and performance. This, in turn, impacts the creativity of the group. Moreover, the group's structure, characteristics, and operations impact more than just the employee's creativity in his/her tasks but the employee's performance. However, there is also a general level of creative output. The model does not measure the potential impact of a creative performance setting. However, the authors relied (Amabile, 2011) upon argument regarding the value of performance in skills related to creativity.

As part of these creative skills, awareness, learning, and experience positively impact performance outcomes. Although the authors also accepted Arshamian, Willander, and Larsson (2011) assertion that prior experience or knowledge could contribute to the "persistence" feature that discourages individuals in certain situations. As with the segment model, the interactive approach does not consider the remarkable impact of the type of task (such as natural or imagined life) on the employee performance outcome by providing a capacity-based training response (GIZ, 2015). This study's training strategy and environment is a hypothetical hub to influence employee performance. These components contain policies, decisions, and an ideal environment for capacity building to create an appropriate learning and training environment. It intersects with the theory of the environment and the requirements of interaction processes. This is essential for creative thinking and its application, which includes the leader's vision and the culture of creativity in the organization. Virtual components intersect in theory with the organization's interest in education and the stability of training and capabilities. It may be a natural addition when studying the study results in allocating this theory and its development in

keeping with the variables presented (Amabile, 2011; Amabile & Pratt, 2016; GIZ, 2015).

This theory was developed through a proposal that examines the relationship between capacity-based training and the application of creative thinking. These elements represent the leaders' visions of training importance and its support and the implementation of the training strategy. This strategy must be developed to keep pace with scientific developments, the competitive environment, and the institution's creative culture. This will educate and inspire the employee to consider the value of creativity performance at both personal and organizational levels (GIZ, 2015). In addition to the work environment that aims to improve employee performance, the current study is concerned with employee performance through direct creative inputs, contrary to the theory, which did not explicitly mention the creative inputs. However, it assumed its existence as a product of interactive processes.

The goal-setting theory made clear how crucial it is to design training that is specific to each employee's skills (Locke et al., 1981). To inspire employee performance and attain higher performance, the training environment and strategy should be improved following the training curriculum (Lunenburg, 2011; Swann et al., 2023). The study's results on competency-based training to boost employee performance are in line with the theory. The training environment and its strategy—two key components of capability-based training—intersect with the study model concerning the theory supporting these components' ability to raise employee performance.

Sternberg's Theory clarified the value of intellect and creative thinking for workers and connected them to their skill sets (Sternberg et al., 2022). The organization's innovation goals must be aligned with the improvement of the creative

thinking and leadership culture to drive employee performance and attain greater performance (Shanker, Bhanugopan, Heijden, & Farrell, 2017; Sternberg et al., 2022). The theory is supported by the findings of the study on using creative thinking and its components to improve worker performance. In terms of the theory underlying their capacity to improve worker performance, two key elements of implementing creative thinking in organizations—promoting a culture of creativity and enhancing the leader's vision—intersect with the research model.

The literature evaluation of work quality reveals that it is a realistic aspect of employee performance. Quality of work needs businesses to increase competencies, time management, and clarity in plans and goals. As a result, the Palestinian Civil Police must improve the aspects of work quality based on skills, increase training, and update processes and objectives according to the strategic analysis of the nature of this organization. In addition, the literature analysis suggested that employee innovation required good training programs from the organization, clarity of training methodologies, and leadership engagement in innovation. The leadership of the Palestinian Civil Police chooses to look for programs to increase employee invention by depending on training programs, activating a strategy to improve innovation, and activating regulations to improve employee innovation.

2.10 Conceptual Framework of the Study

Component Theory, Goal-setting Theory, and Sternberg's Theory are some of the most common models of performance in the workplace. Component theory is one of the first systematic and validated theories of employee performance (Amabile & Pratt, 2016). Similarly, Amabile and Pratt (2016), stated the degree of creative skills and training are likely to influence creative performance positively. Techniques for

developing new ideas are also included. Also required are knowledge of creative practices and the presence of certain personality traits. Meanwhile, work motivation refers to employee attitudes toward their jobs. A literature review described the impact of competency-based training (CBT) and creative thinking application on employee performance.

2.10.1 Competency-based Training (CBT)

In conformity with the literature review, fostering training competency necessitates a training setting with unique requirements (Pathirana, 2019). The availability of a training environment that incorporates exciting and encouraging aspects for competency-based training is part of the preparation for performance. The existence of a training strategy with explicit content and policies aims to achieve measurable outcomes (Zacharias et al., 2021). The training environment and training strategy aims to improve employee knowledge and abilities. To improve the quality of work and employee innovation, organizations should increase their capacities and enhance employees' potential to innovate and solve work challenges (Shen et al., 2013). The employee must understand their work requirements to improve their performance by relying on Competency-based training. Professional and technical knowledge and a general foundation are included with the essential policies and instruments (Rodriguez & Walters, 2017). The foundation for developing abilities to improve employee performance is knowledge of work quality. It focuses on correctness, mastery, ingenuity, technical expertise, and innovation in planning, performing duties, and solving problems (Martíne, 2015). Workload and coping with job stress are both markers of improved employee performance. Apart from that, offering functional abilities guarantees that the process of enhancing employee

performance should be on track to meet the organization's objectives (Motlokoa et al., 2018).

Competency-based training aims to develop creativity to create initiative and build confidence to influence employee performance. Improving performance leads to raising the competencies of taking responsibility at work completing work on time and raising the competencies of supervision and follow-up for the employee (Shen et al., 2013). Pending the theory of the creativity component, training, experience, and personality factors are crucial to developing good performance, which is analogous to the creative components. An organization must provide a pattern of training competencies that assist the employee in enhancing their performance and reflection on the quality of work and essential competencies of the employee, (Karakaya & Demirkan, 2015).

2.10.2 Creative Thinking Application

Numerous research, including those involving music and information technology, have demonstrated a connection between creative thinking application and employee performance (Redifer et al., 2019). Some data suggests that cognitive inventory may affect creative performances as well as creative components such as professional viewpoint, creative motivation, and creative thinking (Schmidt et al., 2016).

A clear and authentic leader's vision must apply training outputs, creative thinking, knowledge and skills, and a change in employee innovation (Redifer et al., 2019). A leader's vision contains beliefs and policies to help it achieve its objectives. It is also essential to instill in the organization a culture of training and innovative thinking and emphasize the value of both. Organizations must also cultivate a culture

of training and creative thinking and emphasize the value of this training and its impact on personal development and achieving the organization's objectives. This is important for the organization to be a leader in improving its offerings by focusing on employee performance. There is little doubt that equipping employee with creative abilities will increase their capacity to manage time and make the best use of available resources (Schmidt et al., 2016).

As induced by other studies, encouraging the employee to innovate is not a spontaneous process. Preparation and training hinge on creative ideas and training in thinking outside the box is required. It allows the employee to select from various options to solve work-related issues. It is associated with employee motivation and encourages them to search and explore Eliyana and Ma'arif (2019); Setiawan and Yuniarsih (2018) indicated that innovative employees could deal with work problems. By being innovative, employees can reduce mistakes made, which will make employees express their competencies with confidence. The employee can hone their innovation skills and confidently solve job difficulties using creative thinking. Employee performance may be improved by paying attention to innovation and providing them with inventive functional abilities. This allows them to improve service quality.

2.10.3 Experiences

Anggoro et al. (2022) are one of the most influential philosophers of education. His philosophy has become the basis of modern educational theories applied worldwide. He defined experience as the interaction of the organism and the environment. He describes it as dynamic, unified, communicative, historical, and

socially oriented. The experience is constantly changing because there will always be new interactions between the organism and the environment.

Research on work experience has shown that employee with higher work experience has a particular approach while participating in learning (Dunstan & MacEachen, 2013). Studies also showed that work experience helps focus on relevant information, leading to higher learning behavior (Ding, 2014). In contrast, an employee with more work experience gained increased job knowledge and skills over time and invested less in learning than others. As a result, the experience may impact competency-based training, creative thinking application, and employee performance (Quality of work and employee innovation).

2.11 Hypotheses

H1: *There is a significant impact of competency-based training on employee performance at the PCP.*

H2: *There is a significant impact of creative thinking application on employee performance at the PCP.*

H3: *There is a significant impact of competency-based training on experience at the PCP.*

H4: *There is a significant impact of creative thinking application on experience at the PCP.*

H5: *There is a significant impact of experience on employee performance at the PCP.*

H6: *There is a significant mediator impact of experience between competency-based training and employee performance at the PCP.*

H7: *There is a significant mediator impact of experience between creative thinking application and employee performance at the PCP.*

The following diagram depicts the study's hypotheses:

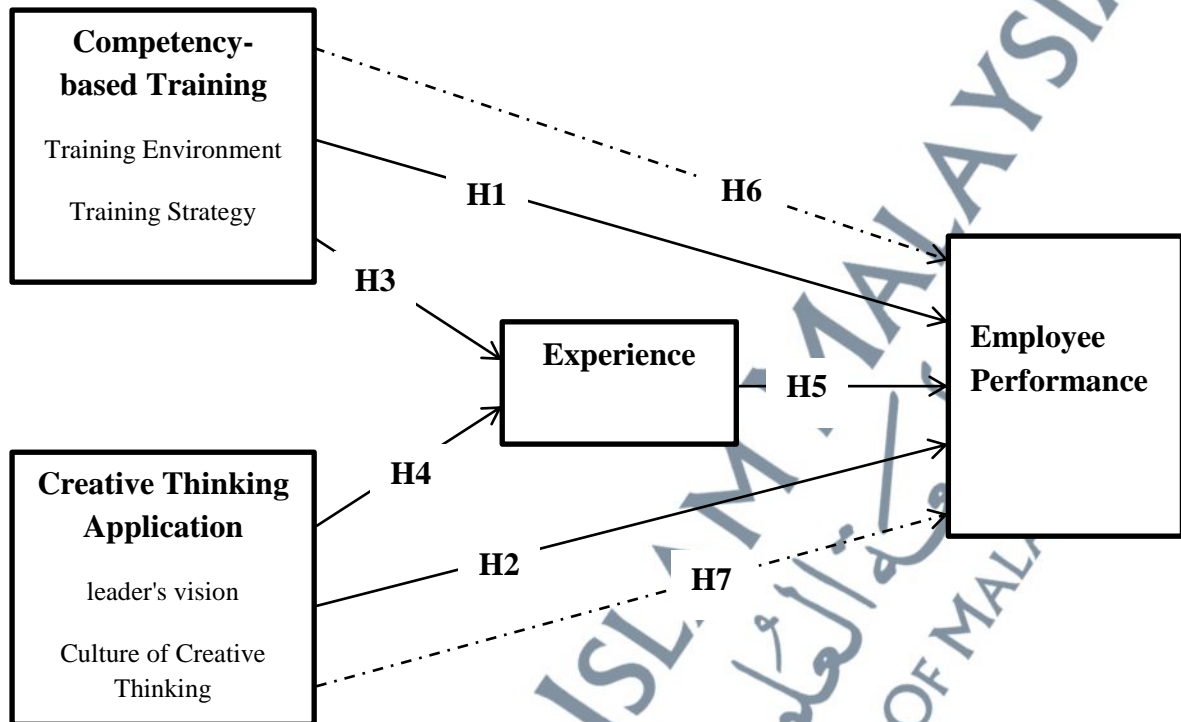


Figure 2.3: The Study Hypotheses

2.12 Chapter Summary

The theoretical context was covered in the second chapter of this study, such as a literary analysis of the concept of employee performance as a concept in PCP concept and a detailed image of the training program. A literary review of employee performance and its components (Quality of work and employee innovation). Their connection to employee performance in both civil and military institutions was also highlighted in this chapter. Furthermore, competency-based training and its components (training environment and strategy) were discussed, and its connection to the employee's performance and its components. The application of creative thinking and its components (leader's vision and culture of creative thinking) and its connection to employee performance. This chapter also analyzed and studied the relationship of

variables with the mediating variable, which is experience, based on the context, literary analysis, and results. This chapter also reviewed the theories on which it relied to clarify the relationship and the quality of the study and its analysis of the intersection, literary criticism, and disparity. The conceptual framework is developed by clarifying and commenting on the theory and previous studies.

UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA