Developing a KASH Model as a Training Strategy: A Qualitative Approach

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ABSTRACT

The objective is to enhance an understanding of how the KASH model can be used as a training tool to help managers achieve their goals of increasing individual commitment and organizational effectiveness. This study employed a qualitative method using a semi-structured interview to examine the application of the KASH model in Malaysia's automotive industry. Thus, the population of this study consists of employees, trainers, and training managers from various departments in Malaysia's automotive industry, with a population of approximately 709,000 predicted in 2023. The KASH model is a strategy and degree of innovation that assesses a person's competence to do an individual activity with various elements or characteristics that can be categorized might make a little more sense as their level of professional commitment by constructing an efficient training program. The KASH model should be recommended and implemented in all industries to foster employee commitment to their professions.

1. Introduction

The automobile sector is an integral aspect of every growing country's general industrialization process, with industry development having a considerable positive impact on the broader economy. The automotive industry is one of the significant sectors contributing to the growth of the Malaysian economy, accounting for about 22.1% of the gross domestic product (Kasava et al., 2020). Every country's primary industrialization strategy includes substantial investment and economic development, including the automobile industry. The automotive sector is sometimes capital-intensive, necessitating enormous initial investment by public or private entities. Hence, due to the drastic changes in technology and increasing convolution in the work processes, automotive industries have recognized a new demand for skilled laborers and are implementing training for employees from this sector. Recent studies show training has a positive impact on business sustainability. The involvement of Malaysian Automotive Industry employees in producing high-quality outputs not only results in significant job satisfaction nit also motivation, innovation, and positive attitudes among team members (Doolani et al., 2020; Ragothaman and Palei, 2020; Kamaruddin, 2018; AlManei et al., 2017; Dedy et al., 2016; Nordin et al., 2010; Mustapha & Rahmat, 2013). Each aspect directly impacts the engagement and performance of an individual or employee. Organizations hire people based on their skills and knowledge. Poor attitudes and bad habits, while lacking knowledge and skills, are shown to produce low commitment and performance based on the KASH model. However, the KASH model has demonstrated that the success of an organization is determined not only by knowledge and ability but also by individual attitudes and habits. Rather than a lack of knowledge or skills (performance and commitment issues), most people are fired because of their attitude and habits (training issues). Moreover, training can furnish numerous advantages for employees in the automotive industry, likely to broaden their knowledge, skills, and potential to be efficient team members, upgrade their career development, and increase their job satisfaction (Doolani et al., 2020; Hanaysha, 2016). Surprisingly, empirical evidence indicated that only 50% of these employees were applying the knowledge and skills learned to their work after attending training conducted by their employers, and others are still lacking (Mustapha and Rahmat, 2013; Dawal et al., 2009). Thus, identifying the effectiveness of training conducted among the automotive industry's employees is very decisive due to the limited studies conducted in examining the effectiveness of employees' training solely using the KASH model among automotive employees because most of the training focuses on either technical training or individual development training. None of the training focuses on technical and individual development aspects, as the KASH model does. Similarly, training is a long-term commitment for all employees because they must learn new skills and knowledge that will be a turning point for their success in the workplace (Kancharla et al., 2020; Rickards et al., 2020). Furthermore, behavior changes will occur after the training process because they must think of a new way of managing things (Channon et al., 2020; Karjalainen et al., 2020; Tarbox et al., 2020; Clegg et al., 2021; McIlwraith, 2021; Rampa et al., 2021). Perhaps skill, attitude, and habits can be influenced by training because these four aspects are essential for the workers, and employers choose to move the business in line with economic growth. The impact of global developments in the industry and employment sector reflects the increasing demand for a workforce, not only for those with academic and technical qualifications but also for those who must be flexible and adapt to changes in the labor market by developing and achieving a positional advantage. At the same time, soft skills are viewed as less crucial by employers than technical skills (Succi et al. 2020).

Many companies focus entirely on the growth of knowledge and skills, neglecting the attitudes and habits of their employees at the organizational level. KASH attributes affect our potential to succeed in our personal and professional lives. Gaps in knowledge or skills can be filled through training programs; this was proven by an empirical study empirical study proved this; the researchers (Goniewicz et al., 2021) claimed that the training program is successfully accomplished and can retain the healthcare staff's knowledge and skills. Moreover, previous studies (Adepoju et al., 2021) also indicated that a low level of knowledge in the construction 4.0 technologies would cause a low level of training among professionals; perhaps the result showed a high skill gap. However, the professional attitude of giving total commitment is also affected in health sectors (Banazadeh et al., 2021; Sendawula et al., 2018), hospitals (Kortteisto et al., 2021), industrial companies (Piwowar-Sulej, 2021), educational robotics or technologies (Papadakis et al., 2021), the travel industry (Gajić et al., 2021), and the hotel industry (Salem, 2021) due to unskilled workers. Training programs or hands-on experience are the best ways to handle the KASH model. A training program with practical activities that can address the gaps can be established once a needs

analysis has been thoroughly researched to identify the gaps. Due to this matter, the KASH model was introduced by David Herdlinger as a performance and learning coaching tool (Rangnekar et al., 2021), which can help reduce the training issue (Hashim et al., 2021) in various industries. The acronym KASH stands for knowledge, attitude, skills, and habits, from this perspective. KASH (knowledge, attitude, skills, and habits) has been defined as a domain-independent trait (Westphal et al., 1990; Westphal et al., 1991) that directly affects the individual's performance and commitment to the effectiveness of training (Abich et al., 2021; Basavaiah et al., 2021; Lazzara et al., 2021; Mukhtar et al., 2021; Rossini et al., 2021) as well as an organization. In this case, the KASH model is applicable if the organization can use it as a training strategy to increase employees' professional commitment and performance when performing work tasks (Abdullah et al., 2021; Bhatti et al., 2021; Choiriyah et al., 2021; Niati et al., 2021; Torabi et al., 2021). organizationalThis can be detrimental to overall achievement at both the individual and organisational levels. This model addresses the following research questions: (1) How successful is the training level in increasing employees' professional commitment and organizational productivity? (2) Does the KASH model application improve training strategy? (3) How do you apply the KASH model in your training program to get employees to commit to their jobs?

2. Literature Review

Knowledge, Attitude, Skills, and Habits (KASH) displayed the identity of professional employees as an essential aspect that is growing attention amongst researchers in the field of human resource development (HRD) and organizational management based on its impact on the formation of effective and efficient employees (Jain, 2020; Jones et al., 2020). In the era of globalization, employee involvement as a professional has been recognized as a determining factor of success for successful organizations (Holdener et al. 2020; Mukaihata et al. 2020). Employees with high levels of knowledge, attitude, skills, and habits in using existing resources to improve organizational efficiency and effectiveness are associated with high levels of employee engagement (Ahmed et al., 2020; Witasari et al., 2020; Sadq et al., 2020; Clardy, 2021; Mikolajczyk, 2021).

2.1.The effectiveness of the KASH model in organizations

In the era of globalisation, employee involvement as a professional has been acknowledged as a critical determinant of success for successful firms (Holdener et al., 2020; Mukaihata et al., 2020). According to several studies (Ahmed et al., 2020; Witasari et al., 2020; Sadq et al., 2020; Clardy, 2021; Mikolajczyk, 2021), employees who have a high level of knowledge, attitude, skills, and habits in leveraging current resources to increase organizational efficiency and effectiveness are more likely to be engaged. Knowledge, Attitude, Skills, and Habits (KASH) demonstrated the identity of professional employees as an essential aspect. And as part of this inclusion, each employee's working conditions and potential contribution must be considered. Additionally, each employee's working environment and potential contribution must be considered as part of this inclusion. The entry conditions for the workers impact their dedication to and performance on this assignment, as was mentioned in the introduction. Before using a KASH model, this feeling of inclusion can be considered a stage. At this point, it serves as an incentive for commitment, which develops into a routine habit that raises performance levels based on commitment attitudes (Hurtado et al., 2021). The contribution to participants' effectiveness in training models that include these four dimensions can be adequately evaluated if it is related to the organization's practices at the same time as the participant's expectations and personality, particularly the dimensions related to knowledge and skills.

2.2. The application of the KASH model as a training strategy can contribute to achieving management objectives

The Ministry of Human Resources Strategic Plan 2016–2020 is a five-year document of strategic planning and direction for the ministry. The KASH model (Westphal et al., 1990; Westphal et al., 1991) will be researched and proposed for use in future human resource strategic plans for all industries, ensuring that all employees meet the organization's requirements. To achieve the objective of employee training development as a national leader in human resource development and management (Berman et al., 2021; Greer, 2021; Zhykharieva et al., 2021), the organization will ensure that its strategic plan is continually progressive, responsive, and dynamic. This study was analyzed to fulfill the aim of the strategic plan, and Figure 1 shows the KASH model as a training strategy.

Fig. 1. Implementation of the KASH Model as a Training Strategy Assessment

Source: Developed by authors
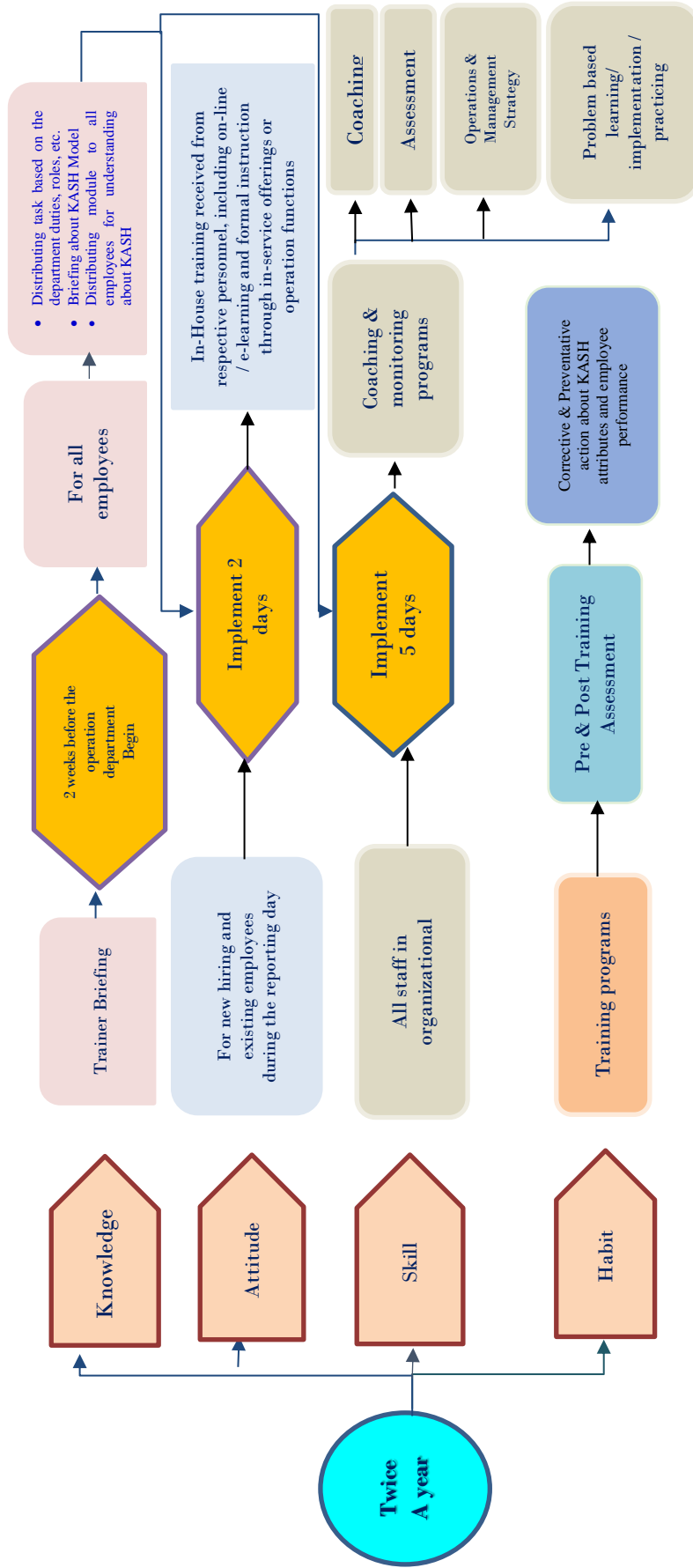
It is required for all staff to attend at least 35–40 hours or 5 mandatory days of training, seminars, or professional courses as part of their personal development and continued learning.

The KASH model will be applied as a training method in this study (Figure 1) to help employees improve their knowledge, skills, attitudes, and habits to carry out job activities successfully and efficiently. A strategic evaluation framework is required 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 to ensure the applicability of the proposed strategic and innovative approaches (Cabrera-Moya et al., 2023). By implementing this KASH model, the management aims to develop and produce competent, productive, responsive, and resilient human capital in the national labor market to increase national productivity (Gustafsson et al., 2021; Burger et al., 2021; Islam et al., 2021). As a result, the employability and employment of the local workforce can be increased to fulfill the needs of the national labor market using the KASH model (Sharma et al., 2019); to ensure a harmonious and conducive corporate relationship (Azis et al., 2020); prioritize safety aspects and occupational health (Ak et al., 2021); and ensure a social safety net that is comprehensive, dynamic, and progressive (Hughes, 2019). The KASH model may effectively develop employees' knowledge, skills, attitudes, and habits in this circumstance by looking at professional training methods. Hence, the management can maintain harmonious enterprise relations that are conducive to cooperation between employers, employees, and trade unions for the country's development and the people's welfare. The direction and problems of the labor market, as well as any issues with human capital, were nevertheless identified through the examination of labor data and statistical research (Hamilton et al., 2020). The analysis will contribute to better and more effective planning and formulation of labor policies and human resource development by applying this KASH model as a training strategy. Eventually, applying the KASH model as a training strategy aims to achieve management objectives in organizations, especially in enhancing effective service delivery and supporting services with integrity at all levels. This should be supported by sound governance. Capacity-building programs and training, as well as applying KASH noble values, are also implemented to strengthen human resources in terms of competence and resilience, as well as strategic cooperation at the domestic and international levels.

3. Methodology
3.1. Study design
An online, in-depth interview was conducted for this study for several reasons. Firstly, it enables authors to gauge better insights into employees' experiences post-training to understand how knowledge, skills, attitudes, and habits are built during training (Berg, 2009). Secondly, it provides a better understanding of the efficacy of the current KASH Model for employees. It provides insights into enhancing strategies that can be employed to assist the training industry in moving forward. Lastly, it enables the researcher to capture more profound and richer insights into the data that was descriptive of how employees within this industry think and behave, which allowed for the unfolding of a complex process of understanding how they viewed the experience of training and its effectiveness. As such, an in-depth interview was the most appropriate choice. The interview was conducted online due to the ongoing COVID-19 pandemic and the social distancing policy implemented in Malaysia.

3.2. Target population and Study participants
This study adopts a qualitative method because this paper addresses a "complex" subject that cannot be easily quantified (Gibbs, 2007, as cited in Kallmuenzer et al., 2022). Instead, a qualitative research technique is required to describe and explain the events discussed in this study "from the inside" in their naturalistic context (Tajeddini, 2013; Yin, 2013). This method enables the researchers to observe the individual or employees' knowledge, attitude, skills, and habits in a real-world setting when handling technical issues in the Malaysian automotive industry.

Desk research precedes thematic investigation, based on an analysis of findings from six in-depth interviews with experienced employees, trainers, and training managers. This study's population consists of employees, trainers, and training managers from various departments in Malaysia's automotive industry, with a predicted population of about 709,000 in 2023. Participants were purposely sampled in this study. Whether online or physically, employees from various departments in the automotive industry who recently attended training for the purpose of exploring themes of

knowledge, attitudes, skills, and attitudes in their areas of training were selected using a maximum variation sampling technique (Cohen, Manion, and Morrison, 2018).

The sample that was picked for the interviews was chosen randomly about the type of company, position, gender, and kind of training to represent themselves and create a more comprehensive picture of the value of training in Malaysia's automotive industry. Participants were screened using predetermined criteria of importance, and the researcher stopped interviewing after the sixth participant due to a saturation of data, also known as information redundancy (Grady, 1998; Guest et al., 2006; Sandelowski, 2008; and Francis et al., 2010), that occurred after the researcher discovered a diminishing return in terms of themes, ideas, opinions, and patterns because of the highly homogeneous samples found in the study as new data tends to be redundant if similar themes, ideas, and opinions continue to resurface.

3.3. Sampling method and data collection

The respondents were chosen via purposive sampling because it is often applied in qualitative research where the researcher wishes to gather precise knowledge about a specific phenomenon rather than making statistical inferences or where the population is relatively small and specialised (Thomann et al., 2020; Ritchie et al., 2003). The researchers performed numerous interviews with different people if necessary and preferred because most respondents could not commit to participating in the interview session. Researchers first contacted the automotive industry's human resources department to conduct interviews. In this case, the HR manager then gave us the names of respondents, which consisted of employees, trainers, and training managers from various departments in the automation industry who were able to attend the interview session owing to their workload and schedule. Due to their jobs and schedules, several of them could not fully commit to participating in the interview session.

Due to participants' busy working schedules, authors must purposefully communicate with participants individually to arrange for the interview appointments. The arrangement was conducted via email correspondence as well as phone conversations. Both the interviewer and the interviewee of the interview proposed and agreed upon the session's schedule.

Participants received a list of interview questions before the interviews began so they could better prepare for the sessions. However, the list of questions was not exhaustive, as new questions might be asked during the interview. The interview sessions were conducted remotely from July to September 2022 via the Zoom application using the video conferencing features. Each interview session took around 1 hour to 1 hour and 30 minutes, depending on the openness of the discussion with participants.

The authors used the criterion sampling approach to segment participants because they wanted to select employees from the automotive industry who fulfilled a pre-determined criterion of importance to ensure its appropriateness. Based on the authors' pre-determined criteria of importance, the selection of employees must fulfill the following requirements:

- Serve as an employee in the automobile industry in any capacity.
- Have worked at least 1-2 years in the automotive industry.
- Have attended any training [online or offline] related to their job role or professional development.

3.4. Data analysis

The material from the interview sessions was recorded, transcribed, and subjected to thematic analysis. The bycontent analysis was summarised in accordance with Kiger and Varpio's (2020) and Braun and Clarke's (2006) suggestions. They suggested systematically consolidating the data into essential content inductively and then retrieving the data's main themes based on the discussion content. Once iscompleted, coding will be assigned for each meaningful sentence, and then similar coding will be compiled into appropriate sub-themes. To reflect these sub-themes, these related sub-themes would finally be gathered under a significant subject. Once the first coding was completed, authors would go back and edit it until everyone reached an agreement on a representative coding scheme and topics for this study.

4. Result findings

The authors combined information from six different discussion groups. In this study, the distribution of men and women is 67% to 33%, respectively. Most respondents (50%) have 6 to 10 years of industry experience. According to Table 1, they are all residences in Malaysia.

Table 1. Profiles of respondents

Characteristics	Frequency (n)	Percentage (%)
Age (years)		
<30	0	0
31-34	2	33
35-40	2	33
>41	2	34
Gender		
Male	4	67
Female	2	33
Working experience		
<5 years	0	0
6-10 years	3	50
11-14 years	2	34
>15 years	1	16
Residence		
Malaysian	6	100
Non-Malaysian	0	0

The three main themes that the authors discovered when assessing the data are described in Table 2, along with pertinent statements taken from participants. These three main topics are (1) the requirement for employees to get training and development, (2) the exchange of knowledge and the development of skills, and (3) the effects of training.

Theme 1: training and development needs of employees

The training and development needs of employees that respondents identify are further classified into two sub-themes: (1) focus on employees' learning for current roles and future development and (2) link between employee training and performance. When an employee participates in training days outside of work hours or in wellness days for him and his family during non-work hours, his level of commitment and sense of belonging in the organization increase (Charalampous et al., 2019; as cited in Cabrera-Moya et al., 2023).

The first theme concerns organisations' stress on the importance of employee learning that facilitates their work responsibilities. *Participants stated that there is a dedicated department under HR for training programs that provide training within or even outside their responsibilities. They also said that there is a mix of self-learning, learning from managers, and desktop learning in the development department.* They elaborated on their opinion based on the following selected statements:

Participant One mentioned that "besides technical abilities, the company takes the initiative to give you training in other aspects outside automotive... [that is] outside engineering [or] finance for non-finance people."

Participant Six also affirmed by saying, "for research and development, we are focused on acquiring technical know-how from someone else and bringing it here for my departmental staff."

The second emerging subject concerns the connection between employees' training and their subsequent work performance. Participants concurred that the training program's effectiveness is determined by how well it helped them accomplish, such as their sales outcomes, while also meeting the standards of KPIs established by their employers. They asserted that their primary success drivers are rivalry and the desire to excel. They emphasized the significance of comprehending the main learning objectives and the necessity of using the knowledge right away after training to retain it. The following statements illustrate their chosen insights:

Participant 2 said ,"I would say that it's based on results. It's based on...performance."

Participant Four mentioned, "Of course, competition... [and] who is the best... [in] performance [to] improve in sales."

Consequently, the training and development department should invest in a knowledge system to gain a long-term competitive advantage because knowledge is a significant strategic asset. In the context of human capital development, both knowledge and information can help an organization build its human capital (Wijayati, 2019; Antunes and Pinheiro, 2020) and gain organizational resources.

Theme 2: Knowledge sharing and skill development

In this study, two sub-themes are derived from employees' knowledge sharing and skill development: (1) the culture of knowledge sharing and skill development within organisations; and (2) the lack of practical training and knowledge sharing practises. The most significant features of knowledge in the organizational context are uniqueness and originality (Than et al. 2023), which emphasize knowledge management as a focus on technology or the ability to build systems that efficiently process and leverage knowledge in the healthcare industry (Janakiraman et al. 2023). A new model of KASH involves people and actions. It tries to foster an environment that is easier to define by sharing information rather than holding it. The concept can be applied to improve organizational culture and staff knowledge in the automobile industry.

The first theme is related to the importance of cultivating a culture of knowledge sharing and skill development within organizations. Every participant agreed that there is a culture of collaboration and teamwork within organizations, but, at the same time, there were challenges with the effective knowledge-sharing practices observed. Still, they agreed that learning is a massive component of their job, company so there is a need to integrate it into the company's culture and let employees be accountable for the learning outcomes derived from training.

Participant Four stressed that "the culture of sharing among each other is important, particularly when there is homework [provided by trainers]. We will discuss our viewpoints together in groups and share them."

Similarly, Participant Two also stated that "through trusting your team and building your own culture within your team,"

Participant Six also had the same insight as Participant Four. Participant Six affirmed that "teamwork is a knowledge-sharing culture... to everyone to be able to apply it... "If they have something, they will come up and tell all."

The second theme practical concerns the lack of effective training and knowledge sharing practices applicable to employees. While employees attended training courses, they did not demonstrate any change or improvement in their work practices. They further argued that possible contributors could be the lack of proper systems and processes and the busy work environment. They explained that there is a lack of follow-up or accountability after training sessions, resulting in the training being just another activity without any practicality. Selected participants' comments are elaborated on below:

Participant One stated that "[in terms of the effectiveness of training] there is a big challenge due to infrastructure. Conducting training after lunch hours is ineffective, as our brains can only absorb 70% of training materials. Worse still, trainers use the same examples. Nothing new from YouTube, Lacking originality and creativity-application... This kind of trainer is not good for the industry."

Participant Five argued that "interaction with trainers and participants is crucial to keep participants engaged throughout the sessions. "There's no point in engaging if we can't retain the knowledge."

Theme 3: Impact of training

A sub-theme of the variety of training methods used was derived from the central theme of the impact of training on employees. Employees are allowedallowed to learn about various training programmes, including finance topics that are outside of their job scope. Organizations would even engage foreign trainers to provide a different content perspective to participants. Moreover, training outcomes might be achieved by applying a wide variety of training methods, such as hands-on training and simulation tools. By doing so, employees' learning efforts would be valued, fostering a creative mindset and improving their communication skills for great productivity. It means that, while there are different job opportunities in various companies, the specialization achieved in training programs makes it less and

less likely that there will be a better external opportunity than the current one, giving the impression that there are no alternatives (Kraemer et al., 2011; as cited in Cabrera-Moya et al., 2023).

The KASH model assists in developing organizational or industry efforts that can be linked to effective adoption and affect labor demand. Selected participants elaborated on their comments as below:

Participant Five commented that "notes and interaction are [important] tools to facilitate training sessions. Role play and simulation tools... can simulate the participation of employees [in training sessions as well]."

Participant Three also agreed with Participant Five by stating that "physical training is a better platform than online training... The delivery of trainers [should be] well versed in their areas... They should know the inside story of the industry. "They should share their experience with us, as they have experienced many challenges."

Based on the results, it is possible to conclude that practical training is dependent not only on the trainers but also on the company's infrastructure since the automotive personnel will be able to use the information and skills learned during the training. As a result, they will develop a favorable habit of staying focused as specified and a strong desire to engage in future training.

Table 2. Summary of themes and sub-themes

Theme	Sub-theme	Description	Example
Training and development need of employees	Focus on employees' learning for current role and future development	Providing trainings for various aspects outside the employee's current role.	"For research and development, we are focused on acquiring technical know-how from someone else and bringing it here for my departmental staff…"
	The link between employees' training and performance	Providing hands-on training to gain practical experience	"I would say that It's based on results. It's based on…performance."
Knowledge sharing and skill development	Culture of knowledge sharing and skill development within the organization	Encouraging individuals to share their knowledge with others	"Through trusting your team and building your own culture within your team."
	Lack of practical training and knowledge-sharing practices	No improvement in work practices due to lack of proper system and process	"… [In terms of the effectiveness of training] of a big challenge due to infrastructure…"
Impact of training	A variety of training methods used	The delivery and content of the training, the role of the trainer, and the use of technology to track employee training and assess their knowledge.	…" Role play and simulation tools…can simulate participation of employees [in training sessions as well.]"

Theory development and policy implementation are two actionable proposals that can be made for themes in Table 2. Maslow's hierarchy of needs theory is a theory that explains the human motivation to fulfill their needs when requiring knowledge, attitude, skills, and habits in achieving organizational goals (Hermastho, 2023). Maslow's theory suggests organizational management identifies deficiencies in employees' urgent needs that influence negative attitudes and behaviors (Schermerhorn Jr. et al., 2023); moreover, shortcomings and weaknesses of human resources (Chen et al., 2023) occurred due to insufficient training in enhancing employees' knowledge, attitude, skills, and habits. At the same time, providing an opportunity to meet the needs of an employee can be a source of positive motivation. Maslow's theory has been used and manipulated to increase productivity and organizational performance (Lianto, 2023). In addition to studies from Maslow's perspective, ERG theory studies (existence, relatedness, and growth) also show the same clear connection between physiological needs and organizational performance. ERG theory is the motivational factor that forms individual behavior, attitude, or habit and is used to explain and predict issues among employees in organizations, relationships and communication between employees, and also self-development in the workplace by providing training for employees' needs. Knowledge is essential in organisational performance (Demir et al., 2023). Recognition of the importance of knowledge in today's corporate and business society as one critical organizational resource found to be increasing in developing a

culture of knowledge sharing and skill development within the organization (Fait et al., 2023). This is because knowledge management (Sahibzada et al., 2023) will effectively be a catalyst for the continuous innovation process and also increase productivity (Bansal et al., 2023) by developing learning theory and grounded theory (Wang et al., 2023). In this case, the Training Management by Objectives (TMBO) policy should be implemented in the organization to ensure that training management by objectives (TMBO) makes a manager and an employee agree on specific performance goals and then design a plan to attain them. It links organizational goals and encourages employee participation and commitment in training development.

5. DISCUSSION
Four elements make up the KASH paradigm: knowledge, attitude, skills, and habits. These are the main elements of this study. The discussion of the KASH and its distinctive organizational themes was presented in the following section, and it was backed up by quotations from research participants and earlier study findings.

Knowledge
The suitableright theme for knowledge is the second sub-theme of employee training and development needs—the relationship between training and performance.

The link between employees' training and performance
The new findings from this study are that employee training has a good or bad impact on their performance and might result in behavioral changes as a result of the knowledge and experience obtained during training (Wijayanti, 2019; Muardi and Rohmawan, 2022). Furthermore, from an employee's perspective, securing information through training allows employees to gain more abilities, which creates value and leads to a competitive advantage, as well as improves their organisation's performance in areas such as sales and so on (Wijayanti, 2019; Azeem et al., 2021) in an organizational context. Findings showed that [Participant Two stated that the knowledge they got from the training is essential for them to implement in their job tasks to generate a good result and perform effectively]. Meanwhile, findings from Participant Four stated that the knowledge he gained from training enabled him to be more competitive in raising his sales when compared to his coworkers. As a result, knowledge is a potent weapon for every person in an automobile firm to obtain new knowledge and be more competitive due to job performance.

Attitude
The first subtheme of 'knowledge sharing and skill development,' which is 'culture of knowledge sharing and skill development within the organization,' is the relevant theme for attitude under the attitude component.

Culture of knowledge sharing and skill development within the organization
This study's novel discovery is organizingthat knowledge sharing, reading, and organizing foster a learning mindset among employees, allowing them to learn new skills and use them on the job (Battistelli, 2019; Nair and Munusami, 2020). This will enable them to improve their skills simultaneously (Battistelli, 2019; Nair and Munusami, 2020). As such, attitude is the inclination to behave in a particular way; all workers in the automotive sector are aware of the application of knowledge and abilities while doing everyday tasks. As a result, the attitude acquired throughout training is the most significant aspect of the program (Wijayanti, 2019). This is confirmed by the comment given by participants two, four, and six that there is debate on individual ideas among working colleagues during and after training. This allows them to learn more from their colleagues and fosters a positive attitude among them. To summarise the discussion, attitude is one of the indicators of training success since a positive attitude will motivate employees and their colleagues to perform well during routine work based on the skills they acquire during the training session.

Skills
The first sub-theme of 'training and development's needs of employees," which is 'focus on employees learning for current roles and future developments," is the greatest subtopic for explaining skills in automobile training.

Focus on employees' learning for current role and future development.
Acquiring the requisite skills is critical for an employee's and an organization's overall development (Baird and Parayitam, 2019; Karim et al., 2019). As a result, experts feel that boosting an employee's performance will affect acceptable work abilities in carrying out tasks swiftly, on time, and professionally (Muardi, 2022; Karim et al., 2019). As a result, training is critical to providing and improving employees' abilities to meet their demands in carrying out their jobs and beyond (Muardi, 2022; Ozkeser, 2019) from the conclusions [Participant Six, for example, stated that the technical skills they received were mainly from external specialists using the 'know-how' method]. This suggested that knowledge sharing from an external automotive trainer would provide employees with an improved opportunity to learn new skills that would be considerably more advanced and convenient to utilize in their tasks in all contexts. Furthermore, people who acquire talents outside their job scope will be more competitive and progressive in their organization, as it prefers employees with multitasking abilities. As a result, [participant two mentions that their training and development department would conduct a variety of training for their employees beyond automotive aspects, such as finance for non-finance employees and technical skills for non-technical employees, so that they would understand the entire operation scope of an automotive organization, in addition to equipping them to be multitaskers. As a result, developing skills through training will enable employees to perform more effectively and efficiently, particularly in dealing with changes in automotive technology and work methods. This is a belief; significant changes in attitude, behavior, and skills can be observed among them. This will result in increased firm performance, allowing the production of higher-quality automotive products and services (Lahope et al., 2020; Baird and Parayitam, 2019; Karim et al., 2019).

Habit
There are two subthemes linked to the habit components. The second subtheme of 'knowledge sharing and skill development,' which is 'lack of effective training and knowledge sharing and practices,' and the first subtheme of 'impact of training,' which is 'variety of training methods used,' are strongly linked to the habit.

Lack of practical training and knowledge-sharing practices
In the automotive context, efficient training techniques, effective trainers, and information-sharing practices will foster their employees' habits of better absorbing knowledge and skills and applying them in their everyday jobs (Tashtoush et al., 2022). Practical training, on the other hand, might develop their habit of staying concentrated in the training and lead to participation in more training conducted in their firm. Surprisingly, based on the interview data, the authors discovered that training seemed less successful in some automobile companies. For example, Participant One stated that some of the trainers are not very creative in teaching instances using the automobile business. They tend to repeat the same example all the time, displaying YouTube videos, and nothing appears to be original. Participant Five, on the other hand, adds that this situation made it critical for both the trainer and the participants to be involved throughout the training session. Meanwhile, Participant One stated that while training courses are occasionally helpful, they cannot implement the skills and knowledge gained due to the company's poor infrastructural facilities.

6. Conclusion
The KASH model, also known as the "integration model," asserts that commitment is the consequence of each employee's integration of his social identity with his employment. And the employee's social identity includes, among other things, the person's attitudes and performance habits as a contribution of each personality to the organization. Continue developing and attempting to define the determinants of the KASH model's contribution to employee professional commitment and development through

training strategy as a starting point for its analysis. Developing knowledge and skill-related components enables a direct qualitative leap in process efficiency. The structure of the proposed KASH model as a training method successfully matches these necessary company characteristics with the characteristics of the employees, which are associated with their attitudes and habits. Eventually, the company's performance levels are directly influenced, and the organization embarks on a path of qualitative improvement intended to create world-class human capital.

7. Practical Implication

Workplace learning occurs in various situations and ways, resulting in knowledge, attitudes, skills, habits, and diverse techniques in different countries and parts of the world, allowing employers and employees to bring value to their businesses. From the organizational perspective, the K.A.S.H. techniques use on-the-job training that involves direct exposure to the scope of the job, namely the experience related to the job. It is carried out regularly in an industry, regardless of whether it involves academic or non-academic fields in heavy, light, or medium companies. Its targeted work training strategy incorporates the interaction between employees, regardless of whether the individual is in a junior or senior position. Among the training methods or techniques in the intended job is training involving programs such as mentor/mentee, work rotation, work arrangements, understudy, and apprentice. It involves on-the-job training techniques that are applied in various fields. Off-the-job training is still in the scope of the work involved, but it is more scientific and academic, whereas on-the-job training is training in the work that involves numerous approaches. In this scenario, KASH tools can be applied in training, which can compare to a person's preparation for something and the improvement of various activities to increase performance depending on the skills and knowledge involved. Training is a situation that trains someone to improve something they want to enhance physically, emotionally, or intellectually. The hospitality field, for example, involves employees in the service department, especially the food and beverage (F&B) department. It sends employees to another department, another restaurant, or another department to see the suitability and performance of the job. This KASH method is more suitable for new employees to see suitability and optimal performance by comparing the work carried out. Work to provide positive results will place the person in that section. It is usually performed once every three months.

8. Contribution

While the previous section emphasized the lack of effectiveness of training, some participants found that the different training methods used by the trainers would improve their habits from the training they had attended. Participants two and five, for example, stated that the notes, role-play activities, simulation tools used, and trainer involvement in training sessions effectively increased employee participation. This is essentially employees' habit of performing and participating better in training. This demonstrates that the trainer's training approaches are highly related to employee behaviors that allow the organization to perform and succeed. A process based on the KASH model to develop employee professional commitment must be precisely based on its four components (knowledge, attitude, skill, and habits). It is the ideal combination of training processes to be developed based on the employees' backgrounds and experiences, as well as the support of a model for increasing the organization's levels of effectiveness. Committed employees had a stronger desire to stay with the company, a more proactive attitude toward their responsibilities, and, in general, a higher level of professional commitment (Arthur, 1992; Yang and Arthur, 2021). As a result, including aspects involving identity in training strategies that consider each person's habits and attitudes makes it possible to increase the sense of professional commitment. To continue developing and attempting to determine the determinants of the KASH model's contribution to the development of employee commitment and professionalism, the KASH model displays the significance of pre-employment training and training programs developed by companies for their employees through customized procedures that should consider each worker's prior knowledge, skills, and levels associated with their habits and attitudes. As a result of the research, organizations have discovered that implementing technical and vocational programs tends to raise income levels, highlighting a pattern that is consistent with the greater demand for technical skills in more advanced economies. There is no discernible pattern in the returns to training programs, implying that the economic value of training is likely to be

context-specific. As a result, the evidence would also show the positive and direct impact of KASH strategies on the operational and economic outcomes of the companies.

9. Limitation & Future Recommendation

According to this new framework, future researchers may be required to analyze (or test) a theory (framework or model) either (3) for the first time or (4) in a new context, location, and culture; (5) re-evaluating and (6) expanding a theory (framework or model) through quantitative research. The limitations of the KASH model caused the researchers to suggest suitable theories to strengthen the model. In this case, the Social Identity Theory (Tajfel and Turner, 1979) and Marcia's Identity Status Theory (Marcia, 1966) underlie the effectiveness of KASH elements in developing employees' professional commitment to the workplace. The turning point showed that social identity theory presents personal and professional aspects and the ongoing interaction between the two in a group (profession). Marcia's Theory of Identity Status addresses identity confusion through exploration and professional commitment in the face of choices and alternatives in an individual's ideology and occupation. According to Marcia's Status Identity Theory, this condition is referred to as exploration, and it occurs when a person shifts from a hazy self-identity to a more defined self-identity (Lile, 2013; Brown, 2015). As a result, this study should be expanded in Asian and Western contexts by utilizing a mixed method to address the limitations of the KASH model.

Conflict of interest

The authors declare no potential conflict of interest regarding the publication of this work. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and, or falsification, double publication and, or submission and redundancy, have been completely witnessed by the authors.

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