



Mediating Role of Motivation on the Relationship between Competency Gap and Training Experience on Employee Performance: A Literature Review

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Abstract

This study examines the influence of competency gaps and training experience on employee performance, with work motivation serving as a mediating variable. Employing a literature review method, the research draws upon secondary sources including peer-reviewed journals, academic textbooks, and relevant regulatory frameworks. The analytical framework incorporates multiple statistical approaches: Structural Equation Modeling (SEM) to assess causal relationships and mediation effects, Moderated Regression Analysis (MRA) processed through SPSS software, linear regression to determine direct effects, and Path Analysis to differentiate impacts across specific categories. The findings reveal that competency gaps impede performance optimization; however, this hindrance can be mitigated through needs-based training interventions and enhanced work motivation. The study recommends strengthening demand-driven training systems, conducting periodic competency evaluations, and formulating policies that foster work motivation to optimize employee performance. The theoretical contribution of this research enriches the discourse on civil servant competency development and advocates for an integrated approach to training and motivation policies.

Keywords: Competency Gap, Employee Performance, Training Experience, And Work Motivation.

1. Introduction

Competency gap is conceptualized as the variance between an individual's existing competencies and those required for optimal role performance. Drawing upon systems theory, this gap is interpreted as an inefficiency in human resource inputs that impedes the maximization of organizational outputs (Bohlouli et al., 2017). Regulatory frameworks governing Indonesia's Civil Apparatus (ASN) mandate that competencies be evaluated across technical, managerial, and socio-cultural dimensions. Managerial competencies, in particular, are operationalized through eight core attributes: integrity, communication, collaboration, results orientation, public service, self-development, change management, and decision-making (PAN RI, 2017). Despite these formal requirements, empirical evidence reveals persistent competency gaps that constrain performance improvement. These gaps arise from a fundamental mismatch between the current skill sets of employees and the competencies necessary for effective task execution.

Training experience represents a strategic intervention for mitigating competency gaps. Empirical evidence suggests that intensive and ongoing training programs substantially enhance the work quality of civil servants (Tallo, M. A., & FoEh, J. E, 2025). In addition, work motivation emerges as a critical mediating variable that amplifies the relationships among managerial competence, competency gaps, training experience, and employee performance. As a psychological driver, work motivation enables individuals to perform optimally and constitutes a decisive factor in organizational success (Djalante, 2022).

The present study seeks to investigate the effects of managerial competence, competency gaps, and training experience on employee performance, with work motivation serving as a mediating variable. Adopting a comprehensive literature review methodology, the research systematically examines a range of secondary sources, including peer-reviewed journals, academic e-books, and relevant policy documents. The anticipated findings are expected to inform evidence-based policy recommendations for advancing civil servant competencies and improving governance effectiveness.

2. Research Method

Adopting a literature review methodology, this study systematically explores the relationships linking managerial competence, competency gaps, training experience, work motivation, and employee performance. The primary objective is to critically synthesize extant scholarly knowledge, conceptual ideas, and empirical findings to derive theoretically grounded and methodologically sound recommendations (Tallo, M. A., & FoEh, J. E, 2025).

2.1. Data Analysis Method

The extant literature on the interrelationships among managerial competence, competency gaps, training experience, work motivation, and employee performance reveals a diversity of methodological approaches. Commonly employed analytical techniques include: (1) Structural Equation Modeling (SEM), utilized to examine complex causal pathways, including mediation effects (FoEh et al., 2021); (2) Moderated Regression Analysis (MRA) processed via SPSS (Hasanuddin et al., 2022); (3) Multiple Linear Regression (Loudoe et al., 2023); and (4) Path Analysis, which has been applied to delineate the influence of managerial competence on both motivation and performance outcomes (Djalante, 2022).

The present study adopts content analysis and literature synthesis as its primary analytical framework to discern prevailing research trends, reconcile divergent findings, and formulate a robust conceptual model with policy-relevant implications. Source selection was guided by predetermined criteria, including publication in indexed journals, topical relevance, and temporal currency (2020–2025). Through systematic comparison of prior empirical evidence, this review maps the relational patterns among the focal variables and identifies critical gaps warranting further scholarly inquiry (Tallo, M. A., & FoEh, J. E, 2025).

3. Results and Discussion

The following discussion encompasses the variables analyzed in this study, namely: competency gap, training experience, work motivation, and employee performance. Each variable is accompanied by a descriptive explanation and supporting tables in accordance with scientific writing conventions.

3.1. The Impact of Competency Gap on Employee Performance

Competency gaps represent a critical factor influencing employee performance in public organizations. Research conducted by (Kurniawan & Jubaedah, 2020) demonstrates that competency gap analysis is carried out through a comparative approach between individual competency scores and achieved performance scores. This approach enables organizations to objectively identify competency areas requiring development interventions.

Furthermore, (Ladiatno Samsara, 2023) asserts that the assessment center method can be employed as a comprehensive strategy for evaluating civil servant competencies. This method not only measures knowledge aspects but also relevant skills and work attitudes aligned with job demands.

Findings from various studies indicate that competency gaps are negatively correlated with employee performance. (Negeri et al. 2023) found that competency deficiencies indirectly lead to performance gaps, where employees are unable to meet organizational expectations. This aligns with (Kurniawan & Jubaedah's, 2020) findings that the greater the competency gap, the more difficult it becomes for employees to achieve optimal work targets. To address this issue, (Negeri et al, 2023) recommend conducting a comprehensive training needs analysis using the Training Needs Analysis (TNA) concept. TNA enables organizations to design targeted training programs, allowing competency gaps to be systematically and sustainably closed.

Thus, managing competency gaps through accurate identification and planned training interventions becomes key to improving employee performance within the governmental environment.

Table 1. The Impact of Competency Gaps on Employee Performance

No.	Source	Findings
1	Negeri et al. (2023)	Competency gaps are negatively correlated with employee performance.
2	Kurniawan & Jubaedah (2020)	Competency gaps lead to a decline in efficiency and the quality of public services.
3	Ladiatno Samsara (2023)	Training policies are needed to close competency gaps, particularly for government employees with a work agreement (PPPK).

Source : The conceptual framework developed in this study is the result of the author's analysis (2026), which integrates and extends the findings of Tallo & FoEh (2025).

The findings presented in the table reveal a clear inverse relationship between competency gaps and employee performance: as the disparity between actual and required competencies increases, performance outcomes

deteriorate correspondingly. In response, organizations should prioritize the implementation of assessment center evaluations and comprehensive training needs analysis as strategic interventions to close these gaps and enhance performance (Badan et al., 2019).

3.2 The Influence of Training Experience on Competency Improvement and Closing the Competency Gap

Every organization fundamentally requires a workforce that is not only skilled but also loyal and motivated. It is management's responsibility to ensure that individual employee needs are well accommodated while continuously developing their potential through ongoing training and education (FoEh, 2023).

Training is one of the key instruments in HR management. Gustiana (2022) explains that training is a planned effort to enhance employee competencies, which in turn will positively impact performance. Tallo & FoEh (2025) reinforce this view by stating that training is a structured learning process aimed at developing individual capabilities. Within the ASN environment, training is not merely a right but an obligation to improve performance quality (Tallo, M. A., & FoEh, J. E, 2025).

The government has stipulated that every civil servant is entitled to a minimum of 20 hours of instruction per year for competency development. Well-targeted training enhances employee competencies, enabling them to work more effectively (Selviyanti et al., 2019). To identify training needs, competency assessment serves as a critical first step, as mandated by Perka BKN No. 26 Tahun 2019. Based on these assessments, competency gaps can be identified, and training becomes one of the primary solutions to close them. Thus, structured, relevant, and continuous training experiences have been proven to improve employee competencies. Training should be an inseparable part of employee development policies to ensure optimal organizational performance.

Table 2. The Influence of Training Experience on Competency Improvement and Closing the Competency Gap

No.	Source	Findings
1	Gustiana (2022)	Training has been shown to improve short-term performance while also preparing employees for greater future responsibilities.
2	Selviyanti et al. (2019)	Training positively impacts technical skills, work productivity, and overall employee work motivation.
3	Tallo & FoEh (2025)	Human resource training influences performance, yet its effectiveness is highly dependent on the organizational context and characteristics in which the training is conducted.

Source : The conceptual framework developed in this study is the result of the author's analysis (2026), which integrates and extends the findings of Tallo & FoEh (2025).

Training that is designed based on individual assessment results and tailored to employee needs has been proven to enhance technical competencies while simultaneously reducing identified competency gaps.

3.3 Work Motivation as a Mediating Variable

Work motivation is conceptualized as a psychological state that energizes and directs individual behavior toward the attainment of work-related goals (Indrajaya, 2023). Empirically, work behavior is not driven by a singular motive but rather emerges from the complex interplay of multiple dominant and subordinate motives (Zarkani & Lubis, 2022).

Within the context of the Indonesian Civil Apparatus (ASN), work motivation assumes critical importance due to its direct bearing on public service performance. (Umar et al. 2022) identified a partial positive correlation between work motivation and employee performance. Corroborating these findings, (Djalante, 2022) reported a significance value of 0.000 ($p < 0.05$), confirming a statistically significant relationship between work motivation and ASN performance.

Table 3. Work Motivation as a Mediating Variable

No.	Source	Findings
1	Umar et al. (2022)	There is a partial positive correlation between work motivation and employee performance, indicating that increased motivation contributes to improved performance, although not absolutely.
2	Djalante (2022)	Work motivation has a significant effect on ASN performance, with $p < 0.05$ and t-count (6.716) exceeding t-table, indicating a strong and statistically meaningful relationship.
3	Muhammad Rochimin & Sukrispiyanto (2022)	Work motivation has a positive influence on performance with a regression coefficient of 0.462, indicating that every increase in work motivation will be followed by an increase in performance.

Source : The conceptual framework developed in this study is the result of the author's analysis (2026), which integrates and extends the findings of Tallo & FoEh (2025).

Elevated levels of work motivation serve to amplify the beneficial effects of training interventions, attenuate the deleterious influence of competency gaps, and augment the intrinsic motivational impetus required for the attainment of superior performance outcomes.

3.4 Relevant Motivation Theories

Drawing from (Ummah, 2019), four major theoretical frameworks have been widely employed to explain work motivation and its influence on employee behavior. Maslow's Hierarchy of Needs posits a progressive structure of human needs, ranging from basic physiological requirements to self-actualization, with higher-order needs emerging only after lower-order needs are substantially satisfied. Herzberg's Two-Factor Theory distinguishes between motivator factors, such as achievement, recognition, and responsibility which generate job satisfaction, and hygiene factors, including salary, interpersonal relations, and organizational policies, which primarily prevent dissatisfaction. Vroom's Expectancy Theory underscores the cognitive processes underlying motivation, contending that individuals are motivated when they perceive a clear link between effort, performance, and valued outcomes.

Finally, McClelland's Needs Theory identifies three core motivational drivers: the need for achievement, the need for power, and the need for affiliation. Within the domain of training and human resource development, motivation is likely to be enhanced when employees perceive training programs as relevant, beneficial, and aligned with their career aspirations. In this context, work motivation operates as a mediating mechanism that transmits the effects of managerial competence, competency gaps, and training experience onto employee performance.

Employees who exhibit strong managerial competence, participate in need-based training, and perceive that their competency gaps are systematically addressed tend to report elevated levels of work motivation. Such motivation, in turn, reinforces work discipline and responsibility, thereby contributing to performance improvement (Muhammad Rochimin & Sukrispiyanto, 2022). Conversely, failure to adequately address competency gaps may precipitate a decline in motivation, ultimately impairing both productivity and service quality.

3.5 Employee Performance as a Dependent Variable

Employee performance, as conceptualized by (FoEh et al. (2021), derives from the notion of job performance or actual performance, denoting the concrete work outcomes accomplished by an individual. Performance appraisal synthesizes the results produced, both qualitatively and quantitatively, by an employee in the execution of assigned duties (Satato et al., 2022). Functionally, performance constitutes a foundational construct that underpins the successful implementation of programs and policies directed toward realizing organizational goals, objectives, vision, and mission (Hasanuddin et al., 2022).

Within organizational settings, performance encompasses not only final outputs but also work processes and discretionary behaviors that facilitate productivity and strategic goal attainment. (Rahmawati et al. 2023) contend that efforts to optimize performance quality must be accompanied by deliberate attention to motivational dynamics, as work motivation is a pivotal determinant of work effectiveness. (Ummah, 2019) further advances a multidimensional perspective, distinguishing between task performance (fulfillment of core job responsibilities) and contextual performance (behaviors that enhance the organizational environment).

In the specific context of the Indonesian Civil Apparatus (ASN), performance appraisal is governed by Government Regulation Number 30 of 2019, which delineates two primary evaluative components. The first, **Employee Performance Targets (Sasaran Kinerja Pegawai - SKP)**, encompasses four dimensions: quantity (volume of work completed), quality (standard of output), time (adherence to deadlines), and cost (budgetary efficiency). The second, **Work Behavior (Perilaku Kerja)**, comprises service orientation, commitment, work initiative, collaboration, and leadership (applicable to structural officials).

3.6 Factors Influencing Employee Performance

A substantial body of empirical research has identified multiple determinants of employee performance, encompassing both internal and external dimensions. The following factors emerge as particularly salient:

1. **Managerial Competence:** Empirical evidence consistently demonstrates a positive relationship between managerial competence and employee performance (E. Rahmawati et al., 2025). Managerial capabilities, including planning, organizing, directing, and controlling are foundational to effective individual and team performance.
2. **Work Motivation:** Motivation functions as a critical antecedent of performance enhancement. Employees exhibiting high motivational levels tend to demonstrate greater organizational commitment, enhanced productivity, and sustained work engagement (Muhammad Rochimin & Sukrispiyanto, 2022).
3. **Training Experience:** Training constitutes a primary strategic intervention for competency development with demonstrable direct effects on performance outcomes (Tallo, M. A., & FoEh, J. E, 2025). Systematically designed, needs-based training programs facilitate the acquisition of job-relevant skills and knowledge.

4. Job Competency Fit: Optimal performance is contingent upon the alignment between employee competencies and job requirements. When placement decisions reflect this alignment, task execution becomes more efficient and effective, yielding superior quality outcomes and minimizing performance discrepancies.

3.7 Inter-Variable Relationships and Conceptual Framework

Synthesizing the extant literature, this study posits a set of hypothesized relationships among the focal variables, as delineated below:

1. Managerial competence exerts a direct positive effect on employee performance. Employees possessing robust managerial capabilities—encompassing communication proficiency, decision-making acumen, and results orientation—are better positioned to execute tasks efficiently and advance organizational objectives (E. Rahmawati et al., 2025).
2. Competency gaps exert a direct negative effect on employee performance. The magnitude of the discrepancy between actual and required competencies is inversely related to employees' capacity to meet performance targets (Kurniawan & Jubaedah, 2020).
3. Training experience exerts a direct positive effect on performance. Effective training interventions not only augment competencies but also yield measurable improvements in employee performance (Tallo, M. A., & FoEh, J. E, 2025).
4. Managerial competence exerts a direct positive effect on work motivation. Enhanced managerial competence cultivates self-efficacy, role clarity, and performance recognition, thereby elevating work motivation (Ummah, 2019).
5. Competency gaps exert a direct negative effect on work motivation. Unresolved competency deficits may engender feelings of inadequacy, thereby attenuating work motivation (Ladiatno Samsara, 2023).
6. Training experience exerts a direct positive effect on work motivation. The effectiveness of training in enhancing motivation is contingent upon its alignment with employee needs and the appropriateness of its scheduling (Muhammad Rochimin & Sukrispiyanto, 2022).

This conceptual framework is derived from a systematic synthesis of 21 peer-reviewed journals and academic e-books pertinent to the research topic.

Table 4. Summary of Other Relevant Research on the Topic

No.	Source	Findings
1	Bohlouli et al. (2017)	Competence assessment as an expert system for human resource management: A mathematical approach
2	Indrajaya (2023)	The Influence of Competence and Workload on Employee Performance through Work Motivation at PT Tractorindo Mitra Utama Mojokerto
3	Ummah (2019)	Organizational Behavior
4	FoEh et al. (2021)	Factors Influencing Employee Performance at RSUD S. K. Lerik Kupang City
5	Hasanuddin et al. (2022)	Psychological Capital in Moderating the Influence of Budget Participation, Competence, and Healthy Lifestyle on Local Government Apparatus Performance
6	Loudoe et al. (2023)	The Influence of Work Stress, Workload, and Self-Actualization Needs on Work Performance through Motivation as an Intervening Variable
7	Suryosumirat et al. (n.d.)	The Influence of Work Culture, Communication, and Leadership on Employee Performance at the NTT Ministry of Religious Affairs Regional Office with Supervision as Mediation
8	Dami et al. (2022)	The Influence of Employee Engagement, Organizational Commitment, and Organizational Culture on Employee Performance through Job Satisfaction as a Mediating Variable (A Literature Review Study of Human Resource Management)
9	Haryati Djonu et al. (2023)	The Influence of Work Facilities, Leadership, and Management Support on Employee Performance through Work Motivation as a Mediating Variable (Literature Review of Human Resource Management)

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10	John E.H.J. FoEh (2023)	Human Resource Management
11	Tallo & FoEh (2025)	The Influence of Managerial Competence, Competency Gaps, and Training Experience on Employee Performance with Work Motivation as a Mediating Variable: A Literature Review

Source : The conceptual framework developed in this study is the result of the author's analysis (2026), which integrates and extends the findings of Tallo & FoEh (2025).

4. Summary

Synthesizing the preceding discussion—from the introductory framing through the results and analysis—this study concludes that employee performance is substantially shaped by competency gaps, training experience, and work motivation functioning as a mediating mechanism. The reviewed literature consistently substantiates that competency gaps exert a detrimental influence on public service quality. Conversely, needs-based training interventions have been empirically demonstrated to augment both individual and organizational capacities, an effect that is notably amplified when combined with elevated levels of work motivation, ultimately yielding optimal performance outcomes. Accordingly, this study advocates for future empirical research employing quantitative methodologies and structural equation modeling to rigorously test the hypothesized inter-variable relationships. Furthermore, the practical implications of these findings warrant systematic exploration for integration into human resource development planning within bureaucratic settings, with particular emphasis on fostering sustainable performance enhancement in public sector organizations.

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