

CHAPTER 1

INTRODUCTION

1.1 Introduction

Employee performance reflects the quality of work done by company personnel (Ramya, 2016). The employee's performance impacts his or her competency to address challenges in novel ways (Anitha, 2014). Businesses are interested in enhancing employee performance by focusing on training competencies (Herrmann & Felfe, 2013). Employee performance relates to how successfully a person does their job, completes necessary duties, and conducts themselves in the workplace. Performance is determined by the quality, quantity, and competency of work (Anitha, 2014). The impact on employee performance necessitates the creation of competency-based training, and it is an approach capable of developing functional competencies. The goal is to identify the skills needed to influence employee behavior and develop new competencies to improve job quality (Bhargavi & Yaseen, 2016). Firms look for innovative training packages to boost employee competency and improve services (Wheatley, 2021).

The quality of the work determines the employee's performance. Employee work quality refers to the quality of provided services and the employee commitment to work quality pillars, such as competencies, productivity, time management, job knowledge, and task completion (Daniel & Invention, 2019). The quality of the work impacts employee performance. The outcome is visible in the employee's increased skills, increased excitement for work, renewed experience and knowledge, and improved capacity to compete with others (Yan, Basheer, Irfan, & Rana, 2020).

Increased productivity is one of the most critical cornerstones of work quality. Companies can improve their competitive position and profit margins by increasing productivity (Nayak, Sahoo, & Mohanty, 2018).

Employee innovation and performance are inextricably linked. It adds to the quality of service and improves employee capabilities. It also aids in the development of a competitive spirit within organizations and the identification of strategies to improve employee performance. Furthermore, it aids in the quality improvements of internal decisions taken to solve difficulties in numerous sectors (Herrmann & Felde, 2013). Yoshida, Sendjaya, Hirst, and Cooper (2014) highlighted that all innovative activities may be linked to employee behaviors. As a result, the employee becomes the central point for firms looking to improve their competencies to provide higher-quality services.

Competency-based training is essential for employee performance development. It emphasizes employee talents that can be enhanced to improve performance (Gervais, 2016). In addition to empowering employees with time management skills, this form of training aids in staff organization and time management. A suitable training environment is required to maximize the impact of competency-based training. Halls, trainers, training materials, effective ventilation, and competency growth are the cornerstones of employee performance (Dunstan & MacEachen, 2013). The training strategy is one of the pillars of competency building; it outlines the policies and actions that must be made to improve employee performance (Rajapathirana, Hui, & Knowledge, 2018).

Employee performance is related to applying creative thinking, which is crucial in enhancing employee competencies in organizations. The application of creative thinking in decision-making requires functional competencies that improve the quality

and speed of decision-making (Shen, Lai, & Sciences, 2013). The leader's vision has a significant impact on the success of using creative thinking as a sustainable means in organizations, which helps to improve the quality of work and subsequently leads to improved performance of employees. The creative thinking culture is also one of the essential foundations for applying creative thinking. The targeted platforms found that the presence of this culture has an impact on positive employee performance direction (Schmidt, Oh, & Shaffer, 2016).

This study looks into the impact of competency-based training on employee performance. This will necessitate verifying the impact of the training environment and training strategy on the current study's employee performance components, which are work quality and employee innovation. This study investigates the impact of applying creative thinking on employee performance. This will necessitate verifying the impact of the leader's vision and creative thinking culture on the current study's employee performance components, work quality, and employee innovation at the Palestinian Civil Police.

1.2 Research Background

Many organizations try to improve employee performance because of its impact on the quality of services and solving work problems (Budiharso & Tarman, 2020). This is done by exploring innovative training initiatives that positively impact employee behavior (Motlokoa, Sekantsi, & Monyoloc, 2018). Some companies have identified advanced training, especially competency-based training, as a critical factor influencing employee performance (Kim, Hon, & Lee, 2010). This is due to its effect on a person's thoughts and functional abilities and their ability to function individually and collectively with functional competency and innovative skills (Sternberg,

Kaufman, & Roberts, 2019). The fact is that employee performance reflects the quality of the company's services and makes an essential contribution to product development and competition (Sternberg et al., 2019). PCP is one of those organizations that aim to improve employee performance. Over the years, PCP has created training programs to improve employee mental and functional competencies.

The quality of work is essential to employee performance due to its relationship with its types and the number of services provided. Companies in the industrial and service sectors exhibited a keen interest in the quality of their work to meet their financial and competitive objectives (Farouk, Elanain, Obeidat, & Al-Nahyan, 2016). Job quality must be continuously improved at the employee level and the equipment utilized at work to attain the necessary productivity (Chepkemoi, Rop, & Chepkwony, 2022). This entails improving product quality in the industry or at work by removing bugs and errors. It is accomplished by suggesting new ideas to achieve the desired improvement. Organizations and institutions must be innovative. To ensure that the administrative organs achieve their goals, they must work to develop employee performance. Among the methods are addressing issues and keeping pace with the enduring cycle of modernity (Rajapathirana et al., 2018).

Employee innovation is essential for employee performance since it allows them to be creative in their work. Some studies found that anyone may enhance their innovative talents in a particular area by training, learning, and discovery, regardless of their intellectual aptitude (Corona, Christodulu, & Rinaldi, 2017). Employee performance is also affected by the development and implementation of training methods. Corporate executives are also concerned with ensuring that employee believes in using innovative thinking in their firms to increase work quality, which is necessary for innovation (Mira & Odeh, 2019). Improving employee innovation lies in

identifying the problem and describing the different aspects of the problem in detail. Among the practices that can be done are employing functional capabilities, innovation, alternatives, and problem-solving techniques. An innovator understands the problem and then thinks of how to overcome it. Employee performance development also helps workers to anticipate the problem and cancel its impact before it begins (Ritter, Gu, Crijns, & Biekens, 2020).

Competency-based training is a type of training that aims to improve employee performance (Gonczi, 2012). The fundamental purpose of training is to close the gap between the employee's actual level of competence and the degree of competence expected on the job. These gaps arise due to the performance management system's results, which reveal the magnitude of the performance gap and highlight employee performance flaws (Afroz, 2018).

The training environment is considered an influencing factor in competency-based training due to its impact on the employee acquisition of knowledge and skill (Rajapathirana et al., 2018). The components of an ideal training environment are thought to be the foundation for competency-based training's success. The interaction of the training environment's components, such as trainers, the hall, curricula, and training settings, impacts employee performance (Afroz, 2018). Companies have expressed interest in the training environment to ensure that employees gain skills to improve their performance.

The training strategy is also an influential factor in competency-based training because of its impact on the organization's orientation toward building employee performance (Zacharias, Rahawarin, & Yusriadi, 2021). Employee performance is thought to be influenced by the components of the training strategy represented by decisions and policies. As a result, companies are looking to improve their training

strategy to influence employee performance (Rajapathirana et al., 2018). Industrial firms are interested in using performance to develop a training strategy to help them accomplish their training and competency goals. These businesses also believe that training can help to improve work quality (Halawi & Haydar, 2018).

One of the features of boosting employee performance is the application of creative thinking among employees (Shen et al., 2013). The primary goal is to provide employees with the ability to be more creative to improve their performance. Problem-solving abilities, meeting work obstacles, and innovation all benefit from creative thinking. To increase performance, companies are interested in developing staff competencies, such as creativity and innovation. Companies encourage employees to use these skills, particularly creative thinking, in their work (Barrett, Vessey, & Mumford, 2011). Furthermore, training for creative thinking necessitates the establishment of convenient halls with varying requirements. This can make a significant difference in creating efficient and interactive training. Moreover, special attention must be paid to other logistical issues such as lighting, ventilation, and other tools that allow the trainer to use the local environment skillfully to support the training process. This is to equip the trainees with information and skills following the sought objectives. Nevertheless, the training cycle is to be successful and efficiently carry out all practical tasks, while the number of trainees in this category should range from eight to twelve (Burlacu, 2011). Shen et al. (2013) emphasized that to achieve functional competency in the training process, technology equipment, and supporting means must be used to organize the knowledge and skill to make consolidating competencies easier.

The leader's vision has an impact on employee performance. When employee is unaware of the goals to be attained in their employment, the vision can motivate them

to work hard while eliminating tedious labor. It may also encourage staff to work more dynamically and engagingly (Herrmann & Felfe, 2013). Research has proven that the leader's vision regarding the training goals that the institution intends to attain impacts employee performance. Eliyana and Ma'arif (2019) recommended that the leader's vision impacts the training system in businesses in terms of goals.

The topic of developing a culture centered on creative thinking application and its relationship to employee performance has recently piqued the interest of certain scholars due to its importance. Schmidt et al. (2016) declared that training implementation requires innovative ways and a training system that keeps up with scientific progress. The desire of senior executives to foster a culture of creative thinking among government employees will impact the quality of their work and employee performance (Laschinger, Finegan, Shamian, & Wilk, 2001).

Since its formation in 1993, PCP's focus has been on improving human capital. Therefore, it has tried to develop training programs on an ongoing basis to increase employee service quality. From its inception until 2000 (construction and establishment phase), the training programs stagnated due to security conditions from 2001 to 2006. After 2007, the construction phase began, and the development of a new police restructuring began, along with working to develop the PCP administrative system. Furthermore, the incorporation process continued through 2012, along with the implementation of systems and human resources programs by the police from 2013 to 2020 (GIZ, 2015).

Furthermore, the police force focused on human resource training in developing plans for police departments to improve employee performance by implementing training courses inside and outside the country. The training programs were characterized by an attempt to provide the employee with functional capabilities and

innovative skills. This is done following their duties and police rank (Hussain, Konar, & Ali, 2016). In its 2020 training plan, the police indicated the need to pursue innovative employee training programs. This aimed to increase the productivity of human resources while keeping pace with scientific and technological developments (PCP, 2020). Human resource training is an essential issue in any organization to achieve organizational growth and advancement in employee performance. These benefit workers, managers, and employers expecting to change employee behavior towards innovation and productivity through capacity-based training and creative thinking (GIZ, 2015).

Functional capacity building in PCP relies on implementing advanced employee training programs geared towards innovation and the application of creative thinking, depending on the nature and scope of their work (Rahmad & Qohar, 2020). Furthermore, these programs are geared towards general job capabilities rather than job-specific subtasks. As a result, employee performance may not be visibly affected. PCP intends to rely on a job analysis to identify job needs to improve employee performance, as stated in the 2020 training plan. This is primarily due to the central tenet of the Human Resource Department (HRD) of the necessity of creating advanced training programs and training culture with scientific foundations. This includes attempting to train in innovative and capacity-oriented ways (GIZ, 2015).

However, employee performance development saves time and money to train employees considering their training needs; by using an innovative approach to deal with problems and work pressures. This is achieved if the targeted groups' training programs are formed in light of assigned tasks to them, and in light of the training strategy plan. The Programs not only bridged gaps but also mapped deficiencies, and built employees' capacities (Rybinska, Sarnovska, Antonivska, Ponochozna-Rysak, &

Nikolaieva, 2021). However, developing the training environment and strategy is contemporary creative organizations' central focus. This method crystallizes creative trends through philosophical and scientific approaches to functional values, standards, and practices that improve employee performance in a flexible administrative system free of complexity and rigidity (Sagwa, 2021).

To develop employee performance, workers must be empowered to learn and find new ways to solve work challenges (Laschinger et al., 2001). PCP Human Resource Department creates training components to access the program that provides information and skills that enhance the development of mental abilities to improve employee performance. Moreover, this develops the coach's skills and strategies to develop the training programs. Implementation of advanced training programs is expected to positively impact employee performance in the PCP force. The current study improves service quality by improving employee performance (GIZ, 2015).

PCP is concerned with improving employee performance and has been continuously trying to improve through several departments, including the Training Department (GIZ, 2015). Among the Training Department's functions is to match the task of improving employee performance, as shown in Table 1.1. This process requires significant effort and time. Therefore, it should be well-researched for the training program to be developed scientifically. This cannot be achieved without a clear training plan that is meticulously and scientifically organized. There is also a need to consider all these requirements to engineer the training to achieve the goals stipulated in this plan (GIZ, 2015; Odeh, Salb, & farmer, 2016).

Table 1.1: Functions of the Training Department

Planning and Development	Organization and follow-up on the implementation of training programs	Evaluation (effectiveness, efficiency, and appropriateness of training)
1. Develop the overall annual training plan.	1. Identify and select target groups.	1. Develop evaluation policies.
2. Develop the training strategy.	2. Identify the criteria for involvement in the training process.	2. Develop all evaluation tools.
3. Analyze policies and develop proposals on training and submit them to the leaders.	3. Organize the process of sending affiliates on external courses.	3. Preparation and supervision of trainees' evaluation in all internal and external courses
4. Analyze, study, and assess training needs within the organization, departments, and among personnel.	4. Ensure the availability of all training requirements.	4. Preparation and supervision of trainers' evaluation
5. Draw training needs from the performance evaluation reports linked to the strategic plans.	5. Make an organizational decision that ensures the quality of training programs.	5. Supervision the evaluation of modules and curricula
6. Draw training needs from performance evaluation reports of the departments and districts.	6. Quality control of curricula and trainers	6. Implementation of and supervision of the post-training evaluation process in cooperation and coordination with the concerned parties
7. Draw training needs from performance evaluation reports of police officers and job analysis reports.	7. Monitor all aspects of the training process and ensure the sound implementation of the training program following the standards	7. Satisfaction
8. Develop a quality management process and the relevant standards.		8. Learning
9. Identify the required sources.		9. Application of knowledge and skills
10. Support, train, and facilitate the work of Police 11. Departments in planning training needs		10. Transformation
11. Design and develop the training plan		11. Impact of training on performance
12. Train and develop trainers		12. Draft reports on the efficiency and effectiveness of the training process.

Source: The Palestinian Police Training Strategy (2020)

1.3 Problem Statement

The study investigates the issue of improving employee performance. It assumes that competency-based training and creative thinking application will improve employee performance. Experience is also a mediator that can improve employee performance and explain the impact between independent variables and employee performance.

Organizations and businesses are motivated to achieve their goals connected to improving the employee performance of their services through improving

competency-based training (Dhar, 2015). As a result, businesses seek to organize competency-based training programs to promote employee performance. The employee should be able to face job issues and come up with creative solutions due to competency-based training (O'Grady, 2018). The gap between competency-based training and employee performance is bridged by the training environment and training strategy in organizations (Chappell, Gonczi, & Hager, 2020). The competency-based training procedure requires a friendly and appropriate atmosphere within plans to influence employee behavior and continuously enhance their performance to keep up with rapid scientific growth. As a result, businesses must constantly build a training environment and training strategy to close the gap (Abazov, 2015).

The creative thinking application had a significant impact on how well employees performed (Afriyie, Du, & Ibn Musah, 2019). In order to increase productivity and generate corporate profits, organizations tried to depend more and more on innovative thinking. Sarros, Cooper, and Santora (2011) also made the point that a leader's vision, which comprises guidelines and directives to improve employees performance, is necessary to use creative thinking. The knowledge base and innovative abilities to raise employee performance are part of the leader's transparent and sincere vision. Supervisors are inspired by the leader's ambition to foster innovation in the workplace and raise employee performance (Weng, Huang, Chen, & Chang, 2015). Consequently, training management in businesses helps managers become more adept at supervising and counseling staff members to raise employee performance.

It is also necessary to inculcate a culture of creative thinking to raise employee performance in the organization (Martíne, 2015). An organization can be a model or a

leader among government agencies by improving its focus on employee innovation. No doubt providing the employee with creative abilities will increase the employee's ability to manage time and make the most of available resources to boost employee performance (Anderson, Potočnik, & Zhou, 2014).

Quality of work and employee innovation is affected by the stock of knowledge and the employee experience gained through training, learning, and doing his/her work. Experience impacts divergent thinking (fluency) and convergent thinking by selecting highly original concepts through innovative thinking (Redifer, Bae, & DeBusk-Lane, 2019). As a result, previous studies have demonstrated that employee performance is related to experiences (Redifer et al., 2019). It is evidenced that cognitive inventory has an impact on creative components, which are creative motivation, creative thinking, and professional perspective, as well as on functional abilities.

Pradhan and Jena (2017) stated that improved experience is the first step in strengthening the quality of work and employee innovation. Moreover, employees need to have the ability to deal with work-related challenges. This study also stressed the importance of employee quality in achieving success. It is vital to look at programs that help people enhance their experience. To do their responsibilities effectively, the employee must also have behavioral abilities. The extent to which HRD employees comprehend the benefits of creative thinking application and experience is urgently needed. Significant improvements to the police training program to improve experience are essential, given the importance of employee performance (Odeh et al., 2016; Prajapati & Pandey, 2020).

Like other civilian and military agencies, PCP strives to improve employee performance and maintain a good level of service to citizens (Nairat, 2019; PCP,

2020). However, PCP should look for ways to improve the performance of its employee by providing training programs following these requirements. This means that they can generalize these programs and delegate them to receive the necessary assistance from the top management (Prabawati, Meirinawati, & AOKtariyanda, 2018). The results of the citizens' survey conducted by the German Agency on the quality of work and employee innovation at the PCP indicated that the quality of services varies, some good and others poor. The survey also revealed that the lack of competency-based training hinders employee performance. Therefore, PCP should focus on improving its foundation, including the training environment, leadership decisions, policies, and training strategy to enhance the employee's performance (Li & Hsu, 2017; Schmidt et al., 2016).

An analysis of the issue of subpar performance by police personnel revealed a gap impeding better performance (Ali & Ayman, 2020; Hussain et al., 2016). The disparity indicates that the police's dependence on conventional training programs to enhance performance is one of the causes of their subpar performance (Ali & Ayman, 2020). However, the literature analysis and police reports suggested that the police should reorganize the training system to focus on competency-based training (Odeh et al., 2016). According to a recent study by members of the European Partnership Mission to Support the Palestinian Police, which sought to diagnose employee performance, there is a dearth of research in the police record regarding the creation of employee training environments and training strategies for improving performance in a way that can be fixed by competency-based training (Pijls, Leliaert, Mergen, & Robertshaw, 2023).

When examining the realities of administrative development programs and their instruments, the lack of creative thinking and the issue of employee performance

becomes apparent (GIZ, 2015; Nairat, 2019). PCP offers five training courses that are only intended for its staff members. There is no training specifically aimed at developing the leader's vision in these programs. Additionally, it was clear that leaders' abilities to create strategies and implement work policies were lacking (GIZ, 2015). According to Rumman and Al-Rahahalh (2016), advanced training is essential for any organization that wants to enhance the vision of its leaders. Innovation and creativity-focused training programs will improve the performance of leaders.

The PCP's disinterest in promoting a culture of creative thinking is one of the reasons for the subpar employee performance (Nairat, 2019). Palestine is seeing a significant acceleration of scientific and technological advancement, and the police must keep up with this rapid performance expansion. The ability to recognize difficulties, solve them as they arise, and work confidently are all qualities of creative skills. Because there is no true vision to promote a creative culture, offer encouraging policies and an incentive structure, as well as forge relationships with creative institutions employee performance is a weakness (Odeh et al., 2016; Rampa & Agogu , 2021).

Analysis of earlier research revealed that the police's deficiency in applying creative thinking is partly to blame for the performance discrepancy (Ahmad & Mahmoud, 2022; Ali, Sirkova, & Ferencova, 2016). To properly handle work obstacles and enhance employee performance, Nairat (2019) underlined the significance of equipping staff members with essential creative competencies and lowering their fear of making mistakes. (GIZ, 2015); Halawi and Haydar (2018) stressed the value of using creative skills to boost worker performance and the correlation between an organization's creative culture and worker innovation and quality.

Lastly, police development businesses' findings suggested that part of the gap influencing staff performance is experience (GIZ, 2015; Halawi & Haydar, 2018). Experience is a reflection of the information and abilities that a worker picks up by labor, training, and following instructions from a supervisor (Anggoro, Sinaga, Nasution, Sigiro, & Purba, 2022). Documents revealed that the experiences of individuals and cops were lacking (Rumman & Al-Rahalah, 2016). The lack of capacity-based training, the police's inability to use innovative thinking, and the absence of self-education plans could all be factors in this (Nairat, 2019).

Therefore, the present study aims to examine the impact of competency-based training and the creative thinking application on employee performance. The goal is to raise the level of performance through the impact of competency-based training and what it contains in providing a training environment and a training strategy. This study aims to verify the impact of the components of creative thinking application in implementing tasks by supporting the leader's vision, providing ways, and spreading a culture of creative thinking in the organization to improve employee performance. Finally, verify the impact of experience on independent variables and dependent variables.

1.4 Research Objectives

1. To determine the impact of competency-based training on employee performance at the PCP.
2. To examine the impact of creative thinking application on employee performance at the PCP.
3. To determine the impact of competency-based training on experience at the PCP.

4. To examine the impact of creative thinking application on experience at the PCP.
5. To analyze the impact of experience on employee performance at the PCP.
6. To evaluate the mediator impact of experience between competency-based training and employee performance at the PCP.
7. To evaluate the mediator impact of experience between creative thinking application and employee performance at the PCP.

1.5 Research Questions

The study examines the impact of competency-based training and the application of creative thinking on employee performance through the following sub-questions:

1. What is the impact of competency-based training on employee performance at the PCP?
2. What is the impact of creative thinking application on employee performance at the PCP?
3. What is the impact of competency-based training on experience at the PCP?
4. What is the impact of creative thinking application on experience at the PCP?
5. What is the impact of experience on employee performance at the PCP?
6. What is the mediator impact of experience between competency-based training and employee performance at the PCP?
7. What is the mediator impact of experience between creative thinking application and employee performance at the PCP?

1.6 Significance of the Study

The discussion of the study's significance from a theoretical and practical standpoint is the main objective of this part.

1.6.1 Theoretical Significance

The present study clarifies the impact of competency-based training (training environment and the training strategy) on employee performance (Quality of work and employee innovation) at PCP. This study also provides the impact of creative thinking application (leader's vision and culture of creative thinking) on employee performance (Quality of work and employee innovation) at the PCP. The study also highlights the effect of experience as a mediator between competency-based training and employee performance. In addition, it highlights the effect of experience as a mediator between creative thinking application and employee performance. The significance of the work from a theoretical and research standpoint and its practical implications will be discussed. This demonstrates the significance of the study and the positive features of the PCP.

The present study is significant since it is one of the few that relied on the componential theory of creative performance (Amabile & Pratt, 2016). This theory demonstrates the significance of the workplace environment, coaching, education, and welfare on employee performance. This study also employed a goal-setting theory developed by Edwin Locke, which contends that goal-setting has a direct impact on performance (Lunenburg, 2011). Finally, the research utilized Sternberg's theory of effective intelligence, which seeks to go beyond the prediction of school grades to account for success in other aspects of a person's life. In this respect, successful

intelligence is best predicted along three dimensions: analytical, creative, and practical (Martíne, 2015).

1.6.2 Practical Significance

The significance of the present study demonstrates the practical value of focusing on the quality of work and employee innovation. The present study posits that competency-based training (CBT) and the use of creative thinking impact employee performance. Given the importance of creative thinking and its role in developing talent skills, creating a productive working environment, and impacting citizen services (Rajapathirana et al., 2018). It is vital to understand the influence of advanced training programs and their function in helping the employee build creative thinking skills. In addition, this study aims to instill true ideals in police officers while preserving existing values, for example, transparency, credibility, respect, and cooperation. The study by Mercier, Boudry, Paglieri, and Trouche (2017), found that improving an individual's mental abilities makes the person feel more comfortable and accountable and reduces the number of errors he/she has made. This is a natural motivator for appreciating others and instilling strong positive values.

The present study aims to help PCP contribute to achieving strategic goals. The first strategic goal is to increase security by bolstering PCP capabilities across the Palestinian territories by upholding the rule of law, cultivating community partnerships, and reducing crime (GIZ, 2015). Capacity building, without a doubt, demands specific knowledge and abilities that keep pace with scientific and technological advancements. Employees' minds must be developed for them to solve job problems and accomplish their responsibilities successfully and adequately (Gumula, 2020). The second strategic goal is represented in the institution's growth,

which aims to give PCP the tools, methods, and attitudes required to stay updated with organizational and technological changes (GIZ, 2015). Efforts and money must be made available to achieve good trends in implementing business strategies and operational plans. Appropriate inputs are required to guarantee improved knowledge results in positive behavior and abilities in mind-stimulating initiatives that boost staff creativity (GIZ, 2015; Mangla, Govindan, & Luthra, 2017).

1.7 Operational Definitions of Terms

For the present study, the following operational definitions of terms are used.

1.7.1 Employee Performance

In this study, employee performance refers to the quality of work that employees produce while carrying out their duties and responsibilities. Work quality is measured by several factors, including competencies, productivity, time management, job knowledge, and task completion. Employee innovation during the execution of their duties and the resolution of work difficulties, on the other hand, reflects their performance.

1.7.2 Quality of Work

Similarly, Work Quality, in this study, is defined as competencies, productivity, time management, job knowledge, and task completion. In addition to increasing employee skills and growing enthusiasm for work, it is a must to renew the experience and knowledge of employees and improve their ability to compete with others.

1.7.3 Employee Innovation

Innovation is defined as the ability of an individual to come up with new ideas and methods. It represents an individual's ability to use existing ideas or technologies in a new and improved way. Innovation gives the employee the ability to search for solutions to problems at work in a flexible manner, in line with the organization's goals.

1.7.4 Competency-based Training (CBT)

The study pinpointed that competency-based training imparts specific and desirable capabilities to the employee through training. Each skill or learning outcome (competency) is part of a broader educational or training objective. This training requires a specific set of knowledge and abilities and a high functional and organizational competency level. Competencies help individuals refine their personalities and focus their behavior on desired patterns to achieve the organization's goals.

1.7.5 Training Environment

It also highlighted that the environment requires capacity-based training to create suitable rooms with different furniture and requirements. Moreover, special attention should be paid to other logistical issues. Lighting, ventilation, and other tools allow the trainer to use the local environment to support the training process skillfully. The number of trainees in this category should range from eight to twelve. It also needs support to protect the trainees from any psychological pressure. Companies should also provide an atmosphere of intimacy and affection in the training process without violating the training rules and laws of the organization.

1.7.6 Training Strategy

The training strategy is defined as a training system prepared by the training department that deals with the provision of training methods and contents to achieve the desired objectives of the training. The training strategy defines the requirements and characteristics of a capacity-based training method. Training strategy also contributes to identifying specialized training tools relevant to the production and relaxation of the mental state. It is critical to determine the cost of training.

1.7.7 Creative Thinking Application (CTA)

It is stressed that the application of creative thinking is critical to the growth of organizations and making decisions with advantages and strengths to achieve goals. The application of creative thinking encourages innovation in which the employee can think about the things available to him/her as well as perceive ordinary things differently and see them from a different perspective. The interest in spreading the creative culture unleashes the employee's conviction of the importance of applying creative thinking to improving productivity.

1.7.8 Leader's Vision

A leader's vision means always striving to increase the workforce's productivity. Leaders should bring employees to new stages at work by applying creative thinking to improve employee productivity. A leader should have a holistic picture while making decisions as applying creative thinking improves overall vision. The leader's vision aims to increase job efficiencies, which will enhance employee performance.

1.7.9 The Culture of Creative Thinking

Creative thinking requires an existing organizational culture, which paves the way for its application and participation between individuals, their convictions, and their performance. The organization tries to retain and refine these inputs into the corporate culture. This is by spreading the culture among employees through a knowledge and mentoring program that enhances the value of creativity. Media plans work to spread the creative culture that paves the way for employees to use creative thinking competencies, solve difficulties at work, and enhance their confidence while performing their jobs.

1.7.10 Experience

Experiences can be seen as organizational behavior that a worker has learned and that qualifies them to advance in their career and meet the objectives of the company. Through training programs, self-education plans, or even his prior employment, the employee picks up experience in an organized or spontaneous manner. Experience is crucial because it gives employees particular, useful information and abilities that they may utilize to accomplish the objectives of the company.

1.7.11 Palestinian Civil Police

The Palestinian Civil Police (PCP) is a civil regulatory body specially trained to preserve the safety of people and apply regulations. Among the job scope of PCP is to implement state orders and instructions without prejudice to people's money, life, and personal freedoms except within the limits of the law. The PCP is under the supervision of the Ministry of the Interior, headed by the Director of Police, who

issues decisions regulating all affairs and work systems. The Palestinian Police Force comprises officers and staff who work in the General Command building, governmental administrations, governorates, and rural areas.

1.8 Scope and Limitation of the Study

The main scope of the present study focuses on the impact of competency-based training (CBT) and the application of creative thinking (CTA) on employee performance at the Palestinian Civil Police. This is conducted by examining the relationship between components of (CBT) on employees and workers in the police force (male and female) in Palestine. The study population and the primary civil police personnel are 8104 employees (male and female). The distribution of employees in police departments includes eleven governorates in Palestine divided according to the governorate size. The big governorates are Ramallah, Bethlehem, Hebron, and Jericho, while Nablus, Jenin, and Tulkarm are the central governorates. Meanwhile, small governorates include Qalqilya, Salfit, and Tubas. The rural police stations in each governorate are 56 centers in Palestine (source: Director of the PCP's Human Resources Department).

One of the study limitations is the sample of PCP employees. Thus, it constitutes both male and female factors. However, the percentage of women employees in PCP is only 15% (source: Director of Human Resources Department at PCP). Hence, this is considered a small sample, as the study aspires to have a higher proportion of females to measure the impact of a demographic variable that may highlight gender differences in professional skills and experience.

1.9 Chapter Summary

The first chapter provided a general introduction to the subject of the study. It represented the impact of competency-based training (CBT), and the application of creative thinking (CTA) on employee performance at the Palestinian Civil Police. The first chapter provided background information on literary studies. The background of the study was discussed from a scientific perspective and the perspective of the reality of the Palestinian Civil Police. This chapter also described the study problem by demonstrating aspects of the problem from a scientific and realistic standpoint. This chapter also used literature references to connect the performance problem in PCP. The study's objectives were also formulated by defining the current study's overall goal and primary goals. The study's questions were also formulated by defining the present study's overall question and primary questions. The significance of the present study has been established. For the study community, this study is essential at the level of the State of Palestine. It will also benefit the community in developing values and improving services for the community. Finally, the operational study terms were defined based on relevant literature.