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Cognitive engagement: a result of talent-based training to improve individual performance

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ABSTRACT

Training is one of the most important activities in human resource management. Training aims at improving employees' levels of skills and knowledge. Hence, certain types of training can be implemented for specific purposes. In this research, we introduce the concept of talent-based training. This form of training is expected to improve employees' cognitive thinking and in turn, assist with cognitive engagement. Cognitive engagement is how employees and employers interrelate through participating in exchanging ideas and knowledge to solve organizational problems. This research seeks to analyse the concept of cognitive engagement as an outcome of talent-based training to improve individual performance. 150 employees from manufacturing companies participated in the study. Data was analysed using regression analysis. The results show that talent-based training and perceived organizational support relate positively to cognitive engagement and enhances individual performance.

Introduction

Training is related to the development of employees in order to gain competitive advantage, increase productivity and performance, both individually and through the community. Training is conducted to achieve organisational goals. Training programs as a form of organizational support, encourage the engaged behavior of workers to carry out their work in order to produce higher performance in the work environment (Nawas et al., 2014). Training refers to a series of programs designed by an organization or company as an effort to provide workers with learning facilities. It aims to grow their potential, skills and talents in job-related competencies (Sendawula et al., 2018). Training program in a company can be used as a business strategy to support the staff to acquire and develop knowledge, skills, talents, abilities, attitudes and competencies. Hence, they can improve their job performance to achieve the goals of the company. Based on the location of implementation, training consists of two types: on-the-job training and off-the-job training (Sultana et al., 2012). On-the-job training is a training program for employees or prospective employees who are located in their work locations with the assistance of an expert or senior staff as supervisors. Meanwhile, off-the-job training is a training program

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outside the workplace, in a specialized training program, where the focus is more on the material presented. Other types of training include online training which uses technology (such as skype, video conference, WebEx, etc.) (Huang, 2016).

Global competition and the industrial revolution 4.0 require companies to be able to maintain and continue to improve performance through competitive advantage. The development of information technology allows abundant information, resources, development and dissemination of ideas to be accessed more quickly and easily. This is a potential to increase the workers' desire to change to more attractive jobs, requiring organizations to have talented workers with flexible capabilities as well as innovative workers with a high level of performance. In order to gain competitive advantage, a company must be able to find the right talent in each employee in order to be adjusted to their job roles and develop as well as retain top talent as intangible assets to gain competitive advantage (Chenerdong et al., 2011).

Companies that can adequately manage and give support for their employees will succeed in hiring, engaging and retaining their key staff or top talent employees. This is necessary to support the managerial policies in order to manage the top talent of new or current employees. As a result, employees will be more engaged in their role, their competencies will also increase both in terms of quality and quantity. This will enable high levels of productivity and performance. Talent-based training is very useful for company success. An organization may have a lot of talented staff, but if they are not managed properly, the organization has not succeeded in maximizing the potential of increasing the work productivity through the potential talent (Knights, 2013). Talent-based training is related to retaining and coaching new and current employees. Training-based talent provides an identification of talent from each employee and helps match talents that are needed by an organization and talent from each employee. A fit between individual talents and their roles on finishing a job task will show a sense of passion in their job. This situation will create a cognitive engagement that will increase their job performance (Ho et al., 2011).

If talent-based training is managed properly through the identification and selection of trainee candidates, regular training time schedule and talent gaps needed by the company (knowledge, skills and experience, capability, attitude and positive behavior), this will have an impact on job performance. This is in line with a research by Castaneda and Durán (2018) which stated that training plays a role in increasing knowledge sharing behavior so that it can continuously improve the skills of employees and contribute to the increase in company productivity. Talent development that is formed from talent-based training gives opportunities for each employee to grow their talents that are needed by the company. Talent-based training motivates employees to engage, focus and work harder in order for them to understand problems in work, develop their abilities, skills, behaviors and knowledge. It is intended to get the right information in solving current problems and challenges (Otierno et al., 2015).

Cognitive Engagement is related to the understanding of an employee, about why and how providing optimal contribution continuously can be done, and its influence in achieving company goals (Ho et al., 2011). Cognitive engagement can be divided into two dimensions: absorption (quality) and attention (quantity). The dimension of cognitive absorption shows the level of employee engagement to quality to focus more on the job role. Employee engagement is aimed at improving the quality of work through creation

and innovation (understanding the suitability of their talents and job role to achieve organizational goals). Meanwhile, the quantity or attention is the level of cognitive resources needed by employees to increase their work quantity to be more productive. On the other hand, affective engagement is the feeling of being emotionally attracted towards the work assignments, co-workers, managers, leaders and the workplace environment (Armstrong & Fukami, 2010). For instance, workers who feel that their work is valuable, have a sense of belonging, perception of meaningful work as well as feelings of safety and confidence. Affective engagement may be more appropriate, as the firm essentially pursues stability (Fachrunnisa et al., 2020).

Hence, in this research, we argue that cognitive engagement is the result of a talent-based training program. Through talent-based training, employees discover their potential talents to be further developed through increased knowledge, skills, competencies, knowledge sharing and development. The process of talent development in each worker from the training will affect their cognitive connectivity at work, find problem identification initiatives, find relevant information and find the right solution to solve the difficulties encountered. Employees who are highly engaged cognitively have a better understanding of how and what must be done to identify their tasks, describe their jobs according to procedures, and achieve the targets so that their job performance increases. However, there is a lack of empirical results in the existing literature to support the relationship between talent-based training and cognitive engagement.

Moreover, cognitive engagement will also be formed if there is Perceived Organizational Support (POS). POS can influence the positive behaviors of employees in creating individual employee well-being such as positive emotion, passion and self-evaluation (Islam & Ahmed, 2018). The support given by the organization has an impact on the confidence of employees, in the form of a perception that the organization has given a supportive workplace environment, welfare of workers, appreciated their work and cared for what they need in order for them to have the self-confidence and self-efficacy (Rhoades & Eisenberger, 2002). As a result, it makes them more engaged cognitively at work and they become more productive.

Perceived organizational support refers to employee's perceptions related to the organization's appreciation and concern toward their contributions. Perceived organizational support has significant impact on employee's performance and welfare. Rhoades and Eisenberger (2002), as well as Suazo and Turnley (2010), argued that employees develop organizational support to meet the need for approval, awards and affiliation as well as to assess the benefits of increased employment. Perceived organizational support can increase employee obligation to help the organization achieve its goals. The result of perceived organizational support behavior includes performance improvement.

However, research on the outcome of talent-based training is still rarely investigated. Therefore, this paper aims to analyze the role of talent-based training and perceived organizational support to improve cognitive engagement which leads to employee performance.

Literature review and hypothesis development

Talent-based training and cognitive engagement

Technology development causes changes in the skills requirements for an organization (Ra et al., 2019). As a result, organisations need employees who are engaged cognitively in the learning process to update and develop their skills. Cognitive engagement grows the

cognitive abilities of each employee in solving complex work problems such as competence in critical thinking, problem analysis and alternative solutions to problem solving (Huselid, 2018; Lindqvist & Vestman, 2011).

In addition, talent management practice through talent-based training helps companies find the suitability of each individual employee's talents for the achievement of company goals. It is expected that this can increase the contributions and reach a high-level of productivity. Talent-based training improves the suitability of their talents for the relevant job role in accordance with the organizational goals. This can be realized through the improvement of knowledge, skills, capabilities, experiences, attitude and behavior (Schiemann, 2013). The suitability and understanding of employees' talents fit in with organizational goals and allows the company to be able to hire and re-design the top talents of workers to get excellent performance and product or service quality (Ho et al., 2011; Knights, 2013). Talent-based human resource management such as training, rewarding, and monitoring of knowledge management activities will contribute to the development of cognitive collective engagement (Fachrunnisa et al., 2020).

Cognitive engagement can ease all organizational elements to fully contribute to the improvement of organizational performance. This has been investigated by Srivastava and Bhatnagar (2014) that training has a relationship with engagement (Villalobos & Klasen, 2016). Cognitive engagement can be measured by several indicators such as ability, behavior, motivation and knowledge. This research is also supported by Eldor and Vigoda-gadot (2016) who stated that there is a relationship between training and employee engagement. The results of the previous study strengthen the fact that training is related to employee engagement.

On the other hand, skill is different from talent. Talent is the totality of a person's attributes. It includes intelligence, skills, abilities, knowledge, intrinsic gift, behavior, attitude assessment, character and encouragement. Talent is a person's attributes coming from himself. This research proposes a training that is based on each employee's talents. Thus, training will provide maximum impact since it is based on an employee's talents and abilities. In this talent-based training, organizations can easily map the part that an employee should be placed in, as well as the job that fits their talents.

This kind of training will also make it easier for the organization to train and maximize the person being trained. It gives maximum results and high efficiency. Results from previous research by Mensah (2015) indicate that talent has a relationship with employee engagement through the use of talent indicators such as intelligence, skills, knowledge, behaviour, character and motivation. Hence, it can be concluded that there is a relationship between talent-based training and cognitive engagement.

H1: Talent-based training positively relates to cognitive engagement

Perceived Organizational Support and Cognitive Engagement

A research on sales force, nurses and banking by Tsachouridi and Nikandrou (2016) found that there was a positive relationship between perceived organizational support toward the improvement of employee job satisfaction. Organizational support received by

employees stimulates positive work attitudes and behavior as well as trust and positive feeling towards the organization. Perceived organizational support provided by organizations to their workers will increase job-related outcomes in the form of job performance through a conducive workplace environment (Caesens & Stinglhamber, 2014). In this way, it supports personal connectivity and understanding when dealing with technical jobs and organizational systems.

The study by Kou (2012) explained that the level of employee perception about organizational support received from their company affects the level of commitment and job engagement. For example, perceived support in the form of employee welfare, reward, comfortable work environment, clarity of procedures and work systems or organizations, affect the level of their contribution to the achievement of organizational goals. The research by Osman and Aga (2016) also found that perceived organizational support is related to employee work engagement which subsequently drives work performance. If an employee feels that he is provided support by the organization, he will feel that there is mutual benefit (organizational justice) for the contribution that is equal to what he receives from organizational support. As a result, it stimulates his wellbeing and involvement in his job.

The Kou study (Kou, 2012) clarified that the level of employee understanding of the organizational support earned from their employer influences the degree of motivation and dedication to work. For example, perceived help in the form of employee benefits, incentives, a safe working atmosphere, clarification of procedures and work processes or organisations have an effect on the extent of their commitment to the achievement of organizational objectives. Research by Osman and Aga (2016) have found that perceived organizational support is linked to employee job commitment, which contributes to job efficiency. When an employee believes that he or she receives help from the company, he or she may believe that there is a reciprocal gain (organizational justice) for a contribution that is equal to what they earn from organizational support. As a result, it promotes their well-being and their engagement in their jobs.

Organizational support makes employees feel that they are being cared for and motivated to realize their work plan. It will have an impact on employee engagement because the perceived organizational support is adjusted to the needs of the employee and the needs of the company. It will result in a good contribution to improve performance. In previous studies Pohl et al. (2016), and Soares and Mosquera (2019) stated that there is a relationship between perceived organizational support and employee engagement that can be measured using several indicators such as organization attitude, program organization, company treatment and company tolerance. This condition is also supported by Neves and Eisenberger (2014) who stated that perceived organizational support is a merger between the organization's concern for the welfare and the organization's appreciation toward a contribution. This can give support to employees to work harder and affect the company in improving performance as well as impact the employee engagement. The results of this study also concluded that perceived organizational support has an influence on employee engagement by measuring several indicators of perceived organizational support. The indicators include work intensity, company tolerance and company treatment. Hence, it can be concluded that there is a positive relationship between perceived organizational support and employee engagement.

H2: Perceived organizational support positively relates to cognitive engagement

Cognitive engagement and employee performance

Results from a survey of 509 insurance companies found that cognitive engagement is able to mediate the relationship between harmonious passion and work performance through the absorption and cognitive attention that affects job performance (Ho et al., 2011). Cognitive engagement that is formed in each employee increases idea combination, point of view toward the job role cognitively, intention to create better creativity and innovation through their intellectual capacity in order to achieve innovation performance (Santos-Vijande et al., 2016).

An employee's performance is the achievement made in the workplace by using the work plan as well as the responsibility to realize the objectives of the organization. It can be caused by employee engagement which has the criteria in accordance with a company's will. In this case, employee engagement is a particular factor that can improve or degrade employee performance. If the level of employee engagement in a task or activity that supports the work is high, the level of employee performance may be high. However, it cannot be ascertained significantly because there are many other factors that can diminish employee performance even though the level of engagement is high.

In a previous study conducted by Anitha (2014), it was stated that there is a relationship between employee engagement and employee performance. It is also supported by other research which explains that employee performance is an achievement made in the workplace with reference to the work plan and is responsible for the organization's objectives. There is also the influence of employee engagement in a company. Russell et al. (2018) has also stated the relationship between employee engagement and employee performance measured by task performance, contextual performance, work environment as well as being counter-productive. The research model is pictorially provided in Figure 1.

H3: Cognitive engagement positively affects employee performance
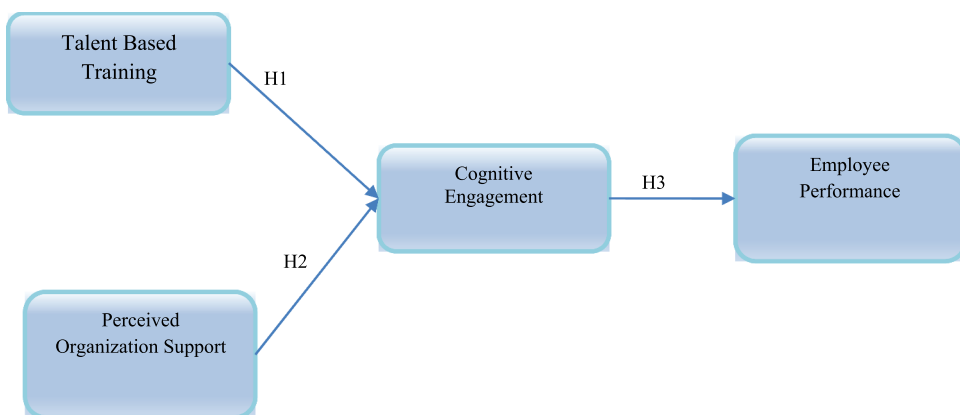
Figure 1. Research model.

Research methods

Population, sample, and data collection

The data collection was conducted through questionnaires distributed in three large companies. specialising in fashion and textiles in Semarang, Central Java Indonesia. Semarang, the capital of the Central Java province was given the responsibility to become the centre of fashion in the province. The human resource needed with talents to develop fashion design that accommodates local wisdom is urgent. Moreover, the reason for choosing these companies is due to their sensitivity in using employee talents and innovation. These companies believe that employee talents and innovation play a vital role in their strategies for reaching competitive advantages (Grant, 2002; Jansen & Crossan, 2009). Moreover, a wider spectrum of high passion on fashion design and textile material are owned by these firms.

Fashion and textile companies in the Indonesian industrial classification are included in a homogeneous-specific section under the classification of textile and fashion manufacture. The Indonesian Ministry of Industry categorizes these industries as those which fit the research goal of talent-based training or which are called creativity intensive. There were some data collection processes. These include composing company data and collecting interest information (e.g. the companies' addresses, employee identification and secondary data) into an ad hoc database specifically for this research project.

In order to compile the primary data, the research assistants gave questionnaires to 329 employees divided proportionally by each company. The questionnaire contained some questions that address talent-based training, perceived organizational support, cognitive engagement and individual performance. The questionnaire was also completed with a letter requesting the respondents to complete the questionnaire. After 3 months, the attempt resulted in 150 usable questionnaires representing a 45% response rate. This consisted of 85 office supervisors as respondents, 47 respondents from section heads, 14 respondents from managers, 3 respondents from division managers and one respondent from a general manager assistant.

Analysis was carried out on the differences between respondents and non-respondents for a given set of variables tests for non-response bias. The t tests revealed that there were no significant differences between the two groups related to size (t = 0.765; p 0.88) or age (t = 0.786; p 0.81). The analysis also failed to show a significant result in the difference between the industry distribution of the sample and the entire population.

Measures

Cognitive engagement

We defined cognitive engagement as a strong commitment of employees in problem identification and information searching to solve problems. Therefore, cognitive engagement was measured through employee engagement in problem identification, information search and problem solving. This measurement was adapted from Chang and Busser (2017). All items used a Likert scale range from 1 = strongly disagree to 5 = strongly agree.

All items were valid according to the test results (calculated r value of problem identification was 0.905, 0.876 for information search and 0.853 for problem solving). The reliability test for cognitive engagement obtained a score of 0.849 for Cronbach's alpha.

Talent-based training

Talent-based training is an employee development and maintenance technique for skills, abilities, knowledge and behavior in accordance with individual talents. We measured this variable employing 4 items that were developed by Crane and Hartwell (2018): knowledge development, ability development, behavior development and skill development. All items used a Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. All items were valid (skill development: 0.841; ability development:0.898; for behavioral development: 0.891 and knowledge development: 0.883). The Cronbach's alpha obtained was 0.824.

Perceived organizational support

Perceived organizational support is the relationship between employees and the organization that is seen from the level of awareness and sensitivity of employees. Four items were adapted from Coff and Raffie (2015), Wang and Song (2016), and Neves and Eisenberger (2014) to measure perceived organizational support. This includes the concern on employee's welfare, appreciating the employee, care for the employee and the sensitivity towards the employee. All items used a Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The validity test showed that all items were valid as the items scored higher than 0.6 (0.898 for welfare concern; 0.881 for employee contributions, 0.904 for awareness, and 0.917 for employee's sensitivity). The Cronbach's alpha obtained was 0.922.

Employee performance

We defined employee performance as target achievement set by the organization using teamwork and task performance. Employee performance was measured using target achievement, task performance, teamwork, rules and work procedures. This measure was adapted from Saranani (2015) and Kappagoda (2018). All items used Likert scale ranging from 1 = very low to 5 = very high. All items were valid (0.811 for target achievement, 0.796 for team collaboration, 0.821 for task performance, and 0.783 for work procedures). The Cronbach's alpha obtained was 0.815.

Result

Statistical analysis and hypothesis testing

The study employed regression analysis to analyse the research model. The software used to conduct the analysis was SPSS version 23.0. Table 1 provides a summary of the results of hypothesis testing.

The effect of talent-based training on cognitive engagement

The first hypothesis in this study stated that talent-based training has a significant impact in cognitive engagement. It can be determined from the calculation of the variables as shown in Table 1 with the level of significance of 0.000 < 0.05, while the calculated t is

3,174 with 3,174 > 0.159. Based on these results, Hypothesis 1 is supported. It can be concluded that training-based talent has a significant influence on cognitive engagement. The higher the level of training-based talent the better effect it will have on the improvement of cognitive engagement.

Talent-based training supports the establishment of cognitive engagement in an organization. Talent-based training tends to develop employee competencies and skills that support their talent. Through the matching of the content of training with employee's talents, their skills and ability are developed based on their passion and interest. Knowledge and behavior development are also facilitated by implementing talent-based training. Compared to other types of training, talent-based training helps employees to strengthen their talents. In certain companies which need high creativity such as the fashion and textile companies, the attachment of employees towards their organization in solving a problem cognitively is very much needed.

If this behavior development training is applied in an organization, it will have an impact on the ability of employees to identify problems in the company. The training that focuses on the development of employees' capabilities will affect information search. It influences in terms of problem solving in the company and the company performance improvement. Employees' skill development training and knowledge development training will facilitate the employees in solving problems in a company. This is supported by the results of studies conducted by Mensah (2015), Kulkarni (2013), and Na-nan et al. (2017), who stated that talent-based training has a significant impact on cognitive engagement.

The effect of perceived organizational support on cognitive engagement

The second hypothesis stated that perceived organizational support positively relates to cognitive engagement. It was determined from the calculation of the variables shown in Table 1 which shows that the level of significance is 0.000 > 0.05, while the calculated t is 3,335 which is 3,335 > 0,159. Based on these results, hypothesis 2 is supported by the statement that perceived organizational support has a significant influence on employee's cognitive engagement.

Perceived organizational support is an essential part in an organization. The perceived organizational support helps employees achieve the targets at work and support the cognitive engagement by employees. If the head of the company is concerned regarding

Table 1. Summary of hypotheses testing result.

No.	Dependent variable	Variables	Calculated t	beta	Sig	Information
1	Cognitive Engagement	Talent-Based Training	3,174	0.235	0.002	H1 Supported
		Perceived Organizational Support	3,335	0.251	0.001	H2 Supported
Adjusted R Square. = 24.8% Sign 0.000 Calculated F = 25.532						
2	Employee Performance	Talent-Based Training	1,090	0.052	0.278	H3 Supported
		Perceived Organizational Support	1,442	0.070	0.151	
		Cognitive Engagement	7,515	0.387	0.000	
Adjusted R Square. = 41.8% Sign 0.000 Calculated F = 36.614						

the welfare of employees, it will provide support in the form of employee motivation or morale to identify problems and provide solutions or resolution to problems in the company. In addition, if the leader appreciates the employee's contributions at work, it will support the performance of the employees in searching for information to resolve problems or to improve organizational performance. The leader's awareness and sensitivity to employees will raise the morale or motivation in searching for solutions to problems encountered in a company.

The value obtained for the level of perceived organizational support for cognitive engagement indicates that if employees are given good support by the organization, it will contribute to the development of cognitive engagement. The confirmation of this hypothesis is consistent with the findings from the studies conducted by Neves and Eisenberger (2014), Eldor and Vigoda-gadot (2016), and Liu et al. (2014) which stated that perceived organizational support has a significant impact on cognitive engagement.

The effect of cognitive engagement on employee performance

The third hypothesis in this study stated that cognitive engagement has a significant influence on employee performance. This was determined from the statistical result provided in Table 1 which showed that the level of significance is 0.000 > 0.05, while the calculated t is 7,515 of which 7,515 > 0159. Based on these results, hypothesis 3 is supported. The higher level of employees' cognitive engagement will increase employee performance.

More employees who are fully involved cognitively will increase their performance. If the identification of a problem in an organization can be implemented properly, it will be able to improve the achievement of targets at work. The information search in order to solve problems will affect good teamwork and improve performance. The studies by Anitha (2014) and Saranani (2015) support the finding of this study that cognitive engagement has a significant impact on employee performance.

Study limitation

Despite the significant results of this research, however, it has the following limitations. First, the research design of this study is cross-sectional and this research design is incapable of ensuring the causal relationships set out in the hypotheses, even if the results are consistent with the theory. However, the researcher could solve this issue by applying a longitudinal design. Second, this study analysed talent-based training in the fashion and textile manufacturing companies. Nevertheless, approaches that are more specific may be needed to take full advantage of each process in order to obtain distinct results when companies find themselves in different contexts (e.g. environment and time stage) (Rosing & Zacher, 2017).

With regard to this, future studies could try to analyze another type of employee engagement with different environmental or temporal settings. Third, a self-report data was used by the researcher in this study. This method may suffer from the effects of general method variance. There are still issues that exist such as the Harman test that implied this phenomenon in the current study. Future research could be useful by independently achieving and using objective measures of employee performance. Fourth, the t test to verify the non-response bias was applied in this study. The low

response rate from respondents shows a potential limitation. Future research could focus on a wider range of creative industries in order to validate the results and increase the sample size of the study. Fifth, the respondents were from companies from Indonesia which could potentially have cultural limitations. Therefore, different cultural contexts – countries or geographical areas – can be targeted in future research in order to validate the results for a wider spectrum of cultures and geographies.

Discussion

Research on the best way to plan and implement organizational factors to increase employee performance is growing. This is due to the surgence of questions on the theoretical importance and practical relevance of employee performance for companies. Among these factors, employee engagement is defined as a way to establish a clear direction for employees in order to resolve organizational tasks (Kossek & Lautsch, 2018). This research shows that in creative-based organizations, cognitive engagement among members should also be established in order to create the conditions for adequate management of knowledge through talent-based training (Beyerlein et al., 2017; Hughes, Ju & Rog, 2008).

Talent-based training, which we defined as providing training based on employees' talent, can be used to improve individual performance. This type of training is based on the results of employee talent mapping that has a significant impact on an organization. One impact from this type of training is cognitive engagement. Cognitive engagement, as a form of employee involvement in problem solving, becomes more important. Talent-based training aims to develop not only employees' skills, but also their behavior and knowledge according to their talents and passion. In addition, perceived organizational support will also encourage cognitive engagement. Organizational interests in the skills and needs of employees make employees willing to be involved cognitively on all strategic issues faced by the organization.

Competitive advantages based on employee talent are needed to improve new products that result in companies gaining competitive frontier (Slåtten et al., 2011; Yang & Liu, 2012). This means that cognitive engagement is usually seen as a dynamic capability by focusing on the situation where the knowledge of an employee has to be re-configured through attachment towards talent-based training (Harsch & Festing, 2019). Hence, it can be concluded from this research that talent-based training plays a significant role in improving employee performance by increasing cognitive engagement. The cognitive engagement as an outcome of talent-based training can be used to enhance an employee's ability in helping organizational problem identification, involvement in information search and in providing ideas to solve organization problems.

Managerial implication

This research brings some managerial implications. The first objective of this paper was to analyze the broadening of a specific training type, which is talent-based training, which is an essential element to gain maximum skill, knowledge and behaviour of employees. The results ensure that the existence of this kind of training, which combines talent, passion, integrity and ability with skills and knowledge, results in cognitive engagement. First, the

results of this study showed that talent-based training improves cognitive engagement. These initiatives are mainly related to experimentation through internal training activities and shifts in current talent trajectories (Khan & Baloch, 2017). In this case, a strong training policy constrains the company to start substantial investment and development initiatives in order to produce employee attachment cognitively. This organizational training type leads the company's employees to believe that their passion, interest and talent are the basis for cognitive development and competitive advantage (Ho et al., 2011; Mazurkiewicz, 2017 & Gallardo-Gallardo et al., 2019).

The results also show that talent-based training and perceived organizational support have a significant relationship to cognitive engagement. Again, a combination of talent management and organizational support is an effective way of promoting cognitive engagement to do incremental change cognitive knowledge (Kim & Ployhart, 2017). Talent management, which features talent-based training, contributes to the development of cognitive engagement.

Therefore, a greater tendency of firms towards talent-based training and organizational support is likely to consider efforts devoted to the development and support of employee engagement.

The second objective was to analyse the effect of cognitive engagement on individual performance. As proposed, cognitive engagement gives positive relationships to employee performance. Traditionally, research demonstrates that employee engagement is related to employee performance (Lien & Lien, 2016). However, in this research, we specifically discussed cognitive engagement which particularly supports employee performance as skill and knowledge that they have used to match their talents and interests.

The third objective of this study has contributed to the HRM literature by showing that cognitive engagement mediates the relationship between talent-based training and employee performance. As the hypotheses proposed, when a company has a greater tendency toward talent-based training, this company develops and supports a larger volume of cognitive situation and cognitive engagement which then has positive influence on employee performance. This cognitive engagement combines the different styles of the elements, such as integrity and ability through the motivation and communication elements, which arise to develop and encourage scientific dialog for the next innovation (Dragoni et al., 2009). The main point of this finding is that creative-based organizations should have the capability to combine the practices oriented toward developing talent (passion) of employees and employee engagement to maintain such employee productivity. The organizations should have the capability to flexibly change the stress on these elements in accordance with the demands of the situation (Klein et al., 2017). Therefore, developing an environment that encourages the use of both training and organizational support practices is an essential condition for managers to improve employee performance.

Theoretical contribution

An additional contribution of this paper is to investigate the relationship theories between talent-based training, employee engagement and employee performance through an extensive literature review and the anticipation of some effects of these

constructs. Indeed, the call for additional research on how talent-based training can influence the psychological and cognitive part of an employee has been explained in these studies by Al Ariss et al. (2014), Jose and Mampilly (2014), and Gardas et al. (2019).

Additionally, an organization should further enhance skills and behavior development activities in accordance with the talent of employees. Results have shown that the average score of skill development is very low and attention is needed on the skills development in accordance with the employee's talents. An organization can use a talent mapping method to analyze an employee's talents. It serves to determine what talent is possessed by the employees and how to train them. Once the organization has the knowledge regarding an employee's talents and how to train them, the training is conducted in accordance with the employee's talents. If the employee's skills have been trained according to their talents, it can help them solve problems and increase employee performance cognitively.

In addition, leaders are expected to increase their sensitivity to the needs of employees in order to achieve perceived organizational support. This is due to the fact that the results showed that there is still a lack of average score for a leader's sensitivity to the employees. If the leaders are sensitive to the employee's desire, it will affect employee performance. Leaders are also expected to pay more attention to employee engagement in information search of problem identification, problem solving and things that support organizational performance. It should be given discretion in accordance with the information boundaries that should be known by the employees. It should also be considered by the company in order to increase cognitive engagement in solving the problems that affect better performance. In addition, the re-defining and developing of measurements or a better indicator of talent-based training is also an opportunity to be observed further.

Conclusion

In conclusion, this paper showed the influence of talent-based training and cognitive collective engagement in the organization for further productivity. Empirical evidence has important implications for managers and it marks the progress in the research about the mediating effects of organizational factors in the relationship between talent-based training and cognitive engagement. For organizations in the fashion industry or other industries dependent on individual talents to innovate on product or service, a different type of training is needed – talent-based training. One of the triggers for a high level of engagement that eventually leads to increased individual performance is talent-based training.

Disclosure statement

Funding

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Appendix 1. Questionnaire

I. Employee Performance

1. I have a good target achievement at the organization (Scale 1–5)

Open Question:
What kind of target achievement? Please briefly elaborate: . . . .

2. I can work with a team to finish a job (Scale 1–5)

   What is the teamwork like? Please briefly elaborate: . . . .

3. I have a good task performance at the organization (Scale 1–5)

   What is task performance like? Please briefly elaborate: . . . .

4. I follow and obey the work procedures of the organization well (Scale 1–5)

   What is the work procedure like? Please briefly elaborate: . . . .

II. Cognitive Engagement

1. I am involved in identifying issues within the workplace (Scale 1–5)

   What kind of issues are identified? Please briefly elaborate: . . . .

2. I am involved in searching for information to solve workplace issues (Scale 1–5)

   What kind of information search? Please briefly elaborate: . . . .

3. I am involved in finding ideas to solve workplace issues (Scale 1–5)

   What kind of ideas? Please briefly elaborate: . . . .

III. Talent Based Training

1. I am given skill development activities appropriate to my skillset (Scale 1–5)

   What is the skill development like? Please briefly elaborate: . . . .

2. I am given ability development activities appropriate to my abilities in the workplace (Scale 1–5)

   What is the capability development like? Please briefly elaborate: . . . .

3.vI am given behavioural development activities appropriate to my talents at the workplace
      (Scale 1–5)

   What is the behavioral development like? Please briefly elaborate: . . . .

4. I am given knowledge development activities appropriate to my talents at the workplace
      (Scale 1–5)

   What is the knowledge development like? Please briefly elaborate: . . . .

IV. Perceived Organizational Support

1. My leader is attentive to employees' wellbeing (Scale 1–5)
   What kind of attention is given to employees? Please briefly elaborate: . . . .

2. My leader appreciates employee contributions to the organization, no matter how small (Scale 1–5)
   What is the appreciation to employee contributions like? Please elaborate: . . . .

3. My leader shows care towards employees' needs (Scale 1–5)

   What kind of care is shown towards employees' needs? Please elaborate: . . . .

4. My leader is sensitive about employees' needs (Scale 1–5)

   What kind of sensitivity concerning employees' needs? Please elaborate: . . . .