

## KASH TRAINING MODELS: INCREASING LEVELS OF COMMITMENT AND ORGANIZATIONAL EFFECTIVENESS

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**Abstract.** The purpose of this article is to propose a strategic evaluation framework based on KASH training models, applicable in the first instance to SMEs in the clothing manufacturing sector in Bogotá (Colombia), which in turn allows the possibility of developing new methodologies based on this proposal to be replicated in organisations from different sectors, as well as taking advantage of the possibility of increasing levels of commitment and motivation. The population of formal employees in this sector in 2021 was 626,350, and therefore the sample will be 384 employees. This framework is proposed as a set of postulates or tentative hypotheses in such a way that its approach becomes the support of a general framework and its subsequent verification through the analysis of the information collected in the sample about the perception of the relationship of the 4 KASH dimensions with commitment and organisational effectiveness. The main conclusion of this article proposes that each employer has differential expectations regarding the knowledge, skills, attitudes, and habits of employees and that, for this reason, the standard recruitment profiles must be complemented with adjusted training models that allow the use of the interaction of these 4 dimensions for the improvement of the levels of organisational effectiveness and commitment of the employees with the objectives of the firm.

**Keywords:** attitudes, knowledge, KASH model, skills, habits, training models.

**JEL Classification:** J24, L21, L25, M53.

### Introduction

The problems that organizations face today have nothing to do only with the need to improve their levels of effectiveness by managing their responses to the challenges of the environment, but also with the need to have internal capacities that contribute to this increase in results. And this internal management is largely based on the adequate management of human talent, so that the organizational strategy is in accordance with the needs of its employees and with the commitment of the staff. This situation requires the adoption of creative and innovative measures that allow organizations to develop innovative proposals that involve the workforce and create adequate levels of synergy for this purpose. The KASH models are a proposal that combines the capabilities of each employee with their needs and expectations, in addition to considering the behaviour of each person, to achieve these results (Jain, 2020; Jones et al., 2020).

In this sense, Mathur et al. (2015) highlight the importance of involving aspects of each worker and the need to

enable the sense of inclusion of each one as an important component in organizations, as a necessary condition to facilitate the increase in the levels of effectiveness of companies, derived from the commitment of each employee, by creating conditions that generate a “sense of belonging”.

In the current era of globalization, the recognition of workers as essential actors in a complex framework that involves not only both physical and intangible resources to enable the proper functioning of the business fabric, but where it is understood that the recognition of the needs of the human being that allows the operation and use of these resources has been recognized as a determining factor in the success of organizations (Holdener et al., 2020; Mukaihata et al., 2020).

In this sense, different studies have shown that when companies manage to take advantage of the performance of employees with high levels of knowledge, attitude, skills, and habits in the use of existing resources to improve organizational efficiency and effectiveness, the results of this use are directly related to high levels of employee

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commitment and substantial improvements in levels of organizational efficiency (Ahmed et al., 2020; Clardy, 2021; Mikołajczyk, 2021; Sadq et al., 2020; Witasari & Gustomo, 2020).

Since the article proposes a strategic evaluation framework necessary for the development of KASH training models, it is presented as a contribution to achieving the defined objectives of this proposal through a framework based on solutions with sufficient theoretical and academic support that guarantee the applicability of the strategic and innovative approaches that are proposed.

Thus, it seeks to demonstrate that the adaptability of the proposed model allows its design to be guided in the search for an increase in the commitment of each worker and an increase in the levels of organisational effectiveness, as each training programme is oriented towards the development of professionals with competencies oriented towards achieving competitive advantages. The authors approve the presentation of the paper.

## 1. Theoretical background

### 1.1. Usefulness of KASH training models in organizations

The KASH model construct is used in the literature to categorise those models for training and improving the performance of employees in organizations, through processes aimed at efficiently integrating four highly influential aspects of human talent: knowledge, attitudes, skills, and habits (Özsoy et al., 2009).

For this reason and given their role as catalysts for increasing company results, authors such as Mathur et al. (2015) highlight the need to promote the sense of inclusion of workers as a facilitator of increased effectiveness in the performance of organizations.

One of the greatest challenges of this model refers to the need to develop strategies that manage to differentiate customs, habits, and the continuous use of skills in order to design training models that improve the results arising from each of these characteristics (Beuren & Macohon, 2011).

Current business dynamics has led companies to define strategies to face an environment that poses different and changing demands where competition is increasingly stronger (Ozkeser, 2019). This reality necessitates the development of response alternatives that allow for levels of adaptability to changing conditions while remaining effective and low-cost. To achieve the development of alternatives that meet these conditions, companies currently take into account strategies based on scientific approaches to human resource management (HRM) that place special emphasis on the qualifications of employees and their individual characteristics (Nawir et al., 2022).

For this reason, it is increasingly common to define business policies that include not only investment in employee qualifications but also in personnel selection and development processes. The individual characteristics

associated with behaviour and personal habits define labour development policies, including processes for taking advantage of these characteristics to define tailored organizational performance improvement strategies (Kuswati, 2019).

The literature review carried out for this article on training models also allowed the identification of different studies carried out in the last decade related to the subject of this proposal. In them, he concludes that the training activities developed by companies in response to this type of need not only invest in the training of their employees, but are also concerned with raising the levels of motivation of collaborators. Moreover, as a positive result, workers perceive that their particular characteristics are important in the company, a situation that results in increased commitment and the contribution of each employee to improving the firm's efficiency levels (Arifin et al., 2019; Herminingsih, 2020; Kareem & Hussein, 2019; Rifa'i et al., 2022).

The correct orientation of this methodology allows for directing the conditions of entry of the worker to the company or the conditions that exist at a certain moment. This approach allows the company to guide and plan its resources and the use of time as inputs for the design of a longer-term strategy (Ortiz-Delgado et al., 2016). Once the entry conditions have been parameterized as part of the training model, it becomes possible to achieve the commitment of workers in business goals, a phenomenon that has been verified by Knight et al. (1997).

The literature also demonstrates different cases studied both in developing countries and in more advanced economies where it has been possible to demonstrate the contribution of human talent in all its dimensions, including knowledge, experience, attitudes, skills, customs, and habits, in achieving business goals and improving business processes. In these, it has been possible to evaluate the correlation between the behaviour of employees and their training needs in relation to different business aspects such as knowledge of their job, knowledge and mastery of specific skills, professional development, professional ethics, and the abilities in the IT field (Kazimoto, 2016; Voronkova et al., 2018).

The perspective proposed in these studies allowed us to evaluate the correlation between the aspects analysed and those are directly related to the KASH perspective, compared to the specific training needs to integrate these entry conditions with the characteristics of the organization and its management procedures. This matching between the characteristics of the worker in training and the organization has to do with the knowledge of their job, the knowledge and mastery of specific skills, the professional development, the professional ethics, and the skills in the IT field.

Another aspect to highlight from the empirical studies that will support our proposal has to do with the fact that it has been identified that the influence of human errors that impact the effectiveness of the processes and therefore the performance of the companies has to do not only with

the levels of professional capacity of the workers, but also with the absence of methods or training programs that help to achieve a correct interaction between the personal capacities with the customs and personal attitudes of the worker, in the search for a correct alignment with business objectives, a situation that is considered desirable by different authors on the subject (Kazimoto, 2016).

The framework aims to supplement the analysis based on the competency types proposed in the methodology section. This would allow for a reduction in the number of errors and their occurrence, beginning with the verification of their origin and early correction by analysing whether they arise from the interaction of the worker's personal characteristics with organisational characteristics, assisting in the determination of corrective or preventive measures.

## 1.2. Contribution of the KASH models and their contribution to the performance of organizations

To define the strategic contribution of the KASH models to the improvement of the results of the organizations, the definition of what in this article will be considered as strategic planning is proposed below. Is defined as a managerial methodology that allows for the systematic definition of response actions to changing environmental situations. This planning takes as input the situations that could be considered problematic for the normal performance of the company, which arise from changes in the environment (Mintzberg, 2022). These changes are not necessarily negative and may even give rise to favourable situations for the organization, but they require the attention of the firm's management to make the best use of the challenges.

The organization must define desirable and appropriate situations for its development, thus achieving the declaration of its strategic objectives. And it is from these objectives that the necessary actions are precisely defined to achieve the desired objectives, thus achieving the definition of business strategies. As stated above, the design of strategies in each organization under the strategic planning model has to do with the analysis of the entry conditions of each worker and the characteristics of the company in relation to the way in which their tasks are carried out, which is known as organizational culture.

This organizational culture has to do with their knowledge of their job, the knowledge and mastery of specific skills, the professional development, their professional ethics, and their skills in the IT field. To the extent that this KASH training strategy takes this information as input and defines procedures for achieving objectives framed in the dimensions of knowledge, attitudes, skills, and habits of each worker, there is a greater possibility of contributing to the improvement of the organization's performance (Pisano, 2017). This dynamic will allow the contribution of the dynamic capabilities of the organization connecting the business-training model with learning and continuous improvement of the company (Cabrera-Moya, 2017; Cabrera-Moya & Reyes, 2018).

Various studies available in the literature report a wide variety of success stories in the business sector where the proper alignment of the dimensions that make up the KASH model contributes significantly both to the personal dimension of each worker and their development, as well as to the commitment of the same with the strategic objectives defined for the area of the company in which he works and for which he was trained, thus achieving a balance between the work environment, the levels of commitment, and the results of the firm (Rodríguez Ortega de Peña, 2020).

This is the case in Tan et al. (2016)'s work, in which they conduct a study using various quantitative and qualitative tools under a mixed research typology and conclude that the shortcomings and inadequate definition of training programmes in Tanzania waste the potential quality of the workforce's skills, reducing the results of operations and the growth of companies in the country's formal sector.

The instrument used evaluated the business skills of the workers of a group of companies chosen for this purpose, identifying gaps between previous education, the training received in the company, and the performance of the workforce. This study analysed the possible consequences of the differences between the skills of the workers and the themes of the training processes and their influence on productivity levels. According to the study, companies that design their training processes with workers' attitudes and habits in mind, as well as their level of formal educational training, can increase productivity.

Another research selected as support for our proposal presents a proposal to improve the levels of organizational commitment as a strategy to increase the levels of belonging and results for the firm in a group of companies in Ecuador (South America). This research shows the direct relationship between the results of improving the sense of belonging of employees, their commitment to the company, productivity levels, and the achievement of objectives that were part of the strategic plans of each of the companies (Aimacaña Mullo, 2021). An important finding in this regard suggests the convenience of designing training programs that, in addition to the company's own topics and what is necessary for the worker's performance, also promote the consolidation of the contribution of attitudinal aspects in the workplace, as demonstrated by the direct and positive relationship between these aspects. This choice on the design of training models, is a primary objective in business strategic planning.

The literature offers analysis on complementary aspects that must be present when developing training plans, to maximise the results of these processes and that are related to the work environment that the workforce perceives in the company. Studies carried out in Colombia (South America), showed that the simultaneous perception that employees may have about the existence of welfare programs aimed at workers, generate spaces for interaction and recreation that enhance the results of training and at

the same time, enable the exchange of experiences and opinions of the workers about the topics of the training (Camargo, 2012).

Additionally, in the work of Almeida et al. (2012) on pre-employment technical and vocational education and training, they analyse the relevance, effectiveness, and efficiency of these programs. The importance of both pre-employment training and the training programmes developed by the companies themselves for their employees through adjusted procedures that consider the prior knowledge, skills and levels of each worker is associated with their customs, habits, and attitudes.

One of the challenges defined by the authors to optimise the results of the training programs, called TVET in their work, consists of matching a series of programs developed by the firms with the education that each worker has acquired since childhood, high school, and possibly in higher education. As a result of their study, they highlight that the implementation of these programmes tends to increase the income level, highlighting a pattern that is consistent with the greater demand for technical skills in more advanced economies. The evidence reported from studies on the returns to training programmes shows no pattern, suggesting that the economic value of the training is likely to be context specific. Therefore, the evidence would also demonstrate the positive and direct impact of KASH strategies on the operational and economic results of the companies.

Another finding shows that most developing countries share concerns about the relevance, effectiveness, and efficiency of training programmes aimed at improving the conditions and skills of workers. Examples such as Korea and Singapore show that some countries highlight the potential relevance of training and structured programmes that seek to take advantage of the four characteristics mentioned for everyone as a source of improvement in the contribution of the labour force to economic growth and development. This investment requires developments that integrate in detail the capabilities and personal environment of each employee to overcome difficulties by aligning these capabilities. This would allow a correct alignment between the needs defined for each personal competence and the demand for specific knowledge, for which adequate arrangements are required in the private sector and in governance, both in the academic and organizational spheres and in that which defines public development policies.

### 1.3. Improved employee engagement because of the application of KASH training models

The key to obtaining an increase in the results of employee performance, an improvement in the effectiveness of the processes, and simultaneously making the employees feel they have a suitable work environment, as well as the improvement of the benefits offered by the company, and in this way increasing employee commitment to their work in the organization, depends directly on the correct

alignment of the four components of this model, which are designed by the team in charge of the training processes. For this reason, the achievement of the proposed benefits is derived directly from the appropriate combination of training processes developed to the extent of the background and personal characteristics of each worker and the experience that these employees have been able to accumulate in their previous working lives.

It is necessary to design a training plan that simultaneously combines the necessary structure of the necessary skills for each job, with adequate flexibility to adapt to the conditions of the members of the staff that are being trained in each program. The development of components associated with knowledge and skills allows a direct qualitative leap in process efficiency. And if the structure of the proposed training method manages to match these necessary characteristics for the company with the personal characteristics of the employees associated with their attitudes and habits, a process of continuous improvement is obtained that directly affects the commitment of the employees and the performance levels of the company and allows the organization to start a path of qualitative improvement aimed at the creation of world-class human capital (González et al., 2017). Authors such as Yang and Arthur (2021) have highlighted both in their own research and in others on which they have developed literature reviews, findings that show that the level of employee commitment directly affects their permanence in companies, in the contribution of their experience because of this permanence, the achievement of results, the existence of proactive responses, and a high level of professional commitment.

For this reason, the argument used as a guide in this article regarding the advantages of KASH models as a strategy to increase the levels of individual commitment and organizational effectiveness, is widely demonstrated and supported in the literature and in turn serves as support for the proposal presented in the Methodology. These findings can be found in the proposals of Owens (2006) and Yang and Arthur (2021). In addition to the theoretical and empirical verifications presented, our work proposes the existence of two major currents that analyse the impact of company training and training initiatives on their employees. These two currents are considered the basis for the proposal. The first of these is known as “reciprocity models”, and it occurs when employees increase their level of commitment to their jobs and with the companies, as well as their level of effectiveness in their work, believing that training, wellness activities, and, in general, all actions received in addition to the agreed-upon salary are a “promise of future rewards” and a specific recognition for performance (Kim et al., 2020).

The second current is identified in the literature as “integration models” and they represent a suitable evolution of the reciprocity models. In these models, it is highlighted that the levels of commitment of each employee can be enhanced by realising that there is a true “integration”



Table 1. Types of competences and their scopes (source: based on Voronkova et al., 2018)

Types of competences	Scope of competences
Social competences	Identification with the company, building relationships, communications, collaboration, cooperation both within the company and with third parties, the ability to resolve conflicts, negotiation skills, ability to listen, self-confidence, written communication, and customer-oriented approach.
Personal competences	Motivation to action, striving for results, innovation, independence, flexibility, imagination, ability to overcome stress, self-control skills, ability to analytical and synthetic thinking, decision-making, and problem solving.
Professional competences	Professional knowledge, information management, project management, process management, office skills, business orientations, knowledge application procedures, and readiness for training and advanced training.
Managerial competences	Ability creating effective organization, planning abilities, goal management, team building, change management, delegation, motivation, coaching, commitment, strategic thinking, management control, and leadership skills.

between the specific interests of the organization and the professional development interests of the staff, where the response of the worker is explained by a more advanced commitment than simple reciprocity in the face of a reward, being achieved rather by an interaction between the parties that tends to create the “sense of belonging” of the person towards their employer (Bakari et al., 2017; Hon & Lui, 2016).

This last point explains how the worker perceives that the concordance between his expectations and those of the company extends beyond the purely operational sphere where his knowledge, experience, and skills intervene, with a complement where his expectations, attitudes, and performance habits are regarded as a contribution of each personality to the organisation (Avanzi et al., 2014).

In turn, the frame of reference we propose is made up of two complementary but mutually exclusive components. The initial component develops a general and common training model for each work area, where the general conditions for their performance are provided to the employee. And a complementary component that is developed in a particular way for subgroups of employees with similar personal and behavioural characteristics to take advantage of the specific attitudinal and behavioural categories, thus being able to identify in detail the potential for concrete contribution and their orientation towards exclusive tasks and clearly differentiated (Becker, 2009). British studies in this regard show that these levels of mutual “identification” generate levels of tacit commitment where the employee feels the organization’s challenges as his own (Green et al., 2000).

In the first case and (Voronkova et al., 2018), as presented in Table 1, the proposed evaluation methodology divides the types of competences into four categories: social competences, personal competences, professional competences, and managerial competences.

## 2. Research methodology

### 2.1. Hypotheses

Regarding Brum’s (2007) proposal, we will use the hypotheses raised in the author’s works, which were the result of his review of the literature, to evaluate the potential

influence of training models on organisational effectiveness and employee individual commitment. These hypotheses are in accordance with the enunciated current called “integration models”, where it is proposed that the training programs and models developed under this perspective allow synergy processes to be created between the employee and the business objectives, where the results to their turn influence levels of positive engagement with your organization. The guiding hypotheses for the proposal are:

#### 2.1.1. Hypothesis 1: Training that leads to an increase in perceived employee investment will increase in employee commitment.

This proposal will be called the “Investment Hypothesis”. Getting employees to “invest” more time into their workdays, invest their abilities to improve their performance, and involve aspects of their personal lives in campaigns to improve their quality of life in the organization, allows for higher levels of retention in the organization.

If an employee participates in training days in addition to his working hours or in wellness days for him and his family during non-work times, his level of commitment and his sense of belonging in the organization increase (Charalampous et al., 2019).

These “investment” days can include training days, learning programmes that use extra time at work, participation in wellness brigades within the company, participation in development teams welfare activities for both the employee and their families, or emergency brigades for health and safety at work.

To the extent that the company increases the levels of “investment” in programmes such as those mentioned above aimed at improving the welfare conditions of its employees, it is more likely that the employee will decide to “invest” and remain in the organization because the perceived cost of leaving the company is too high. This increases the employee’s intention to stay in the firm (Malik et al., 2010).

#### 2.1.2. Hypothesis 2: Training that builds a sense of debt to the organization will lead to an increase in employee commitment

This proposal will be called the “Compromise and Reciprocity Hypothesis”. In agreement with different authors

such as Dearden et al. (2006) and Ballot et al. (2006), this hypothesis affirms the tendency of some employees to consider that the activities in the area of human talent aimed at increasing the levels of well-being of employees are special components that are part of the “emotional salary” (Saldívar & Moctezuma, 2020).

This perception of being rewarded with different and complementary aspects to the traditional salary generates, in some cases, an increase in the levels of commitment and dedication of the employees, making them make more effort to achieve the established goals. In these cases, the sense of belonging is complemented by a sense of debt to the firm.

At the same time, there may be a feeling that an advantageous position has been obtained compared to ordinary workers, and that this privileged position requires higher levels of dedication and commitment to the company. This type of response has been highlighted in the literature in categories associated with reciprocity, where the employee feels that their response to the advantages that the company provides should be compensated with an increase in levels of effectiveness (Kim et al., 2020).

### 2.1.3. Hypothesis 3: Training that seeks to increase an employee's identification with the company is likely to increase employee commitment

This proposal will also be called the “Social Identity Hypothesis”. Human beings highly value the possibility of satisfying their need for social and organizational belonging. If a training and education model includes actions that allow this satisfaction without being limited only to the technical or labour training of the job, it contributes to increasing the sense of duty of the employee towards the firm (Mahmood Aziz et al., 2021).

Taking advantage of this situation to improve organizational performance levels has to do with the idea that the more capable a collaborator is of feeling identified with the company, the greater the possibility of increasing commitment levels (Brum, 2007).

The commitment and identification of each employee with the ethos of the organization involves its values, objectives, and goals (Dávila, 2019).

### 2.1.4. Hypothesis 4: Training that serves to limit alternative employment options will lead to an increase in employee commitment.

This proposal will also be called the “No Alternatives Hypothesis”. This hypothesis is based on the premise that the level of specialisation and alignment that the worker achieves in relation to his contribution to the company makes it less likely that he will leave the organization.

This means that although there are different job options in different companies, the specialization achieved in the training programs means that it is less and less likely that there will be a better external opportunity than the current one, producing the feeling that there are no alternative opportunities (Kraimer et al., 2011).

In this way, the “lack of opportunities” or “options” in the external labour market allows the development of more alternative employees. This specialization, achieved through training, creates employees whose performance is “tailored” to the needs of the company.

## 2.2. Proposed methodology

In this study, the authors proposed the KASH model, which is in line with the taxonomy used by other authors for the analysis the training methods, the competences, and the contribution of those in the performance of the organizations (Brum, 2007; Voronkova et al., 2018). In a complementary way, through the analysis of previous studies and research reported in the literature, it was found that most of these studies were carried out using mainly a quantitative approach. This analysis will use information obtained through the distribution of questionnaires and the examination of the effectiveness of the training.

The population of this study corresponds to the employees of SMEs in the clothing manufacturing sector in Bogotá, Colombia, which was estimated at 626,350 formal employees in the year 2021. To find suitable respondents for this study, purposive sampling will be used. Therefore, 384 employees were chosen based on Cochran's (1991) formula for large populations, as shown in Eq. (1).

$$n = \frac{p(1-p)Z^2}{E^2}, \quad (1)$$

where,  $N$ , is the sample size required;  $P$ , is the percentage occurrence of a condition;  $E$ , is the percentage maximum error, and  $Z$ , is the value corresponding to the required level of confidence.

According to Bryman and Bell (2003) and Shah et al. (2021), a margin of error of 5% is acceptable. The recommended percentage of occurrence of a condition is 50% to maximize variance and obtain the largest sample size (Shirzadi et al., 2019; Hu et al., 2021). Furthermore, the collected data will be analysed using the SPSS and SMART PLS software, which allows the researcher to organize, reorganize, manage, and store a large amount of data collected from respondents (Peterson, 2019; Feng & Behar-Horenstein, 2019).

## 2.3. Arguments for the proposal and choice of the methodology

The authors, considering that one of the most important contributions of this article has to do with the proposal of its own methodology, consider that although it bases its concept on the literature and on previously reported initiatives, as reported in the theoretical background, it has not been addressed through quantitative exploratory studies that were based on dimensions associated with the proposed KASH model: individual commitment, organizational effectiveness and training effectiveness simultaneously.

The previous argument accounts for the reason why this particular proposal was chosen, considering that it complements previous studies on similar topics but with different scopes.

As announced in the introduction, the main objective of the authors is to contribute to the reduction of the methodological and theoretical gap, regarding proposals that seek to verify the correlation between the training models of the companies, the organizational commitment, and the particular conditions of each worker, through quantitative methodologies.

Since no precedents of studies of this type were found in the in-depth review of the literature carried out for this paper, it was chosen to design an unprecedented methodology that would allow obtaining a framework based on solutions with sufficient theoretical and academic support. It would guarantee the applicability of the strategic objectives and innovative approaches that are proposed for the organization.

Some of the aspects taken into account in the proposal had been studied together, but the proposal that integrates all these aspects simultaneously is the characteristic that could allow it to be considered as an innovative contribution to the field of organizational strategy in its relationship with the worker training activities specific to the strategic level of the firms.

### 3. Results

The study will be carried out using a quantitative approach by distributing to employees a questionnaire developed by the authors, which is shown in Annex 1 (available in Cabrera-Moya (2022)), to gather relevant information. The collected data will be analysed by exploratory and confirmatory factor analysis to determine the fitness of the four dimensions tested, namely knowledge, attitude, skill, and habit.

Therefore, a limited study focused primarily on a quantitative approach will be conducted to examine the effectiveness of training employees in the garment manufacturing sector in improving company performance levels using only the KASH model proposed.

Given that this article reports the approach and support for an empirical investigation as just indicated, both the results of the literature review that support the proposal, as well as the hypotheses designed to explain the results of the study, as well as the instrument of data collection elaborated for the investigation, constitute the results of the article in themselves.

### 4. Discussion

Flexibility in work conditions and technologies necessitates a shift in thinking about the industrial system's fundamental principles. Due to technological advancements, the industrial system cannot adequately prepare individuals for their whole working lives. In contrast to skills and knowledge, which should update regularly, competencies

are formed on a more stable foundation of attitudes and habits. Attitudes and habits are an essential aspect of an employer's search for qualified employees, but their role should be observed deeply.

The economic crisis has revealed that employers' and employees' expectations for job satisfaction, commitment, and self-regulation (Orhan et al., 2021; Zikic & Klehe, 2021) have not changed significantly in achieving the effectiveness of the company. Employers may be demanding a convergent set of core competencies, knowledge, and abilities that reflect the needs of businesses and employees, and their use to guide course design is increasing (Brundiers et al., 2021) in contributing to company efficiency.

Especially in Higher Education Institutions (HEIs), the knowledge, attitude, skills, and habit (KASHs) model really supports lifelong learning for employers and employees by providing different resources to help prepare global citizens to tackle present-day and future challenges (De La Torre et al., 2022). In this scenario, the KASH model is proposed as a contribution to the industrial revolution, which can enhance the company's efficiency and effectiveness.

Therefore, companies must identify what their people's KASHs are in today's tight labour market and skills shortages when developing the sustainability of organizational effectiveness (Tran et al., 2018), and first and foremost, employers must grasp what KASHs are required to do a job. During the recruitment and selection process, it's equally crucial to understand someone's KASHs because employees' knowledge, attitude, skills, and habits can significantly contribute to their job performance, commitment, and organizational effectiveness (Rahmawati et al., 2021; Rožman & Štrukelj, 2021). As a result, all business leaders must recognise that flexible work models (KASH model) have an impact on an individual's job performance (Sekhar & Patwardhan, 2021; Shipman et al., 2021). In this case, employees and the company's progress will stagnate if employers are unable to recognize, comprehend, and develop the KASH.

Nevertheless, if employees' expertise is weak, an employer may need to develop more training and development approaches for them. When skills are insufficient, further practical training may be required so that knowledge can be applied on the job. Employers should provide the opportunity for employees to hone their skills and increase their performance in to enhance the company's efficiency.

The KASH approach has the potential to help all sectors improve their organizational performance and effectiveness. Technological advancement increases the demand for skills, and talent investment satisfies that demand. This approach has proven to be a workhorse for economists, explaining many significant shifts in the distribution of wages and employment among advanced nations over time (Bakhshi et al., 2017).

In relation to the ideas presented in this work, the authors propose that researchers interested in the subject, deepen and develop complementary proposals for the use

of the potential of workers. This use can be enhanced by defining training models that take into account the backgrounds of the employees to offer conditions that meet their needs and, therefore, allow the levels of commitment to the organization to increase.

These models can be viewed as a starting point for four new research directions, which are as follows:

- Hypothesis 1: Training that leads to an increase in perceived employee investment will increase employee commitment.
- Hypothesis 2: Training that builds a sense of debt to the organization will lead to an increase in commitment.
- Hypothesis 3: Training that seeks to increase an employee's identification with the company is likely to increase
- Hypothesis 4: Training that serves to limit alternative employment options will lead to an increase in commitment.

In conclusion, the KASH approach aids in development of organizational or industry initiatives that may be linked to effective adoption and influence labour demand.

## Conclusions

The first conclusion coincides with the main argument of this article, which states that the KASH models, being part of the business training models, increase the levels of individual commitment and organizational effectiveness. This statement is supported by the literature and the results of the empirical studies consulted.

Depending on strategic plans and short-term needs, employee attitudes are examined differently. In this case, the employer's expectations for employee knowledge, skill, attitude, and habit are vital to the success of the company, hence, the employees' knowledge, attitude, skill, and habit contribute to increasing the effectiveness of the company.

Workplace learning takes place in a variety of situations and in a variety of ways, resulting in a variety of knowledge, attitudes, skills, and habits as well as diverse techniques in different countries and parts of the world, allowing employers and employees in contribute to their business.

One of the main challenges of the research whose conceptual framework is proposed in this article has to do with testing the hypothesis that the implementation of the KASH model in higher education institutions (HEIs) is an important component of academic programs, It constitutes support for both companies and HEIs for the process of developing professionals with skills aimed at achieving competitive advantages.

These advantages will allow them to face in the most appropriate way the current dynamism of a globalised world that poses increasingly complex challenges. The workers who participate in this model will surely be able to contribute to the improvement of business results, whatever their field of action.

As part of the implementation of the KASH training models, a diagnostic study prior to the involvement of workers is necessary.

This evaluation allows the establishment to take into account the entrance conditions of each person, where the flexibility of the model allows the use of the flexibility of the contents in order to focus on and/or deepen them in those aspects where shortcomings are evident.

Regarding the limitations of this proposal, the first one corresponds to the chosen methodology. As previously announced, a quantitative study will be carried out through an exploratory factor analysis applied to the responses obtained through a questionnaire designed by the authors, as explained in the methodology. Taking into account that the 4 dimensions to be evaluated are related to aspects of the proposed model, namely the personality, qualification, skills, and habits of the workers, the results will allow evaluating the level of adjustment of the information but will not take into account more detailed characteristics of the answers. This could be improved by involving a second qualitative analysis, a situation that, although not part of the scope of the study, can complement the analysis and therefore be considered a methodological limitation.

The proposal of this paper raises the capture of information through Annex 1, which was developed as a result of the theoretical analysis on the subject. However, it is considered that an opportunity to improve research by future researchers lies in the possibility of complementing the data collection instrument by involving new dimensions of study and including new aspects and questions to capture the information. That is, this possibility of improvement can be considered a limitation of the defined scope.

There is also the possibility of proposing new study hypotheses to broaden the scope of the research because of the continuous review of the literature.

Finally, the maximum error level accepted in the quantitative methodology can be considered a limitation to be corrected by expanding the sample of the experiment, improving the adjustment levels of its results.

## Author contributions

Diego Rafael Roberto Cabrera-Moya is the principal author of this article, was responsible of the proposal structure of the text, of the literature review and theoretical background, and of the first proposal in the hypotheses, and built the discussion, the findings and conclusions.

Diego Rafael Roberto Cabrera-Moya and Hemaloshinee Vasudevan were the main investigators of the project, conceived the study and were responsible for the design, the structure of the data collection instrument.

Germán Prieto was responsible for the final reading and suggestions for improvement in the wording of some paragraphs.



## Disclosure statement

The authors of this article declare we not have any competing financial, professional, or personal interests from other parties.

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