

The Influence And Impact Of The Ai-Based Application Chat Gpt On The Learning Culture Of Corporations - A Case In An Emerging Market

Franciskus Antonius¹⁾, Mila Yuliani²⁾, Safina Meilia³⁾

^{1,2,3)}School of Business, IT STMIK LIKMI, Bandung, Indonesia

³⁾CRMS Indonesia, Bandung, Indonesia

*Corresponding Author

Email: franciskus.antonius.alijovo63@gmail.com, dainyr.3172@gmail.com, safinam145@gmail.com

Abstract

Employee competency development is the main pillar in the strategy to advance the organization. This research firmly aims to identify the positive impact of implementing a competency development program on improving the quality of employee performance and the level of innovation in the work environment. With the help of ChatGPT's Artificial Intelligence (AI) effectively supports the Learning/Training Development Division team in detailing the competencies required for each position and job code in the company, as well as formulating an appropriate syllabus. The research methodology combines experimental and observational approaches, in-depth interviews, and document analysis by measuring the Key Performance Indicator (KPI) for eight employees of the IT Development Division and then compiling a skills matrix. The study's findings demonstrate that the employee competency development program may identify the technical competency and soft skill requirements of staff members, particularly with regard to leadership, with the help of ChatGPT, an artificial intelligence (AI) platform. This is a benchmark for the success of employee development programs in the company. This research concludes that the employee competency development program using ChatGPT has a significant positive impact on improving performance and innovation in the company. It recommends ongoing program implementation, utilizing current methods that can be adapted to the company's ongoing needs.

Keywords: *Learning and development, Training, Work Programs, Impacts for Transforming Corporate Culture, HR Development*

INTRODUCTION

Organizations require employees to perform at a high standard because doing so will help them support and grow the business in the long run (Suryani & Syahbudi, 2022). An organization needs good and efficient employee performance quality because it directly impacts the company's success and progress. According to López-Cabarcos (2022), employees who can work well and efficiently tend to be better able to achieve organizational goals and objectives. Employees with quality performance contribute actively to increasing the productivity and profitability of an organization or company. Organizations and companies are expected to have systems that can increase employee learning motivation and increase new skills and knowledge expertise to help successful changes in the organization (Astutik & Sulhan, 2022). According to Khorasani and Zamanimanesh (2017), a culture that supports learning and growth within a work environment where employees are comfortable trying new things, taking risks, and developing their abilities is the implementation of an effective Learning Organization. In addition, learning organizations often have more opportunities to develop their careers. With increased skills and knowledge, they can compete better in higher organizational positions (Dutta et al., 2022).

Thus, Learning Organizations play an important role in developing employee competencies and fostering employee interest in learning skills. Learning Organizations are important in determining employees' success in achieving their performance capabilities and skill competencies (Nurcahyo & Wikaningrum, 2020). Companies with competency-based management are the company's way of managing group and individual organizational

competencies. As a management method, its main goal is to define the competencies an organization needs to obtain and maintain sustainable success toward organizational goals (Silva et al., 2019). Therefore, to maintain the company's success on an ongoing basis, it is necessary to develop the quality of employee performance continuously. According to Rozman et al. (2023), developing the quality of employee performance effectively through the use of Artificial Intelligence (AI) is one of the keys to achieving sustainable company success. This is because, through AI, employees can be assisted in improving their abilities and competencies so that a greater contribution to achieving the company's business goals can be made.

Artificial intelligence (AI), such as the GPT Chat application, plays a key role in helping learning organizations achieve employee success by increasing employee capabilities and competencies. With the help of AI, employees can access educational resources more easily and personalizedly, allowing employees to continue learning and developing employee skills. According to Raj et al. (2023), Chat GPT is considered a friendly virtual assistant, helping motivate employees to learn, answering questions, and providing quick solutions to learning problems and business operations. In this way, AI not only improves learning efficiency but also shapes a positive learning culture in companies, contributing to the long-term success of employees and the organization as a whole (Sjodin et al., 2021).

ChatGPT is a generative language model developed by OpenAI. This model is based on the GPT (Generative Pre-trained Transformer) architecture, which uses deep learning to understand and generate text (Aiman & Imas, 2023). Chat GPT continues to evolve Chat GPT is trained with large amounts of text data covering a wide range of topics and can be used to interact with users through text-based conversations (Misnawati, 2023; Roumeliotis & Tselikas, 2023). ChatGPT continues to develop rapidly from text-based utilization to produce various written products such as stories, poetry, songs, essays, and other needs (Haleem, 2022). On the other hand, the use of the ChatGPT mechanism, which only requires text-to-text interaction, was realized by Budhwar et al. (2023) regarding human resource development. According to Budhwar et al. (2023), understanding the adoption of ChatGPT allows companies to direct human resources effectively while avoiding homogeneity in work results, which can sustainably reduce company value but encourage employees to develop abilities and skills that have a very positive impact on the company. Thus, the role of ChatGPT in this research is as a tool to help map the skills and competencies needed against relevant interests, talents, and skills according to divisions in the organization or company. ChatGPT is not fully used to make decisions on employee self-development/skills and competencies, but the decision will lead to the results of employee learning analysis (track records adjusted to talent interests), assessment and evaluation of employee learning as well as mapping of relevant scientific discipline competencies according to division or following the vision and mission of the organization or company.

Previous research has examined various aspects of artificial intelligence, one of which is the research conducted by Perifanis and Kitsios (2023) which reveals various open issues and topics that require further research to develop AI capabilities and integrate them into business/IT strategies to increase various value streams. business. This research confirms that companies will only be successful in today's digital transformation by properly adopting and implementing these advanced new technologies. In terms of customer interaction, Jumani et al. (2021) revealed that companies can now easily interact with their customers by making their applications accessible to end users through the application of AI and machine learning. Companies get higher profitability improve their performance and achieve economic benefits with integrated AI. Not only previous research that discussed AI in general, several studies that also discussed ChatGPT were Montenegro-Rueda (2023) which discussed the implementation of ChatGPT in educational environments having a positive impact on the teaching-learning process, but the results of this study also highlighted the importance of teachers being trained to use the tool this well. In

addition, Baskara (2023) states that the design, implementation, and assessment of GPT Chat-based higher education interventions must be carefully considered. From the results of previous research, it can be seen that research that examines the use of ChatGPT in supporting the learning process and human-machine interaction in the context of learning for employees and companies has yet to be found (Kamalov and Gurrib, 2023).

While there is research that has explored the application of ChatGPT in general conversation, little research has focused on how this technology can be integrated into formal learning processes and employee competency development (Iswahyudi et al., 2023). This research aims to fulfill the needs of the company's objectives and is novel to provide a mapping pattern of what competencies must be possessed by employees for each position and type of work with the help of ChatGPT and then validated by humans. Today's dynamic organizations and workflows are more complex than they were a few decades ago, so the need for increasing employee knowledge and skills has increased. Every organization needs qualified human resources. Able to adjust, train, and experience to carry out their activities (Cahya et al., 2021). So it is a challenge for organizations to carry out innovations, ideas, and strategies to keep up with the complexity of business competition.

RESEARCH METHODS

The research method used is a combination, namely through the application of experimental methods and direct observation, interviews, and document analysis.

Research design

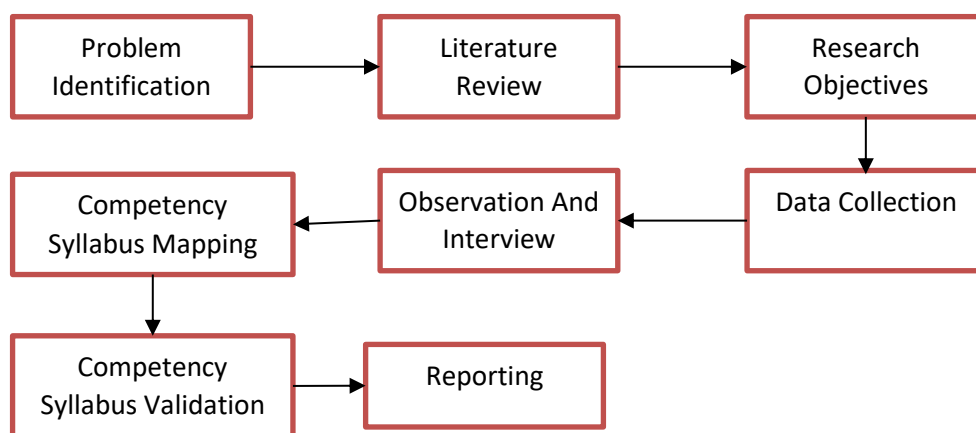


Figure 1 Research Design
Source: Processed by Researchers

As seen in Figure 2, the first is to identify related problems in the company and then review the literature to strengthen a concept or theoretical basis. The third is data collection which uses direct observation methods, interviews, and document analysis. The fourth is mapping and validating the competency syllabus required by the company, finally reporting the results of research findings.

Data source

The data source the researcher uses is direct observation through observation and interviews with the Learning & Development / Training division in 2 private and Experimental companies using AI (Artificial Intelligence) ChatGPT. Before research using ChatGPT, the Learning & Development division would generally carry out manual mapping based on the Google Search Engine. This is then validated by the direct superior of each position required

then to obtain a syllabus mapping for the desired position. This mapping syllabus becomes a benchmark for basic to advanced competencies that each position in the company must possess. So that it provides direction for achieving these competencies by employees, the syllabus mapping is new and will be re-mapped over a certain period by company policy.

Data collection technique

Data collection techniques in this research stage include:

Direct Observation and Interview

Through this observation, we obtain an overview of activities that are already underway or need to be improved in developing employee competencies/skills and their competency track record. So that for activities that are already running well and are useful, these activities can be continued and improved. If activities or work are deemed less effective, repairs and improvements can be made earlier to ensure the company's goals are achieved.

Documentation

Document collection or recording of data management results in forms and reports, which are then analyzed for management and decision-making regarding employee competency mapping. The collected documents will then be analyzed data, which will produce knowledge regarding the training carried out by the Learning & Development division for certain positions, both internal and external training. The documents that have been collected for research are as follows:

1. Training Reporting Document contains reporting on the title of the training, duration of the training, number of participants, and photos of the training results.
2. Attendance Documents for Training Participants
3. Training Material Conclusion Document
4. Employee Training Track Record Document
5. Employee KPI Performance Document

To provide knowledge to researchers to be able to make direct observations regarding business processes regarding the development of employee competencies at Company A

Data analysis

Data analysis is carried out together with the stages of direct interviews and analysis of track record forms to find out the competencies that employees already have. An employee training track record form that is compared with the employee's KPI performance results is then used as an indicator to decide whether the employee can attend the training properly or whether further competency improvement is needed. To provide an overview of the competency level conclusions these employees possess. This makes classifying the competency level mapping of which employees must attend certain training easier.

RESULT AND DISCUSSION

The results and discussion of this research are formulating mapping and employee competency track records to improve each employee's competency using competency development methods and stages as well as providing training and monitoring each employee's competency track record with the assistance of *Artificial Intelligence ChatGPT*.

Competency Identification

Identifying employee competencies this can be done through an assessment/evaluation process of employee competencies using KPI (*Key Performance Indicator*). KPI is a series of key indicators that can be measured and provide information on the extent to which the strategic objectives assigned to an organization are achieving success. The elements contained in the KPI consist of strategic objectives, key indicators that are relevant to the strategic objectives, and

objectives that serve as benchmarks and time frames. or KPI period (Purba and Setiawan, 2020)
 KPI can be done quarterly (3-4 months), semester (6 months), or annually, depending on the company's policies and developments (Zami and Anugrah, 2022). The results of the KPI will determine employee performance appraisal, which can then analyze competency mapping. The following are the KPI results that have been implemented in one of the IT *Development divisions* :

Table 1. KPI of Employee Performance Evaluation

No	Key Performance Indicators	Weight (%)	Target	achievements	Score (%)
1	Product Management & Improvement	15	4	4	15
2	New Improvement POC Application Design	15	100%	100%	15
3	Supporting & Improvement Existing Applications	10	100%	80%	8
4	Project Management & Optimizing	30	5	4	24
5	Effectively Delivering Projects Within the Stated Scope and Time Limits	30	100%	100%	30
Total					92

Information :

Weight: Weight for each entity in the Key Performance Indicator (KPI)

Target: Target achievement by employees

Achievement: Realization of employee achievements

Score: Assessment of the Realization of Employee Achievements against the Targets determined by the company

So that if the Realized Achievement meets the Target, the assessment given will have value given weight. However, if the achievement is less than the target, then the assessment will be given based on a percentage using the following formula:

KPI concept:

$$Score = \frac{Achievement}{Target} \times Weight \quad (1)$$

Based on the results of the KPI score calculation in equation 1, it can be assessed that if there are employees whose KPI scores do not meet the specified minimum competency score specifications, then management has the right to decide whether the employee will undergo Demotion, Transfer, Rotation or even Termination of Employment (Ntshwene et al. al., 2022). Vice versa, if employees get a KPI value that exceeds the expected value, they can decide to receive a promotion or get the opportunity to develop themselves with the desired competencies. One example of calculating Key Performance Indicators (KPI) is that the company targets 30 employees to participate in training. During implementation in the first quarter, the total number of employees took part in the training was 14 people. The KPI weight in this aspect is 15%.

Thus, the calculation of the maximum final KPI score is

$$\frac{14}{30} \times 15 = 7$$

The KPI score percentage can be calculated as follows

$$\frac{14}{30} \times 100\% = 46,67\%$$

The calculation above shows that the KPI score is 46.67%, and the final KPI score is 7. So, it can be said that the KPI has not been met because the score has not reached 100%

Competency Development Mapping

The Training / Learning & Development Division maps competencies and levels for each position and job code in the company, which is a basic reference for the competencies employees must have to fulfil company goals. In this phase, the Training / Learning & Development Division can use ChatGPT to get reference mapping syllabi per position and job codes in each division. The following is the prompt used by the author on ChatGPT to map the competency syllabus for the Database Engineering position in the IT Development division presented in Table 1.

Table 2 Use of ChatGPT Prompts

<i>Question (Q)/ Answer (A)</i>	<i>Description</i>
Q :	Can you show me how to map the competency of employees in a company
A :	<p>Of course! Mapping employees' competencies in a company involves identifying and assessing the skills, knowledge, and behaviours required for successful performance in specific roles or positions. Here is a general guide on how to map the competency of employees in a company:</p> <ol style="list-style-type: none"> 1. Identify job roles and responsibilities: Start by clearly defining the various job roles within your company. Understand the specific responsibilities, tasks, and requirements associated with each role. This will serve as the foundation for mapping competencies. 2. Identify required competencies: Identify the key competencies or skills essential for success in each job. These competencies can include technical skills, soft skills, industry-specific knowledge, leadership abilities, problem-solving skills, communication skills, etc. Consider both the current and future needs of the organization. 3. Develop competency frameworks: Create competency frameworks or models that outline the desired proficiency levels for each identified competency. These frameworks provide a clear description of what it means to possess a certain competency at different proficiency levels, such as basic, intermediate, or advanced. 4. Conduct competency assessments: Evaluate the employees' existing competencies against the identified competency frameworks. This can be done through various methods such as self-assessment, manager assessments, 360-degree feedback, skills tests, or performance evaluations. Collect data and feedback to gauge the competency levels of each employee. 5. Analyze competency gaps: Compare the assessed competencies of employees against the desired competency levels outlined in the frameworks. Identify the competency gaps, which are areas where employees need further development or improvement to meet the required proficiency levels. 6. Develop individual development plans: Based on identified competency gaps, create individual development plans for employees. These plans should outline specific actions, training programs, mentoring opportunities, or learning resources that will help employees develop the required competencies.

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7. Provide learning and development opportunities: Implement learning and development initiatives that address the identified competency gaps. This can include training programs, workshops, coaching, mentoring, online courses, job rotations, or special projects. Encourage employees to take an active role in their development.
 8. Monitor progress and reassess: Regularly review and monitor the progress of employees' competency development. Provide ongoing feedback and support. Periodically reassess the competency levels to track improvements and identify any new competency gaps that may arise.
Remember, competency mapping is an ongoing process that should be aligned with the evolving needs of the organization and the employees. By mapping competencies and providing targeted development opportunities, you can enhance the skills and performance of your employees, contributing to the overall success of the company
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Q : Map competencies to course modules for database administrators

A : Course: Database Administrator Training Program

Module 1: Introduction to Databases

Competencies: Understanding fundamental concepts of databases, relational database management systems (RDBMS), data models, and data normalization.

Module 2: SQL Fundamentals

Competencies: Proficiency in SQL querying, data manipulation, data definition, and working with databases using SQL.

Module 3: Database Design and Planning

Competencies: Designing databases, entity-relationship modelling, creating data schemas, and planning for data storage requirements.

Module 4: Database Security and Access Control

Competencies: Implementing database security measures, managing user access, and securing sensitive data.

Module 5: Database Backup and Recovery

Competencies: Performing database backups, setting up recovery procedures, and restoring databases in case of failures.

Module 6: Performance Tuning and Optimization

Competencies: Identifying and resolving database performance issues, optimizing queries, and tuning database configurations.

Module 7: High Availability and Disaster Recovery

Competencies: Configuring database replication, failover mechanisms, and implementing disaster recovery solutions.

Module 8: Database Monitoring and Maintenance

Competencies: Monitoring database health and performance metrics and executing routine maintenance tasks.

Module 9: Database Migration and Upgrades
 Competencies: Planning and executing database migrations, version upgrades, and ensuring data integrity during the process.

Module 10: Data Warehousing and Business Intelligence (BI)
 Competencies: Understanding data warehousing concepts, setting up data warehouses, and supporting BI reporting and analytics.

Module 11: NoSQL and Big Data Technologies
 Competencies: Exploring NoSQL databases, understanding big data concepts, and handling large-scale data.

Module 12: Cloud Database Management
 Competencies: Managing databases in cloud environments (e.g., AWS, Azure, Google Cloud), utilizing cloud database services.

Module 13: Compliance and Data Governance
 Competencies: Ensuring compliance with data regulations, implementing data governance policies, and maintaining data privacy.

Assessments:

Participants will be assessed through quizzes, hands-on exercises, practical exams, and a final project where they demonstrate their proficiency in various competencies covered throughout the course.

By mapping competencies to course modules, the Database Administrator training program ensures that participants acquire a comprehensive skill set, covering all aspects of database administration. This mapping helps in designing a structured curriculum that aligns with the needs of the database administration role and equips participants with the necessary skills to excel as database administrators.

Based on the results of using the ChatGPT prompt presented in Table 2 above, it was found that the reference results obtained from *ChatGPT* can provide an overview of the syllabus for each position as well as duties and functions and must then be validated with the superiors of each division regarding competency syllabus that has been formulated. The following is an example of the results of the competency learning syllabus for *the Database Engineering position* in the *IT Development division* presented in Table 3 below.

Table 3. Competency Mapping Syllabus for *Database Engineering positions* in the *IT Development Division*

	Level 1	Level 2	Level 3	Level 4	Level 5
Database Engineering	Module 1: Database Design and Planning	Module 1: Database Security and Access Control	Module 1: High Availability and Disaster Recovery	Module 1: Data Mining and Business Intelligence (BI)	Module 1: NoSQL and Big Data Technologies
	Competencies : Designing databases, entity-relationship	Competencies: Implementing database security	Competencies : Configuring database replication,	Competencies : Understanding data mining	Competencies : Exploring NoSQL databases, understanding

modeling, creating data schemas, and planning for data storage requirements.	measures, managing user access, and securing sensitive data.	failover mechanisms, and implementing disaster recovery solutions.	concepts and supporting BI reporting and analytics.	big data concepts, and handling large-scale data.
Module 2: Database Management SQL querying, designing, and managing databases, normalization concepts, and relational database management systems (e.g., MySQL, PostgreSQL).	Module 2: Database Backup and Recovery Competencies: Performing database backups, setting up recovery procedures, and restoring databases in case of failures.	Module 2: Database Monitoring and Maintenance Competencies : Monitoring database health, and performance metrics, and executing routine maintenance tasks.	Module 2: Data Warehousing and Business Intelligence (BI) Competencies : Understanding data warehousing concepts, setting up data warehouses, and supporting BI reporting and analytics.	Module 2: Cloud Database Management Competencies : Managing databases in cloud environments (e.g., AWS, Azure, Google Cloud), using cloud database services.
	Module 3: Performance Tuning and Optimization Competencies: Identifying and resolving database performance issues, optimizing queries, and tuning database configurations	Module 3: Database Migration and Upgrades Competencies : Planning and executing database migrations, version upgrades, and ensuring data integrity during the process.		

The results of the competency syllabus mapping that has been carried out should be validated with the direct superiors of each division. The direct supervisor will validate the competency syllabus mapping based on basic to advanced competency levels tailored to the company's needs. According to Shyr et al. (2023), competency mapping validating indicators are based on technological competencies that have been used to predict future use of technology

and to achieve increased company goals. So that it provides an overview for management and employees to be able to know and participate in supporting the division's work program which is balanced and relevant to the company's business processes and strategy. This is to provide input and validation of employee competency in each position and *job code* in the division and as a competency reference for developing the employee's skills and career.

Training & Learning Culture

The results of mapping the competency syllabus for each position and their duties/functions have been validated by the direct supervisor of each division, then employee competency mapping is carried out through achieving KPIs with the competency syllabus that has been mapped (Klee et al., 2022). So that the employee will get any training that must be done. Employee learning can be done in several ways:

1. Formal training: through internal and *external training*. Internal training is held internally within the company, both within the same division and between divisions. While external training can involve training institutions from outside the company.
2. *E-Learning*: through paid and unpaid *e-learning websites*, *ChatGPT*, and other Generative *AI* that can support the learning process. The company facilitates employees' needs for online learning */e-learning*.
3. Independent Learning: This can be done in the form of independent or team learning. Creating interest in learning and culture in the company for the long term, increasing employee insight and competence, one of which is by holding competition events to hone employee abilities and competence.

Competency Track Record for Career Growth

Many tools can be used to keep a track record of employee competency. This is useful for knowing the competencies that employees already have and the competencies that need to be developed by employees as well as the results of the training they have attended along with their certificates. The following are several tools that can be used as an information system for managing employee competency track records:

1. The company's *HRIS (Human Resources Information System)* can be integrated with other modules for managing Human Resources in the company.
2. *LMS (Learning Management System)* which is a special system for managing learning. This system can also include interactive *e-learning* as a means of learning for employees in the company.
3. *Excel or Google Sheets*, even using simple tools can be used to manage employee competency track records.

Performance Evaluation and Assessment

Performance evaluation and assessment are carried out to find out the implications of success from a series of learning processes carried out by employees and the achievement results are by company goals. Evaluation and performance appraisal will affect the success of company goals and increase employee performance so that employees who excel in their work evaluations will easily get promotions and career advancement.

The results of this research also show that apart from using KPI, employee performance evaluation and appraisal methods can also be used using *the Skill Matrix*. According to Bibi et al. (2021), *the skill matrix is a tool for measuring employee performance with competency levels according to the results of assessments and tests carried out as well as assessment recommendations by direct superiors*. This is intended to determine the competency level of each employee. The assessment calculation includes assessing skills, employee *soft skills*, implementation of practice, and theory. *Skill Matrix* can easily determine employee competency (Khalil et al., 2019). *Skill Matrix* data retention can also be compared to the training that the employee has attended. So, you can easily determine whether the competencies possessed and

the training carried out are by the company's objectives or not.

Creating a skills matrix based on KPIs (Key Performance Indicators) is an important step in identifying employee skills and competency needs to achieve certain KPI targets. The following are the steps for creating a skill matrix based on KPI (Al-Hussain and Al-Ahmed, 2022):

1. Identify KPIs
 Determine KPIs that are relevant for a specific task or job. KPIs must be specific, measurable, achievable, relevant, and time-bound (SMART).
2. Identify Required Skills
 Identify the skills, knowledge, and competencies needed to achieve each KPI which includes Technical, Communication, Team Work, Project Development, Operation Development, and Leadership.
3. Employee Evaluation
 Evaluate each employee in terms of Technical, Communication, Team Work, Project Development, Operation Development, and Leadership to measure the set KPIs. Employee evaluation measurements can use interviews, employee assessments, or other assessment tools.
4. Create a Skill Matrix
 - a) Create a table consisting of an employee number column, then Technical, Communication, Team Work, Project Development, Operation Development, and Leadership columns. This will form a two-dimensional matrix.
 - b) Provide an assessment or KPI score result for each employee related to each KPI based on their abilities and skills.
 - c) Classification of KPI Score results consists of 5 categories, namely No Competencies, Low Competence, Some Competence, High Competence, and Expert (Figure 2) for each employee.
 - d) Use the diagram according to Figure 2. to show the level of ability (No Competency for the lowest KPI score, Low Competence, Some Competence, High Competence, and Expert for the highest KPI score).
 - e) The result will be a clear picture of each employee's ability to achieve certain KPIs as shown in Figure 2 below. The following is the implementation of *the Skill Matrix* in the IT Development division.

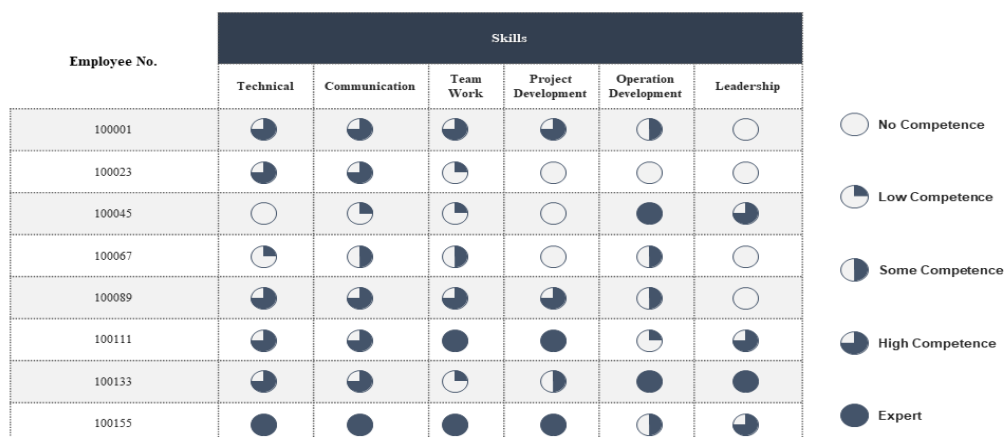


Figure 2. Skill Matrix Implementation

From Figure 2. above, it shows that the assessment achievement entity for each position will be the same, but different from the competency level. The *Skill Matrix* category

classification can be classified as follows (Paritkar and Parchure, 2016) :

1. No competency/experience
2. Basic competencies/experience
3. Mid-level competency/experience, and
4. High level of competency/experience
5. Advanced competency/experience

Empty shading identifies that the employee does not have the competency for the assessment entity category, and then 0%, 25%, 50%, 75%, and 100% shading identifies the skill capability for the assessment entity. 100% shading identifies proficient employees with that competency. Competency percentage results are based on the results of assessments carried out, obtained from the results of competency tests and direct assessments by superiors. From Figure 2, it can be seen that employees in the IT Development division with number 100001 have high competency/experience in technical matters, communication, teamwork, and project development (diagram shading 75%), Operation Development competency/experience is quite strong (shading 50%), Meanwhile, competency/experience regarding leadership has a diagram category with a shading of 0%, which means that employees with number 100001 do not have this competency/experience. Furthermore, employee number 100023 based on the diagram's shading classification had difficulties in terms of project development (0%), operations development (0%), leadership (0%), and teamwork (25%). By implementing this skills matrix, company superiors can easily assess which employees need training to improve the quality of employee performance required. For example, employees with numbers 100023, 100045, and 100067 need employee learning such as training or the application of e-learning for employees to improve their project development capabilities to achieve the desired targets efficiently and effectively. Apart from that, of the eight employees in Figure 2, it is known that four of them do not have the ability and experience in leadership aspects. So leadership learning is needed as an important need for companies because effective leaders have a big impact on company performance and organizational culture both through formal training, and the use of e-learning such as the use of artificial intelligence and independent learning.

Risk Management

Managing risk is critical to organizational performance and success. According to the research results of Alijoyo and Fisabilillah (2021), around 92 respondents found that a company needs to pay attention to the importance of risk management to achieve organizational success. Competency mismatches can have important economic consequences. At the individual level, it has the impact of decreasing job positions/demotions. At the company level, it reduces productivity and turnover growth and increases workplace search costs (Škrinjarić, 2022).

In this context, competency mismatch can occur when employees do not have the necessary skills, knowledge, or abilities to carry out their duties and responsibilities effectively (McGuinness et al., 2017). This can lead to low performance, errors, inefficiencies, losses, decreased quality of work, and decreased achievement of company goals. So in this case it is necessary to have an analysis of risk management/risk management.

Competency mismatch risk management allows companies to identify potential problems related to employee skills and knowledge (Durst and Zieba, 2018). By addressing competency gaps, companies can improve performance, productivity, and efficiency, and ensure that employees have the skills necessary to achieve desired business goals. The findings obtained are that there is a mismatch in the competencies possessed by employees for certain positions, causing employees to feel that they are not developing with very long working hours. So a company strategy is needed to make changes to the competency mapping for each position and it is hoped that this will be by the company's goals and the talent interests of employees. According to Rousseau and Have (2022), Change management is also needed to always be ready

to adjust plans if there are changes in competency needs or changes in the company's business strategy.

CONCLUSION

This study concludes that ChatGPT Artificial Intelligence (AI) effectively supports the Learning/Training Development Division team in detailing the competencies required for each position and job code in the company, as well as formulating an appropriate employee competency syllabus for the skill aspect in measuring KPIs. In addition, methods such as competency identification, training, development, and performance evaluation of employees in the IT Development division are needed in this effort. In addition, companies need to pay attention to non-technical competencies such as soft skills and leadership. Competency mapping and skill matrix programs assist in managing and planning the development of individual employees. However, it is also important to pay attention to changes in the business environment and ensure that competency improvement efforts are aligned with company goals.

The implication is that companies need to invest in employee development to improve performance and achieve their strategic goals. Recommendations for further research are to further examine the risk management and change management required in implementing a compensation increase program to address potential risks and changes in business strategy that could affect the success of the program.

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