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In House Training Needs Analysis for Employees

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Abstract: The purpose of this study is to This research is aimed at knowing the provision of job training (in house training) to employees, consistently and continuously guaranteed in quantity, but on the other hand training is needed that is guaranteed in quality. To ensure that the training that will be carried out is in accordance with the needs of the organization, position, and individual employees, so that the quality is guaranteed, a training needs analysis is needed beforehand. This study uses a descriptive qualitative approach with a case study method that uses source triangulation techniques with the objects in the study being all organizational components, both leaders and staff. In data processing, data collection, data reduction, data display, and conclusion and verification are carried out. Research result, revealed that analyzing training needs involves all organizational components. Where, consideration of training needs lies at the level of organization and position. It was concluded that at the individual analysis level it is not used as a basis for determining training needs, so that it is possible for all employees to experience improvement. The results of the study show that in-house training is urgently needed to improve the quality of human resources, efficiency and productivity of employees as a whole.

Keywords: Needs analysis and In House Training

INTRODUCTION

Human Resource Management is a process of managing a group of people in an organization with the ultimate goal of developing the ability of employees to achieve goals, especially the vision and mission of the organization. Quality, competent and ethical Human Resources (HR) are a valuable asset for the Indonesian nation. The industrial era 4.0 is characterized by the need for digitally skilled human resources to support the application of industry 4.0 which is thick with the field of artificial intelligence / Artificial Intelligence (AI). Competitive HR can be seen from the output that is needed and absorbed by those who need it, the ability to create innovations and become agents of change in their environment. According to Vaithzal (2010, 212) Education and training are very important for new

employees and old employees, training is briefly defined as an activity to improve current performance and future performance.

Human resources who have the skills and competitiveness in the global era will have an easy way to find work, although all of that will again look at the personal and competence they have. Competence is related to the ability or capacity that will be highlighted, as a differentiator between individuals. Training (Training) is one way that is done by the company in an effort to improve the performance of employees. In the book "Human Resource Management", (Noe, 2008: 267) training in general refers to a planned effort by a company to facilitate employees' learning of job related competencies. The job competencies include knowledge, skills or behaviors that are critical for successful job performance."

Competence is the ability and characteristics possessed by a State Civil Apparatus Officer, in the form of knowledge, skills and attitudes required in carrying out their duties, so that the State Civil Apparatus can carry out their duties professionally, effectively and efficient. Competence is the ability and characteristics possessed by a State Civil Apparatus Officer, in the form of knowledge, skills and attitudes required in carrying out their duties, so that the State Civil Apparatus can carry out their duties professionally, effectively and efficient. Efforts have been made to improve employee competence through training held involving participants between work units, be it training for positions according to rank, technical training, language training, and state defense training. As for the Directorate General of Defense Potential, this responsibility falls on the Director General of Defense Potential. Government agencies are currently increasingly focused on increasing the knowledge of each of their employees, but that knowledge has not been managed as an asset belonging to the organization. In accordance with the mandate of Law No. 5 of 2014 concerning the State Civil Apparatus (ASN) and followed up through Government Regulation No. 11 of 2017 concerning PNS Management, government agencies are required to manage their employees based on the competence of each position. Knowledge is part of competence, in addition to skills and attitudes. Through the right competencies, ASN is expected to be able to carry out their duties and perform optimally in accordance with their respective positions. Improving the quality of Human Resources (HR) utilized by related organizations/agencies. This is expected to support the organization's targets in an effort to achieve the goals that have been set. Work according to the Mission and Vision of the organization. Consistent and continuous In-House Training is guaranteed in terms of quantity, but on the other hand quality-assured training is needed. To ensure that the training that will be carried out is in accordance with the needs of the organization, position, and individual employees, so that quality is guaranteed.

The concept of training is clear and according to needs, making changes or changing the behavior of staff and managers from defensive or stagnant to progressive behavior. A high desire for change in people characterizes the desire to progress or continue to strive for high levels of progress. Employee willingness to work is psychological maturity or 'soft skill' maturity, which is associated with commitment, integrity, willingness, and motivation, to perform a job task (Hersey & Blanchard, 1982: 187). According to Rivai (2005:225), training is a process of systematically changing employee behavior to achieve organizational goals. Training relates to the skills and abilities of employees to carry out the current job. Training has a current orientation and helps employees to acquire certain skills and abilities to be successful in carrying out their jobs. Training according to Kamil (2010: 151) is a process of empowerment and learning, meaning that individuals (community members) must learn something (material) in order to improve abilities, skills and behavior in work and daily life in supporting their economy (income). In ensuring the improvement of knowledge, skills and attitudes of employees, so as to form employees who are in accordance with expectations to achieve the vision, mission and goals of the organization, training is needed both in quantity and quality. In terms of quantity, the required nominal amount or constant training is available

to be carried out routinely. In terms of quality for each agency or organization is very different, because the quality of a training is largely determined by the management system or training management of each agency or organization, each of which has advantages and disadvantages. With management, training can be guaranteed not only in terms of quantity but also in terms of quality, training based on the needs of employees for the development of knowledge, skills, and attitude values needed in carrying out their jobs.

The In House Training (IHT) program allows it to be carried out simultaneously/continuously because it is easier to implement. In addition, In House Training (IHT) can be carried out according to the needs of the institution and employees and adapted to the organizational culture. As an organization that carry out the main programs of the ministry of defense including industrial technology, defense support resource policies, defense communication information technology, the type of In-House Training is very suitable for the Directorate General of Defense Potential. With In-House Training they can adjust the training to be carried out according to the needs of employees according to their duties and functions. This is not only related to the duties and functions of the organization, but also the national policies that they adapt to their duties and functions. As revealed by Crumpton (2011) In House Training must be related to the culture of the institution. With programs that are developed internally can be adjusted to match the strategy, goals and objectives of the company or institution.

Effective training can increase performance, improve morale, and boost organizational potential. Inadequate, inappropriate, or inadequate training can be a source of frustration for everyone involved. In order for the In-House Training program to be effective and not to become a source of frustration, management is required by paying attention to the stages of the training.

Widjaja AW (1986) is every effort to improve worker performance in a particular job that is being responsible, or a job that is related to his job. Thus, training further develops technical skills so that employees can carry out their work as well as possible. Exercise is directly related to teaching job assignments.

Training effectivenessis very important especially for developing human resources. Training and development of human resources in companies, organizations, educational institutions or other institutions is carried out to improve the quality of employee performance. It can be seen that the relationship between education and training and performance refers to the opinion put forward by Kaswan (2011: 55) that effective education and training can improve performance, improve morale, and boost organizational potential. Inadequate, inappropriate or inadequate education and training can be a source of frustration for everyone involved. In order for the In-House Training program to be effective and not to become a source of frustration, management is required by paying attention to the stages of the training. Like Hariandja and Hardiwat (2007:174) there are several processes/activities that must be carried out in an effort to develop a training program, namely: analyzing organizational training needs, determining objectives and training program materials, determining training methods and learning principles used and, evaluating training program. According to Mangkunegara (2011: 7) there are three interests in human resource planning, namely individual interests, organizational interests, and national interests.

In this case, we can see that there is a need for training management in order to manage trainingcan run well and succeed effectively and efficiently. Conceptually training management can be interpreted as a process of planning, organizing, activating and evaluating training activities by utilizing training aspects to achieve training objectives effectively and efficiently.These are standard aspects of training management that are commonly carried out in training activities (Haris, 2007:5). To facilitate understanding in this study, the training steps are divided into three phases, namely: the planning phase, the implementation phase and the

evaluation phase. As stated by Kamil (2010: 16) that the function of training management/organizers is to plan, implement, and evaluate training. The Directorate General of Pothan Kemhan is a work unit within the Ministry/government, to ensure that the process of implementing good performance routinely conducts In-House Training with an average quarterly rate for its employees. So that employees understand the task in accordance with the vision, mission and goals of the organization. Where stakeholders synergize with each other as important role holders in improving the quality of employees. In improving the self-quality of employees, training is carried out both with work unit organizations and those carried out using external facilities. The InHouse Training program implemented by the Ministry of Defense's Directorate General of Pothan work unit will be able to meet expectations if it is based on good planning, from needs analysis to designing training designs. The InHouse Training program implemented by the Ministry of Defense's Directorate General of Pothan work unit will be able to meet expectations if it is based on good planning, from needs analysis to designing training designs. That matter, supported by Cunningham's opinion in Hamzah (2008) that planning is selecting and connecting knowledge, facts, imagination, and assumptions for the future with the aim of visualizing and formulating the desired results, sequence of activities required, and behavior within acceptable limits. to be used in the solution. Hamalik (1991:22) explains that planning is a managerial process in determining what to do and how to do it, and in it outlines the goals to be achieved and a work program is also developed to achieve those goals. Planning is the process of preparing various decisions that will be implemented in achieving a predetermined goal (Hidayat, 1990:1). Planning is usually arranged logically, systematically, rationally, and can be proven true. Training planning includes identifying their training needs, then planning/designing training activities rationally.

One of the factors causing the ineffectiveness of training programs as a solution to problems is due to a lack of planning that begins with analyzing training needs and designing training. As the results of Firdousi's research (2011) that training needs must be determined through appropriate analytical methods to determine the best training and produce the expected outcomes. Before any type of training is delivered it is required to identify the training needs of the organization in order to achieve the desired results from the training program. According to research conducted by Ooi et al. (2007) the factors that most contribute to the effectiveness of training are the competence of trainers and training methods. Identify training needs to provide the right solution in overcoming visible differences from the current situation and the expected state. This was also expressed by Papu in Fauzi (2009, p. 45) explaining that the purpose of identifying training needs is as a way to obtain accurate data about the need for training to be held. The process of identifying needs helps coaches and requesters to determine training needs or performance deficiencies. This is in line with what was conveyed by Papu (in Fauzi, 2009, p. 47) that identification of training needs is a process of collecting and identifying data in order to identify areas or factors that exist within a company or organization that need to be improved or improved so that employee performance and company or organization productivity increase. Education and training needs are types of education and training needed by a position holder or job executor of each type of position or organizational unit to increase knowledge, skills and attitudes in carrying out tasks effectively and efficiently (Ministry of Forestry and ITTO, 2000). The need for needs analysis is supported by Rothwell and Sredl (in Rothwell and Kazanas, 2003: 359) that training is based on needs,

Training needs analysis is a diagnosis to determine the current problems and future challenges that must be faced today and future challenges that must be met by training and development programs (Rivai and Sagala, 2009). Training needs analysis is an analysis of needs in the workplace that is specifically intended to identify priority training needs in order to realize organizational goals. Information on these needs will be able to assist organizations or companies in using resources (time, funds, technology, and so on) effectively while avoiding

unnecessary training activities. Training needs analysis can be understood as a systematic and comprehensive investigation of various problems with the aim of correctly identifying several dimensions of the problem. This is done in such a way that in the end the organization or company can find out whether the problem really needs to be solved through a training program or not (Irianto, 2001). Needs analysis is supported by Rothwell and Sredl (in Rothwell and Kazanas, 2003:359) that training is based on needs, which are defined as gaps or differences between ideal and optimal conditions. Needs arise from job demands, from comparisons between desired work methods and reality or between desired results and reality. Where training needs analysis is the process of finding gaps between what people know, do, or feel and what they must know, do, or feel in order to do competently. Meanwhile, according to Danim (2008: 51) the results of the needs analysis inspire the design of the type of training, objectives and indicators of success, program structure, materials, evaluation and monitoring systems, as well as criteria for participants and relevant sources. So it can be concluded that the analysis of training needs is to identify problems that exist in companies or organizations through training programs, as 51) the results of the needs analysis inspire the design of the type of training, objectives and indicators of success, program structure, materials, evaluation and monitoring system, as well as criteria for participants and relevant resource persons. So it can be concluded that the analysis of training needs is to identify problems that exist in companies or organizations through training programs, as 51) the results of the needs analysis inspire the design of the type of training, objectives and indicators of success, program structure, materials, evaluation and monitoring system, as well as criteria for participants and relevant resource persons. So it can be concluded that the analysis of training needs is to identify problems that exist in companies or organizations through training programs, as efforts to find out the problem and look for various appropriate steps as a solution in improving the performance of employees.

RESEARCH METHODS

This research uses descriptive qualitative research with a case study research strategy, the researcher acts as a research instrument. Data collection was carried out using observation techniques, interviews, and documentation studies. The criteria for the validity of this research data include aspects of the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability).). The degree of trust (credibility) as a substitute for the concept of internal validity, in this study was examined by utilizing existing references and triangulation of sources. To process field data, researchers try to decipher and describe the data obtained according to what it is. Furthermore, the data that has been collected is selected and selected data that can support the aspects studied. Data analysis techniques in this study used an interactive analysis model with stages according to Sugiyono (2009:247) data reduction, data display, drawing conclusions and verification.

DISCUSSION RESULT

To realize human resources with integrity, high performance and professionalism, job training is needed for employees. Each training must be designed and planned in such a way as to be effective, so as to achieve the desired goals and objectives. A training program must be able to provide learning experiences and must provide an organizational activity that is planned and designed in response to specific organizational needs. Analysis of training needs is the first step in training management activities which are strategic steps to determine the right training program for the organization and employees. Analysis of training needs is very important because it provides information about the level of expertise and capabilities of the organization's human resources, with information from the results of the analysis of the needs of leaders can identify gaps between organizational needs and employee capabilities. On the

object of this study the method used is Toll Road Need Assessment Training. This method is used to analyze the gap between job performance and personal work ability which is described in the form of a description.

From the results of the analysis of the object's training needs, it can be illustrated that the level of participation of the organization and employees is very high in the need for training. This means that the level of knowledge and skill development of employees is very high and the increase in organizational performance is very fast, so that the impact is clearorganize public services for the community and be able to carry out their role as an adhesive element for the unity and integrity of the nation based on Pancasila and the 1945 Constitution of the Republic of Indonesia.The results of this training needs analysis can be used as the right reason that employees are enthusiastic about participating in the training. This could be due to the implementation of the training needs analysis which was carried out not only at the leadership level but also at the staff level as a whole, so that the resulting data was quite optimal. For a clearer picture of the enthusiasm of employees with training. Specifically, the needs analysis system is divided into 2 stages, namely: (1) Identifying training needs, and (2) Developing an annual program.

Identify Training Needs

At this stage, according to (Sugiyono, 2017: 219) you can use various methods and techniques, among others, in this study a combination of the three (interviews, questionnaires and observation) was used. In this study to identify training needs using the observation method and FGD (focus group discussion) which was designed in the form of sub-section meetings which were then continued in work unit meetings. In identifying the need for information obtained from all parties, both coaches, directors, heads of sub-sections. This, in line with Siagian's opinion (2012: 187), in identifying the need for training in an organization, there are three parts, namely, organizational units, managers/heads of various work units, and the employees concerned themselves. Mapping the components that are the source of analyzing training needs will make it easier to determine the right training goals and objectives. To more easily understand the needs analysis, you can see the table below:

Table 1

Training Need Level	Questions That Must Be Answered	Process Reference
Organization	1. The most required type of training 2. For which part of the job is the most needed training?	Training Plan, New strategic Strategy
Tasks/ Jobs	work activity Knowledge, skills, abilities, personal abilities (competencies) conditions in which the task is performed.	Job analysis
Individual	Which individuals need to receive training so that they have the knowledge, abilities and skills?	Assessment

The results of the research on the training needs analysis process involve interested parties, namely organizational units represented by the Director, section heads, namely heads of work units, and employees. According to Notoatmodjo (2009:20-21) to sharpen the needs analysis should be supported by collecting the necessary information about needs from 3 sources, namely: organizational analysis, job analysis, and individual analysis. However, in this study, in determining training needs, it only considered 2 levels of importance, namely;

1. Analysis of organizational needs is the responsibility of the director in coordination with the section head, who is in charge of managing human resources in general, both for current needs and in order to prepare training for future challenges. To determine the type of training needed for each employee, it is necessary to carry out a Training Needs Analysis. The results of the analysis show that the section heads and directors design and prepare the necessary training program planning to bridge the gap between the required competencies and the competencies possessed by the personnel manager in carrying out their duties.

2. Task (Task) Task analysis is an overview of work activities, including the tasks produced by employees and the knowledge, skills and abilities needed to fulfill the duties and responsibilities. Tasks are specific employee work activities. Duties include KSAOs (Knowledge, skill, ability, and other considerations) he answered. Knowledge includes data and procedures. Skills indicate competence in performance. Ability includes physical and mental capacity to perform. Other considerations are other things that affect performance. (Noe, 2010). Tasks are jobs that must be done by employees who are part or component of a position. Analysis of results in a description of work activities including the tasks performed and the knowledge, skills and behaviors required to complete the work (Noe, 2010).

   Meanwhile, at the individual level it is not used as determining training needs, even though in reality performance evaluations or self-evaluations are carried out, employees do this to find out their weaknesses and strengths, so that they can be proposed as training needs. It is possible for all employees to experience an increase in the sense that employees who are not yet able will become able and employees who are able to become even more capable. To ensure that training needs analysis activities run according to actual expectations, this is largely determined by the leadership system. Homonist leadership that is open with a democratic system allows all components of employees to be open to their problems and weaknesses. So that it will bring up a variety of training needs that are quite complex with the maximum quantity. This will support continuous and maximum development and improvement. Meanwhile, when viewed from the dimensions of needs, it can be divided into 2 needs, namely:

1. Strategic needs, namely needs derived from monitoring internal conditions with core activities to plan training needs checking the suitability of vision, mission and objectives with the actual work of employees. This is done to build individual capacity and so that they are able to carry out work tasks. Increasing individual capacity is more inclined to efforts to improve individual abilities so that they are able to take advantage of all the potential and abilities that exist in him to be utilized for the betterment of the organization and its surroundings. Efforts to increase individual capacity include learning efforts both from the realm of knowledge, attitudes or critical awareness and skills.

2. Sudden needs, namely needs derived from considerations about government policies in the era of globalization, for example the implementation of E-government in Indonesia in 2003. This action was carried out to synergize government policies with the ability of employees in the technology sector. The training carried out will certainly provide knowledge and skills according to the needs and regulations that apply.

   In identifying training needs is strongly influenced by culture and organizational structure. In this study, there are 2 methods used in identifying problems related to training needs, namely:
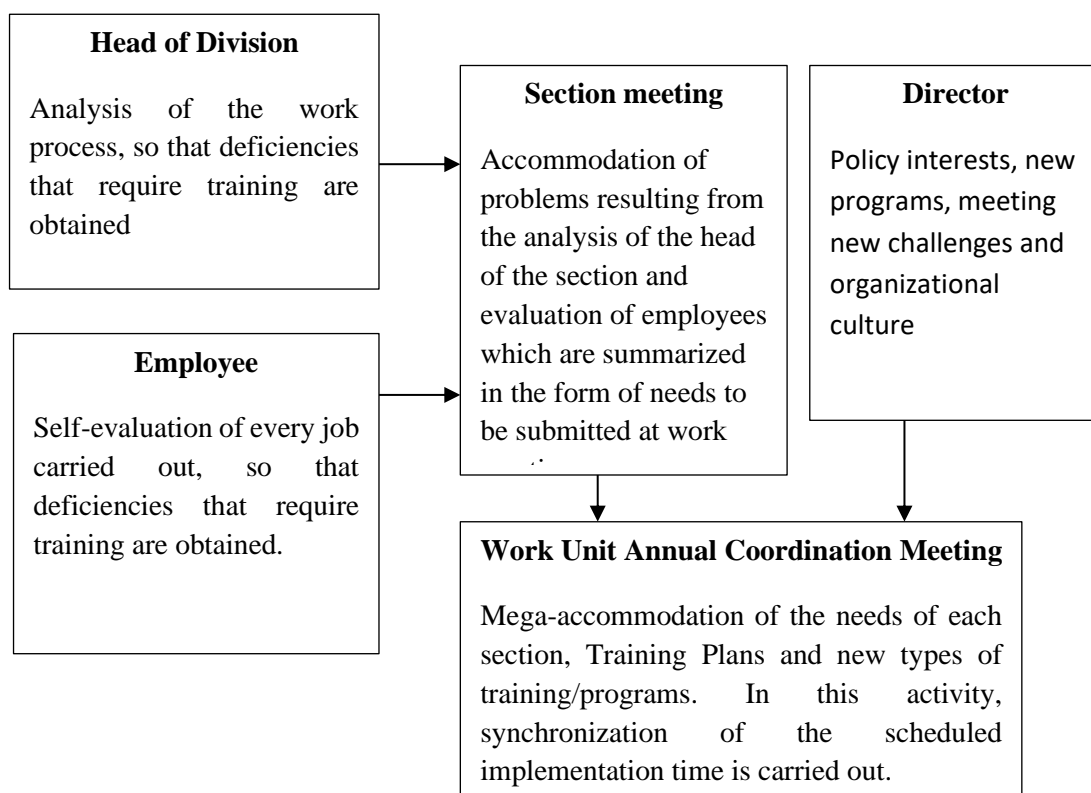
a. Observation Method: the method is usually carried out by leaders, personnel departments, directors and section heads. This method helps organizations that have limited resources to identify needs even though the group of observable objects is quite large and complex. In research, observation techniques are used to see the work of people with the aim of analyzing the requirements of the job, not to assess the work of individual people.

b. Group Discussion/FGD: the FGD method is a focused discussion from a group to discuss a particular problem, in an informal and relaxed atmosphere. In focus group discussion research conducted by a group of people who are in the same section. In this discussion, led by the section head as a resource person or moderator who gently encourages participants. to have the courage to speak openly and spontaneously about matters that are considered important in relation to issues that require training. The interaction between the head of the section and the employees is the basis for obtaining information. In these discussions everyone has the same opportunity to submit and give statements, respond, comment and ask questions.

Training programs are organized as a means to eliminate or at least reduce the gap between existing competencies and standard competencies or those that are expected to be carried out by a person or organization, so in this case a training needs analysis is a tool to identify these existing gaps. and analyze whether these gaps can be reduced or eliminated through a training program. Support for the maximum competence of employees greatly influences their productivity (performance) in the task. By conducting a serious training needs analysis, the designed training program will be implemented efficiently and effectively as required by all employees. This is their focus as a determinant of training needs. From the results of the training needs analysis it can be grouped into six categories as follows:

1. *Planning*: Make sure that you plan on what type of training will be given to employees. By introducing them to the type of training that is tailored to their position, for example as a computer operator or as an analyst,
   then this will make them get useful training in the continuity of the work they do later.

2. *Instructor or Trainer:* With competent teaching staff, employees who attend training for days on end will feel satisfied and understand what is conveyed by the teaching staff, so that in this way employees absorb the material presented more quickly so that these employees can implement the material obtained by the instructor.

3. Training Methodology: The training methodology is determined according to the objectives of the trainees to be trained. The training methodology is chosen according to the type and level of training. In the form of activities/methods, including lectures, discussions, brainstorming, simulations, case studies, practice, internships, role playing, and assignments. Selection of the appropriate method is carried out by paying attention to the needs of each subject/competence unit or sub-topic/competence element.

4. Teaching Materials: Teaching materials used in the learning process include modules, units of competency (UK), field instructions (Petlap), handover materials, and broadcast materials.

5. Determination of the Number of Practice Hours: The duration of the practice process is determined based on the time needed to achieve the work competencies required by the trainees, with a unit time of 45 minutes per hour of practice and the number of hours of practice in one day is 8 (eight) hours or other size as needed.

6. Evaluation of Learning: Evaluation of learning is assessed from the aspects of knowledge, skills, attitudes and behavior. Evaluation materials prepared by the trainer for the training participants consist of initial evaluation, mid-evaluation and final evaluation.

Head of Division		
Analysis of the work process, so that deficiencies that require training are obtained	**Section meeting** Accommodation of problems resulting from the analysis of the head of the section and evaluation of employees which are summarized in the form of needs to be submitted at work	**Director** Policy interests, new programs, meeting new challenges and organizational culture

Employee

Self-evaluation of every job carried out, so that deficiencies that require training are obtained.

Work Unit Annual Coordination Meeting

Mega-accommodation of the needs of each section, Training Plans and new types of training/programs. In this activity, synchronization of the scheduled implementation time is carried out.

Develop an Annual Training Program

At this stage, the identified training needs are made into an activity plan as it is a guideline for the development of subsequent programs with an outline design made within one year. Furthermore, the annual training program is all training programs that have been compiled into an annual work agenda that is operational in nature accompanied by an expenditure (shopping) budget, which is based on data and information from internal and external through internal analysis or evaluation and external analysis to produce a strategy that can be used directly to prepare an annual plan that contains sustainable programs, and is an operational project or program implemented by the organization (Murniati & Usman, 2009: 48-49). The process of compiling an annual training program is carried out in several steps, namely determining the type of training, setting targets, compiling a training schedule. The concept developed at this stage is more like a monthly plan, namely as a guide to the team involved in carrying out training design preparation activities. This monthly plan is prepared based on training needs. To ensure the implementation of training as expected, two factors need to be considered, as follows: This monthly plan is prepared based on training needs. To ensure the implementation of training as expected, two factors need to be considered, as follows: This monthly plan is prepared based on training needs. To ensure the implementation of training as expected, two factors need to be considered, as follows:

1. Training participants need to pay attention to the suitability between the type and level of training that has been determined based on Work Competency Deficiencies (KKK) to meet the Work Competency Standards (SKK) required in the field of duties and work.
2. The annual budget provided for improving the quality of employees to consider the selection of training priorities and avoid wasting costs. The result of this training needs assessment is a list of training needs which are then categorized (grouped), arranged based on priority scale, and used as material for preparing an annual training program plan. To support the implementation of the training program for one year, a budget is required which is then included in the budget plan (RAB).

In determining the budget for the annual training program costs refer to 2 (two) factors, namely:

a. Estimated costs available last year and description/prospects for the coming year; by conducting an analysis of employee training costs.

b. The amount of the required cost of activities; by conducting a cost analysis on each program and integrating it in the "Master Budget". Training activities are carried out by careful needs analysis, so that effectiveness and efficiency. In this study, it is clear that the direction of the training to be carried out is generally in the context of coaching employees so that they can improve their personality and the spirit of dedication to the organization, improve quality and ability, as well as skills both in carrying out their duties and in leadership, training and improving work mechanisms and sensitivity in carrying out tasks, being able to train and improve work, knowledge and skills in order to realize effective, efficient and productive employees in completing their work. The annual program is a general program for each type of training for each section which is developed in a coordination meeting between the director and the section head who is responsible for providing training services to employees. This program was prepared and developed by the director and section heads. In preparing this annual program, the design of training activities is still in outline made within one year by taking into account needs analysis and timing. Furthermore, the annual training program is an entire training program that is part of the annual work agenda. Budgets that are based on data and information from internal and external through internal analysis or evaluation and external analysis give birth to a strategy that can be used directly to prepare annual plans that contain sustainable programs, and are operational projects or programs implemented by the organization (Murbiati & Usman, 2009: 48-49). The process of preparing the annual training program includes several components, namely determining the theme/type of training, setting targets, compiling a training schedule, so that the implementation meeting only focuses on resource persons and other equipment.

CONCLUSION

From the results of the study it was concluded that the support of an open-minded, homogeneous leadership system is very influential, so that employees consciously express their shortcomings for improvement and improvement. Seeing training activities as a form of increasing employee self-capacity as a form of value construction and motivation. Although identifying individual level needs is not used as a basis for determining training needs. This makes it possible for all employees to experience an increase in the sense that employees who are not yet able will become able and employees who are able to become even more capable. The results of the training needs analysis process are in the form of descriptions and have not been maximally documented. Every employee feels the need to continuously improve themselves.

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