



## LITERATURE REVIEW COMPETENCY AND PERFORMANCE IMPROVEMENT: TRAINING AND LEARNING ORGANIZATION ANALYSIS

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**Abstract:** Previous research or research or relevant research is fundamental in research or scientific article. The existence of previous research or relevant research serves to strengthen the theory and phenomena of the relationship or influence between variables. This article reviews the Determination of Competency And Performance Improvement: Training And Learning Organization Analysis, a Human Resource Management Literature study. This article aims is to build a hypothesis of the influence between variables to be used in further research. The results of this research library are, that: 1) Training affects Competency Improvement; 2) Learning Organization affects Competency Improvement; 3) Training affects Employee Performance; 4) Learning Organization affects Employee Performance; and 5) Competency Improvement affects Employee Performance.

**Keyword:** Competency Improvement, Employee Performance, Training, Learning Organization

### INTRODUCTION

#### Problem Background

Theses and dissertations are requirements that must be carried out by every college student. conducting research and making scientific articles published in scientific journals are also carried out by lecturers, researchers, and functional staff. Scientific articles as relevant research are needed to strengthen the theory being studied, to see the relationship between variables and, to build hypotheses, it is also very necessary in the discussion section of research results.

There have been many studies that state that training for employees affects increasing competence and performance, but not a few have stated that inappropriate training does not have a positive impact on employee performance. As a follow-up to the implementation of employee training, currently, many organizations are implementing the learning organization concept to face challenges and changes in the organization. The success of implementing a learning organization is expected to have a good impact on increasing competence. In the end, the extent to which employee competency improvement affects individual and organizational performance in achieving organizational goals.

This article discusses the effect of employee training developed in the application of Learning Organizations on Competence Improvement and its impact on Employee Performance (A Study of Human Resource Management Literature).

### **Problem Statement**

Based on the background of the problems above, the problems that will be discussed to build hypotheses for further research can be formulated as follows:

- 1) Does Training affect Competency Improvement?
- 2) Does Learning Organization affect Competence Improvement?
- 3) Does Training affect Employee Performance?
- 4) Does Learning Organization Affect Employee Performance?
- 5) Does the increase in competence affect employee performance?

## **LITERATURE REVIEW**

### **Competency Improvement**

Competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. (Wibowo, 2010). Some Competency Indicators according to Gordon (in Sutrisno, 2009):

- a) Knowledge, namely awareness in the cognitive field. For example, an employee knows how to identify learning, and how to do good learning according to the needs that exist in the company.
- b) Understanding, namely the cognitive, and affective depth possessed by the individual. For example, an employee in carrying out learning must have a good understanding of the characteristics and working conditions effectively and efficiently.
- c) Value, is a standard of behavior that has been believed and psychologically has been integrated into a person. For example, the standard of behavior of employees in carrying out their duties (honesty, openness, democracy, etc.).
- d) Ability, is something that is owned by an individual to carry out the tasks or work assigned to employees. For example, the standard of behavior of employees in choosing work methods that are considered more effective and efficient.
- e) Attitude is a feeling (happy-not happy, like-dislike) or a reaction to a stimulus that comes from outside. For example the reaction to the economic crisis, the feeling of a salary increase.
- f) Interest is a person's tendency to do an action. For example, doing a work activity.

Spencer (in Moeheriono, 2009:3), states that competence is a characteristic that underlies a person related to the effectiveness of individual performance in his work or basic characteristics of individuals that have a causal relationship or as a cause and effect with criteria that are used as a reference, effective or excellent or superior performance at work or in certain situations. In line with the above definition, the components or elements that make up a competency according to Spencer and Spencer are: Motives are consistent or desired by someone who will then direct, guide, and choose a certain behavior towards several actions or goals; Personal character (traits) are physical characteristics and reactions or responses that are carried out consistently to a situation or information; Self-concept is a set of attitudes, value systems or self-images that a person has; Knowledge is information that a person has about a certain specific aspect area; Skills are the ability to perform a certain set of physical or mental tasks.

Abdi & Wahid (2018) explains that competence is a person's motive that requires them to use the main performance in their work. While the basic competence is the ability regarding technology and production that helps companies adjust to the possibilities that occur (Hutapea & Thoha, 2008). According to Pranata et al., (2018) Competence is a

qualification to carry out work based on skills, expertise, and behavior. The measurement used is the Abdi & Wahid (2018) indicator which consists of: Knowledge; Skills; Behaviour; Experience

This competency improvement has been studied by many previous researchers, including (Ansori & Ali, 2017), and (Ridwan et al., 2020).

### **Employee Performance**

Performance is the attitude that a person has for appropriate work results with his duties in the company. Performance is the result of a person's efforts that can be achieved with expertise and behavior (Fauzi et al., 2016). Meanwhile, Setiawan and Kartika (2014) state that to measure performance, the following indicators can be used: a) Accuracy in completing tasks is the management of time at work and also the accuracy of employees in completing work. b) Suitability of working hours is the willingness of employees to comply with company regulations relating to punctuality in entering/leaving work and attendance. c) Number of absenteeism of employees in a company during a certain period. d) Cooperation between employees is the ability of employees to work together with others in completing a specified task to achieve maximum efficiency and effectiveness.

Performance is a real behavior that is displayed by everyone as work performance is produced by employees according to their role in the company (Rivai, 2010). There are six dimensions in determining a person's performance according to Rivai (2010), namely:

- a) Work Ability, relates to a person's ability to carry out a given task or responsibility.
- b) Quantity of speed of completing work, namely the amount of work that can be completed by the time set or by the targets set for each employee.
- c) Accuracy/accuracy, this relates to accuracy, tidiness, truth and skills in working so that the work results are convincingly by the assigned tasks.
- d) Loyalty, which is related to the willingness of employees to prioritize the completion of assigned tasks for the benefit of the company accompanied by the use of time, both scheduled and unscheduled, both within the company and outside the company for the progress of the company.
- e) Initiative, which is related to the ability and willingness to improve and update work results for the benefit of the company which can be proven whether there is initiative from employees in improving work results, whether requested or not by the company.
- f) Cooperation, namely the ability to establish good relations with the work unit or other work units or with other parties outside the company in carrying out their duties, willing to give opinions and willing to accept the opinions of others and willing to accept decisions that contradict their opinions.

Performance or work results are the results of work in quality or quantity that have been achieved by an employee in carrying out his duties by the tasks assigned to him. (Mangkunegara, 2004: 67). One of the indicators used in assessing performance is according to (Sudarmanto, 2009: 11-12) there are three dimensions or indicators that are used as benchmarks in assessing performance, namely: a) Quality, namely the quality of work or the responsibility of an employee's duties that have a relationship between the work achieved and satisfaction for its use. In addition, the quality of work also has an impact on increasing organizational productivity. b) Quantity, which is a job that is accompanied by how much work can be produced by employees by a predetermined time. In general, the quantity of work can improve the quality of work of the employee concerned. c) Use of time, that is, an employee is expected to be able to use and manage work time against the level of absenteeism and delays in coming to the work location.

Employee performance has been studied by many previous researchers, including (Riyanto, Sutrisno, et al., 2017), (Prayetno & Ali, 2017), (Ridwan et al., 2020), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017) and (Agussalim et al., 2016).

### **Training**

Training is an effort to increase skills and knowledge, and to improve employee performance by fixing less profitable skills. Training is very important for employees so that they can better master the work they are carrying out and ways to prepare employees for jobs that are considered not yet understood as well as ways to improve performance (Sugiarti et al., 2016).

Training is an educational method carried out by teaching certain skills and work skills to employees. (Hasibuan, 2012: 81). Training is an activity to improve the mastery of various skills and abilities in carrying out certain, detailed, and routine work. The following are training indicators according to (Triton, 2005: 87), which states that training has six indicators as follows:

- a) Goals, it can be said that the expectations that have been set, are precisely related to the preparation of action plans and target setting, as well as the expected results of the training to be held.
- b) Training targets, must be able to be set with appropriate and structured criteria.
- c) Trainer, Considering that training is based on skill improvement. So the trainers who are selected to provide learning materials must have qualifications according to their fields and are professional and competent.
- d) Method. The training method will ensure that HR training activities are effective if they are by the type of material and abilities of the trainees.
- e) Course Materials. Human resource training requires materials or a curriculum that has been determined with the orientation of human resource training to be achieved by the organization.
- f) Training participants. Training participants must of course be selected in advance based on certain requirements and qualifications that have been set by the organization.

Civil Servant Education and Training is an effort made for Civil Servants to improve their personality, knowledge, and abilities by the demands of their position and job requirements as Civil Servants. Training is a teaching and learning process using certain techniques and methods, to improve the expertise and/or skills of a person or group of people in handling tasks and functions through systematic and organized procedures that take place in a relatively short time (Sedarmayanti, 2010:379).

The training has been thoroughly researched by previous researchers, including (Sari & Ali, 2019), (Ali & Sardjijo, 2017), (SiVARAM et al., 2019), (Chauhan et al., 2019), (Sulaeman et al., 2019), (No et al., 2017).

### **Learning Organization**

A learning organization is an organization that is continuously learning and with the capacity to change (Marsick & Watkins, 2003). There are seven dimensions in determining the characteristics of a learning organization developed by Watkins & Marsick (2003). These dimensions include:

- a) Create Continuous Learning Opportunities. Learning is designed on the job so that people can learn on the job; opportunities available for education and sustainable growth.
- b) Promote Inquiry and Dialogue. People acquire productive reasoning skills to express their opinions as well as the capacity to listen and question the opinions of others.

- c) Encourage Collaboration and Team Learning. Work is designed in groups to access different ways of thinking; groups are expected to learn and work together; cooperation is valued based on culture and rewarded.
- d) Create Systems to Capture and Share Learning. High and low-tech systems that propagate learning are created and integrated with work; access is available, and the system is maintained.
- e) Empower People toward a Collective Vision. People are involved in setting and implementing a shared vision; responsibility is distributed close to decision-making so that people are motivated to learn about what they are responsible for.
- f) Connect the Organization to its Environment. People are helped to see the impact of their work on the organization as a whole; people observe the environment and use the information to adapt work practices; organization is connected to its environment.
- g) Provide Strategic Leadership for Learning. Model leader, winner and support learning; leadership uses strategic learning in organizations.

A learning organization is a place where people continually develop their capacity to create the results they truly desire, where new and expansive thinking patterns are fostered, where collective aspirations are set free, and where people are continually learning how to learn together. . Peter Senge (1990 : 3) from *The Fifth Discipline*.

Furthermore, so that organizations can transform into learning organizations, they need to have five disciplines, namely personal mastery, mental models, shared vision, team learning, and systems thinking. (Senge, et al. 1995). The five disciplines are described as follows: Personal Mastery, learn to expand personal capacity to achieve the desired results and create an organizational environment that is able to encourage everyone to achieve the desired goals. Mental Models, reflect, continually clarify, and refine the internal picture of the world, and see how that picture affects behavior. Shared Vision, build commitment within the group, by developing a shared picture of the future, principles, and practices aimed at achieving goals. Team Learning, transforming collective thinking and dialogue skills so that people collectively can develop their abilities and intelligence. Systems Thinking, is a way of thinking, and a language for describing and knowing the forces and interrelationships that influence behavioral systems. Systems thinking will help to see system changes effectively and take appropriate action within a larger system.

According to Sedarmayanti (2011: 337), Learning Organization is an organization that can transform itself to answer challenges and take advantage of opportunities that arise due to changes and very fast progress.

Learning Organizations have been studied by many previous researchers, including (Anggara et al., 2019), (Sumiarsih, 2017), dan (Park et al., 2014), (Haryanti, 2006), (Djaya dkk, 2012), (Shu-hsien Liao, 2009)

**Table 1: Previous research**

No	Author (year)	Previous Research Results	Equation with this article	Difference with this article
1	Abidin (2010)	competence has a significant positive effect on performance	Competence has a positive effect on employee performance	Partially it can be seen that the variables of competence, compensation, and work environment has a significant and



				positive effect on employee performance
2	Alainati, (2010)	There is a positive relationship between education and training experienced by employees with their competencies	Training have an effect on increasing employee competence	Education and training have an effect on increasing employee competence and performance
3	Alhamdi (2018)	explained that there was a positive and significant effect between competence with employee performance	Competence has a positive effect on employee performance	Competence has a positive and significant effect on employee performance with job satisfaction as a moderating variable
4	Djaya dkk (2012)	learning organization as a knowledge management factor that has a significant effect on performance	Learning Organization & knowledge management has an effect on Employee Performance	knowledge management that has a significant effect on performance
5	Erlin Emilia Kandou. (2013)	Job training affects job performance employee. There is a positive relationship between training with employee work productivity	Training affects employee work productivity	Education and training affect work performance and productivity
6	Hariani (2015)	competence variable and training has a positive and significant effect on employee performance	Employee competence has a positive effect on employee performance. Training has a positive and significant effect on performance	Employee competence has a positive effect on employee performance through education and training
7	Makrufah (2011)	Learning Organization partially has a significant effect on employee performance variables	Learning Organization has an effect on Employee Performance	Learning Organization has an effect on Employee Competence
8	Pranata et al., (2018)	Training can affect competence, there is an effect significant relationship between training and employee competence.	Training affects employee competence	Education and training have an effect on increasing employee competence
9	Rustiana (2010)	learning organization has a positive effect on employee performance	Learning Organization has an effect on Employee Performance	Learning Organization has an effect on improving employee competence and performance
10	Salmah, (2012:288)	training activities and development is proven to	Education and training have a positive effect on	Education and training affect

		be positive in improving employee performance	improving performance	performance through increased competence
11	Shaneen et.al (2013) dan Amin et.al (2013)	training Is a continuous process to improve employee performance	Education and training have a positive effect on improving performance	Education and training affect performance through increased competence
12	Shu-hsien Liao (2009)	shows a positive influence between Knowledge Management on learning organization. The findings obtained are the results of an insignificant relationship between the two variables	the influence of corporate knowledge management on organizational performance is significant	Learning Organization has no effect on Employee Performance
13	Simbolon (2016), Posuma (2013), Aulia dan Sasmita (2014)	Explain that both competence and training itself have a significant effect on performance.	Training and competence affect employee performance	Education and training affect performance through increased competence
14	Sulaefi (2017)	Training has a significant effect on employee performance.	Education and training have a positive effect on improving performance	Education and training affect performance through increased competence
15	Sujiati et al., (2017)	Competence significantly affects employee performance	Increased competence has an effect on improving employee performance	Competence affects employee performance
16	Wakano, Pattiselanno, & Kaplale, (2013)	Competence will not affect performance if human resources owned by a company with a low level of education	Increased competence has an effect on improving performance	Competence has no effect on employee performance

## RESEARCH METHOD

The method of writing scientific articles is by using qualitative methods and literature review (Library Research). Studying theory and the relationship or influence between variables from books and journals both offline in the library and online sourced from Mendeley, Scholar Google, and other online media.

In qualitative research, a literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory (Ali & Limakrisna, 2013).

## FINDINGS AND DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article on the concentration of Human Resource Management is:

**The Effect of Training on Competency Improvement.**

Training has an effect on Competency Improvement, where the dimensions or indicators of Education and Training, namely the purpose of input, process, output, and context affect the dimensions or indicators of Competence Improvement (knowledge, ability, quality, experience, cognitive capacity, emotional resources, and environmental resources). (Alainati, 2010).

To improve employee competence, especially in the dimensions of knowledge, ability, and cognitive capacity, one of the things the organization can do is to conduct employee training programs both within the organization itself and involving external parties in the organization tailored to the needs and capacities of the organization. A good training program begins with the preparation of a Learning Needs Analysis proposal from each employee to be then approved by management so that its implementation is by what each employee lacks or weaknesses in carrying out their duties.

Implementation of training that is based on what is needed by members of the organization, this can be used as an effort to increase competence, on the contrary, if the implementation is not as needed or given to the wrong person, the expected results will not be optimal and not beneficial for the organization in general.

By what is conveyed (Alainati, 2010) which states that education and training must be treated and adapted to the needs of the organization to maximize work benefits from individual competencies. Training must be carried out properly to have a positive effect on employee competence.

Training have an effect on Competency Improvement, this is in line with research conducted by (Pranata et al., 2018), (Purnomo et al., 2016), (Subandi, 2018), (Warni et al., 2017), (Zuhry & Sugiyarti, 2018).

**The Effect of Learning Organization on Competence Improvement.**

Learning Organization affects Competence Improvement, where the dimensions or indicators of Learning Organization (personal mastery, shared vision, mental model, system thinking, and team learning) affect the dimensions or indicators of Competence Improvement (motives, traits, self-concept, knowledge, and skills) (Tobing dan Fitriati 2009).

Increase incompetence, which is one indicator marked by an increase in knowledge and skills, can be realized by implementing a learning organization that focuses on knowledge management and knowledge sharing. The knowledge gained by employees is shared with other employees to share and learn together. The role of the leader, in this case, is very important in creating a conducive learning environment and always supporting learning activities both through formal and informal means.

This is in line with what was conveyed (Nurbiyati, 2012) that organizations need to form a commitment to change that is supported by effective leadership and service attitude, organizational members need to be supported to motivate themselves to be able and willing to learn and grow and develop which through a learning organization will be produced. managers and employees who have high motivation and competence and are customer-oriented, which in turn supports the improvement of company performance in achieving competitive advantage (Nurbiyati, 2012).

Learning Organization has an effect on Competence Improvement, if the Learning Organization is perceived well by members of the organization, every employee has the belief that achieving goals is one of the motives of someone who has high competence; every employee will continue to make improvements if they fail at work; every employee will apply creative innovation in improving performance; every employee will maximize



customer satisfaction/customer organization with the knowledge they have (Tobing dan Fitriati, 2009).

Learning Organization affects Competency Improvement, this is in line with research conducted by (Ruzikna (2010), (Drejer (2000), and (Marquardt, 1996).

### **The Effect of Training on Employee Performance.**

Training affects Competency Improvement, where the dimensions or indicators of Training (readiness for training, learning environment, training transition, training methods, evaluation of training results) affect the dimensions or indicators of Employee Performance (ability to work, quantity of speed to complete work, accuracy/accuracy, loyalty, initiative, cooperation) (Az-Zoubi dan Rahman, 2011).

To improve employee performance by paying attention to training, what management must do is design training activities according to the teaching design process, where training design refers to a systematic approach to developing training programs. The teaching design process emphasizes that effective training practices involve more than selecting the most popular or passionate training providers and training methods. (Noe, 2012).

From several previous studies, it can be concluded that education and training that affect employee performance is a training program based on employee needs based on gap analysis of each employee's shortcomings or weaknesses. By participating in the training, it is hoped that there will be an increase in knowledge and skills that can be used to improve the quality and quantity of individual work results and increase organizational performance in the end.

Training affects employee performance, supervisors and adults must map out employee competency deficiencies so that efforts can be made to improve them. After that, superiors need to carefully prepare an Individual Development Plan (IDP) to support the improvement of their competencies and must be monitored periodically to ensure that all IDPs have been implemented by employees correctly and on time. (Zwell, 2000).

Training affects employee performance, this is in line with research conducted by (Berge, et.al., 2002), (Sultana, et.al., 2012), (Devi and Shaik, 2012), (Falola, et.al., 2014), (Tahie, et.al., 2014), (Asad and Mahfod, 2015), (Atan & Mahmood, 2015).

### **The Effect of Learning Organization on Employee Performance.**

Learning Organization has an effect on Employee Performance, where the dimensions or indicators of Learning Organization (dynamics of learning; organizational transformation; empowerment; knowledge management; application of technology.) affect the dimensions or indicators of Employee Performance (quantity, quality, time, cost, service orientation, integrity, commitment, discipline, cooperation, leadership) (Setiaji, 2015).

One application of learning organizations is the existence of a knowledge manager who becomes a reference for each member of the organization to add insight and abilities through independent learning or in groups in sharing knowledge from employees who are more skilled with other members of the organization who are still lacking. This knowledge transfer activity must continue to be carried out in response to any changes, both internal and external.

This is in line with what was conveyed (Argyris & Schon, 1996) that the focus of learning organizations is the learning process carried out by several employees in developing knowledge to achieve good performance. By sharing knowledge and experience possessed by employees, this knowledge will increase and will improve employee performance (Argyris & Schon, 1996). Learning Organization has an effect on Employee Performance, with continuous learning and change by the organization will increase employee knowledge and experience further and will improve employee performance. (Paraskevi & Panagiotis, 2015).

The success of learning organizations in improving employee performance and organizational performance is strongly influenced by the existence of a learning culture in the organization that forms the organizational environment as a work environment that is also effective as a place to learn and share experiences. The leader's role is as a role model and always provides support to members of the organization to continue to learn and improve self-quality, evaluation, and improvement. This statement is in line with what was conveyed by (Robbins and Judge, 2007).

Learning Organization affects employee performance, this is in line with research conducted by (Agapita, H., 2006), (Marquardt, M. J., 2002), dan (Rumijati, A., 2020), (Safitri, C. L., Setyanti, S. W. L. H., & Sudarsih, S., 2018), (Senge, P. M., 2006).

### **The Effect of Competency Improvement on Employee Performance.**

Competency Improvement affects Employee Performance, where the dimensions or indicators of Competency Improvement, namely intellectual, emotional, and social competence as part of the innermost personality in a person can predict or affect the effectiveness of individual performance (quantity of work, quality of work, and the right time). (Spencer & Spencer, 1993: 78).

Increasing the competence of organizational members must be a concern of management to be able to maintain and improve individual and organizational performance. Employees who have competence will tend to be faster, more precise, and more effective in completing assignments and more adaptive to any changes in the organization, more reliable because their knowledge and skills can be used to solve problems with the best solutions. If every employee has and continues to improve their technical, emotional, and social abilities in each assignment, it is expected that quality and timely completion of tasks will result. This is supported by the theoretical statement from Spencer & Spencer (1993: 78) that intellectual, emotional, and social competence as part of the deepest personality in a person can predict or affect the effectiveness of individual performance.

Competency Improvement affects Employee Performance, Competency Improvement is needed at every level of position in the organization so that employees can complete the assigned work by the competency standards required by the organization. This is in line with research that states that to get effective performance in each position, employees must be equipped with good competencies so that the resulting performance is satisfactory. (Vathanophas and Thai-ngam, 2007).

Competency Improvement affects Employee Performance, this is in line with research conducted by (Dyah Kusumastuti, 2001:228), (Djaya S., 2011), and (Syafuruddin Syafuruddin, Siti Nur Intang, Selvia Selvia, 2020), (Hennry Hartanti, 2018).

### **Conceptual Framework**

Based on the problem statement, theoretical studies, relevant previous research, and discussion of the influence between variables, the framework for thinking in this article is as follows.

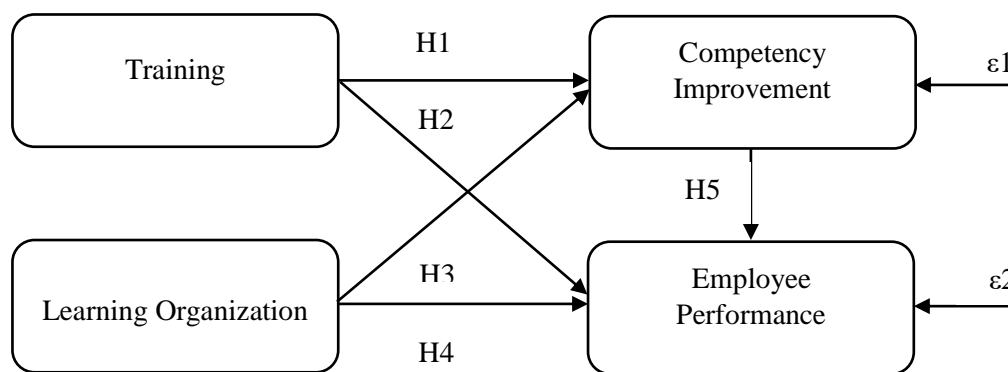


Figure 1: Frame of Thinking

Based on the conceptual framework picture above, then: Training and Learning Organizations affect improving Employee Competence and Performance both directly and indirectly. Apart from the variables of Training and Learning Organization that affect Employee Competency and Performance Improvement, many other variables that influence it, including:

- 1) Motivation: (Riyanto, Sutrisno, et al., 2017), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), (Aima et al., 2017), and (Masydzulhak et al., 2016).
- 2) Organizational Culture: (Harini et al., 2020), (Elmi et al., 2016).
- 3) Leadership: (Limakrisna et al., 2016), (Bastari et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016).
- 4) Commitment: (Limakrisna et al., 2016), (Harini et al., 2020), (Prayetno & Ali, 2017), (Riyanto, Yanti, et al., 2017), and (Masydzulhak et al., 2016)
- 5) Education: (Sari & Ali, 2019), (Ali & Sardjijo, 2017), (SiVARAM et al., 2019), (Chauhan et al., 2019), (Sulaeman et al., 2019), (No et al., 2017)

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on theory, relevant articles, and discussions, hypotheses can be formulated for further research: Training affects Competence Improvement; Learning Organization affects Competence Improvement; Training affects Employee Performance; Learning Organization affects Employee Performance; Competence Improvement affects Employee Performance.

### Suggestions

Based on the conclusions above, the suggestion in this article is that there are still many other factors that affect Employee Competence and Performance Improvement, apart from Training and Learning Organizations at all types and levels of organizations or companies, therefore, further studies are still needed to find out what other factors can affect Employee Competency and Performance Improvement in addition to those examined in this article such as Motivation, Organizational Culture and Leadership.

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