

The Effect of Competence and Preparedness on the Performance of Dompu Regency BPBD Staff in Disaster Emergency Response

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ARTICLE HISTORY

Submitted : July 04, 2026
Reviewed : July 11, 2026
July 19, 2026
Revised : August 08, 2026
Accepted : August 08, 2026
Published : August 16, 2026

Conflict of Interest Statement:

The author(s) declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

ABSTRACT

Purpose: This study aims to analyze and empirically demonstrate the extent of the influence of competence and preparedness on the performance of Dompu Regency BPBD employees during disaster emergency response.

Research Method: This quantitative study employed saturation sampling across the entire population of 65 BPBD employees in Dompu Regency. Primary data were collected via a structured Likert-scale questionnaire and analyzed using multiple linear regression analysis.

Results and Discussion: The test results demonstrate that competence and preparedness, both individually and collectively, have a positive and significant effect on employee performance. Furthermore, the preparedness variable had a stronger impact on performance than the competency variable.

Implications: Local governments and relevant agencies are advised to prioritize development programs that not only enhance cognitive abilities but also strengthen employees' mental resilience through crisis simulation training and stress management.

Originality: This study fills a gap in the literature by focusing on aspects of organizational behavior within the BPBD of a small district with the sociogeographic characteristics of Dompu, complementing previous research that has largely focused on physical disaster infrastructure.

Keywords: competence; preparedness; employee performance; emergency response; BPBD.

1. Introduction

Indonesia is located within the Pacific Ring of Fire, which places the country at a very high, permanent risk of natural disasters. The Regional Disaster Management Agency (BPBD) serves as the frontline of the community protection system, and its operational effectiveness depends heavily on the quality of its human resources. According to Depary & Manar (2024), the performance of public sector organizations in disaster management is determined by the alignment between central government policies and their implementation at the regional level. Employee performance in the context of emergency response is not merely about being present at the disaster site, but rather about making sound decisions under pressure. Siregar *et al.*, (2022) emphasize that public service performance standards in the era of digital transformation demand responses that are not only swift but also measurable and accountable. Therefore, agencies such as the Regional Disaster Management Agency



(BPBD) require personnel with crisis management capabilities that go beyond standard administrative procedures. The ideal scenario is to have officials who possess a deep understanding of the disaster cycle and can operate technical instruments with agility. Nurhidayah & Harahap (2022) state that strong technical competence is the primary foundation for minimizing the risk of operational failure during the emergency response phase. Without this foundation, rescue efforts often get bogged down in slow and ineffective bureaucracy.

Although national disaster management standards have been systematically established, implementation at the regency level often faces differing on-the-ground realities. Dompu Regency, with its unique topographical characteristics, requires a specialized approach that bridges the gap between these ideal standards and the actual capacities of its staff. It is this shift from disaster management theory to on-the-ground practice that often shapes BPBD staff performance in the region. The gap between performance expectations and the reality of staff competencies is a critical issue that warrants deeper examination within the Dompu Regency BPBD. According to Akbar *et al.*, (2024), the effectiveness of coordination among units during emergency response is heavily influenced by staff members' perceptions of their responsibilities and mental preparedness. This leads us to identify the issues currently occurring in the field.

Empirically, Dompu Regency frequently faces threats of flash floods and landslides that require rapid response within hours. Data indicate that in recent incidents, logistics distribution has been delayed and evacuations have been suboptimal at several high-risk locations. Taufiq (2023) noted that indicators of declining performance are often evident in response times that exceed the tolerance limits set by standard operating procedures. Furthermore, preliminary observations suggest fluctuations in the effectiveness of field coordination once an emergency status is declared. This phenomenon is supported by research by Effendy *et al.*, (2025), which states that uncertainty in the chain of command often stems from employees' hesitation in operating technical equipment under pressure. Consequently, field data transmitted to the command center frequently contains duplicates or inaccuracies.

The primary cause of this decline in performance is strongly suspected to be related to uneven levels of staff competence. Hasibuan & Rahma (2023) found in their study that a lack of certified specialized training often leads BPBD staff to rely on intuition rather than scientific procedures. This competence variable is critical because it pertains to the knowledge, skills, and work attitudes required to address complex disasters. The second contributing factor is the level of staff preparedness, which still needs improvement—both in psychological readiness and in the availability of supporting resources. Habsyi *et al.*, (2026) explain that preparedness is not merely about the availability of equipment but also about mental readiness to act in high-risk situations. In Dompu Regency, the lack of routine disaster simulations is believed to contribute to low levels of employees' reflexive responses during actual disasters. The influence of the competency variable on performance is further supported by findings (Ilahi & Lestari, 2025), which state that investment in human capacity development has a significant impact on work efficiency in the public sector. Meanwhile, Ihsan *et al.*, (2022) add that individual preparedness acts as a moderator, accelerating the transformation of competencies into tangible work outcomes. Without these two variables, employee performance will remain at a standard administrative level rather than an operational emergency response level.

This research is of high urgency given the continuously rising disaster risk index in Dompu Regency due to global climate change. According to BNPB (2023), updating disaster management



strategies at the local level is an urgent necessity to reduce fatalities and material losses. Conducting an audit of employee performance through the lens of competencies and preparedness is a strategic step toward improving disaster management in the region. There is a research gap: previous studies have focused primarily on physical disaster infrastructure while neglecting aspects of organizational behavior within the BPBD of small regencies. Hidayati (2025) emphasizes that research on staff behavior in remote areas is very limited, even though these staff members are the backbone of disaster management at the grassroots level. This study aims to fill this data gap with a specific focus on the sociogeography of Dompu. Furthermore, Pasha & Aimah (2026) point out that in the post-pandemic era, the dynamics of emergency response demand flexibility in work that can only be achieved if staff possess a high level of mental preparedness. This urgency is also linked to public accountability, as the public has become increasingly critical of the speed and accuracy of the BPBD's crisis response. Without research-based evaluation, policies to improve human resources at the Dompu BPBD will remain purely speculative. Therefore, this study aims to analyze and empirically demonstrate the extent of the influence of competencies and preparedness on the performance of BPBD staff in Dompu Regency. Ulfa *et al.*, (2019) concluded that the alignment between technical capabilities and operational readiness is the key to successful crisis management at the local level. Through a quantitative approach, it is hoped that the results of this study can serve as a policy foundation for local governments in designing human resource capacity-building programs.

The remainder of this paper is organized as follows. Section 2 provides a literature review and hypothesis development. Section 3 presents the research method and design. Section 4 provides the results and discussion. Section 5 presents Concluding Remarks and Recommendations.

2. Literature Review and Hypothesis Development

2.1 Literature Review

2.1.1 Resource-Based View (RBV) Theory

The application of Resource-Based View (RBV) Theory to the performance of the Dompu Regency Regional Disaster Management Agency (BPBD) shows that the effectiveness of emergency response is largely determined by how the agency manages and integrates its bundle of internal resources that are valuable, rare, unique, and irreplaceable (Valuable, Rare, Inimitable, Non-substitutable, or VRIN). In facing critical situations, the Dompu Regency BPBD relies on a combination of tangible assets—such as rescue fleets, logistical equipment, and early warning systems—as well as crucial intangible assets, including the speed of tactical coordination, the competence of field personnel, and social capital in the form of local community trust. This strategic relationship aligns with Barney's (1991) argument in his seminal research, which asserts that an organization's operational excellence and sustained performance are not merely driven by external environmental factors (disaster conditions), but rather by the agency's capacity to optimally configure its internal capabilities to generate rapid, adaptive responses and minimize fatalities in affected areas.

2.1.2 Competence

Competence is essentially a combination of personal attributes and technical skills that enables an individual to perform their functions optimally. According to Hadi *et al.*, (2022), competency is the ability



to perform a job or task based on skills and knowledge, supported by the work attitude required by that job. In line with this, Prayogi & Siregar (2019) define it as the fundamental characteristics possessed by an individual that directly influence, or can predict, exceptional performance. Meanwhile, Rosmaini & Tanjung (2019) view competence as a set of intelligent and responsible actions possessed by an individual as a prerequisite for being considered capable of performing tasks in a specific field of work. According to Hapsari *et al.*, (2022), the indicators for measuring competence include five components: (1) knowledge, which is information specific to a particular field; (2) skill, or the ability to perform physical and mental tasks; (3) self-concept, which encompasses personal attitudes and values; (4) traits, which are consistent responses to situations; (5) and motives, which are consistent drives to act.

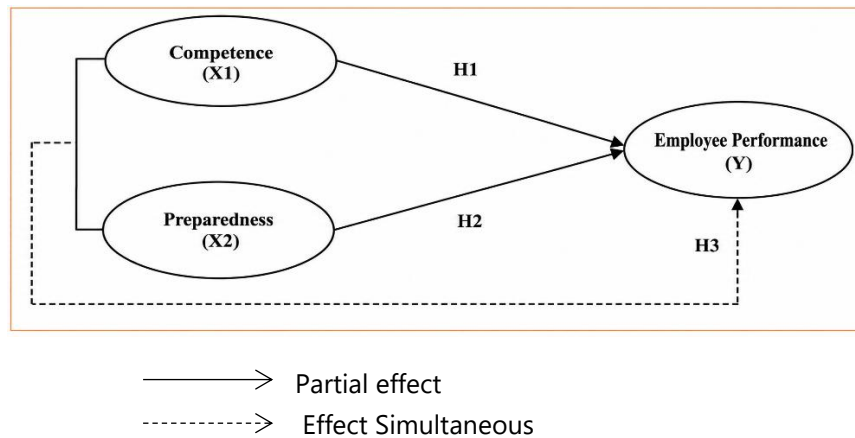
2.1.3 Preparedness

Preparedness is defined as a series of activities carried out to anticipate disasters through organization and the implementation of appropriate and effective measures. According to BNPB (2021), preparedness is a proactive measure to ensure swift and effective action during a crisis, thereby minimizing adverse impacts. In line with this, Cahyo *et al.*, (2023) view it as the capacity of individuals or groups to understand risks and consciously take appropriate mitigation measures. Meanwhile, Ihsan *et al.*, (2022) emphasize that preparedness is a manifestation of resilience, involving systematic planning and ongoing training before a disaster strikes. These three perspectives agree that preparedness is not merely a static state but rather a dynamic mental and physical readiness. To measure this preparedness, according to Sari & Susanti (2026), the indicators include: (1) Knowledge and Attitudes toward disaster risks; (2) Emergency Response Plans that include clear evacuation scenarios; (3) Early Warning Systems, whether technology-based or rooted in local wisdom; and (4) Resource Mobilization, such as the availability of logistics and trained personnel.

2.1.4 Employee Performance

Employee performance is not merely about signing an attendance sheet, but rather about the quality of the impact left behind in every task undertaken. According to Sutanjar & Saryono (2019), performance is the quality and quantity of work an employee achieves in carrying out their functions in accordance with the responsibilities assigned to them. In line with this, Sarumaha (2022) defines performance as the result of a process that is referenced and measured over a specific period of time based on previously established criteria or agreements. Complementing this perspective, Liana (2020) emphasizes that performance is an individual's success in carrying out tasks, where the results of that work are a combination of technical skills, motivation, and adequate support from the organizational environment. To objectively measure the extent to which this performance is achieved, organizations require measurable parameters to ensure that evaluations remain accountable. Referring to the work of Wati & Yusuf (2023), there are five key indicators for measuring employee performance: (1) quality (the level of perfection in work results), (2) quantity (the number or volume of work completed), (3) timeliness (the ability to meet deadlines), (4) effectiveness (optimal utilization of organizational resources), and (5) autonomy (an employee's capacity to perform tasks without close supervision).

Figure 1. Research Framework



2.2 Hypothesis

H1: Competence has a positive and significant effect on employee performance. (Krisnawati & Bagia, 2021; Mulyasari, 2019).

H2: Readiness has a positive and significant effect on employee performance. (Marsa & Jubaidah, 2025; Habsyi & Setyawan, 2026).

H3: Competence and preparedness have a simultaneous, positive, and significant effect on employee performance. (Saputra & Hermawan, 2025; Seran, 2025).

3. Research Method

This study employs a quantitative approach to measure the extent to which competence and preparedness influence the performance of BPBD employees in Dompu Regency during disaster emergency response. The population for this study comprises all 65 BPBD employees in Dompu Regency. The researcher used a saturation sampling technique, designating all members of the population as study respondents without any reduction, because the population size is relatively small and manageable, allowing for a comprehensive study (Ghozali, 2016). Primary data collection was conducted by distributing a structured questionnaire designed using a Likert scale (1–5), so that each indicator of the variables—competence, preparedness, and employee performance—could be converted into objective numerical values for further analysis (Ghozali, 2016).

The data analysis process began with instrument validation tests, specifically a Validity Test—in which a statement item was deemed valid if the calculated r value exceeded the table r value—and a Reliability Test with a threshold of Cronbach's Alpha > 0.60 to ensure the consistency of the measurement tool. Once the data were deemed suitable, the researcher conducted Classical Assumption Tests as prerequisites, including a Normality Test (Sig. value > 0.05), a Multicollinearity Test (Tolerance value > 0.10 and VIF < 10), and a Heteroscedasticity Test by examining the scatterplot (Ghozali, 2016). In the Multiple Linear Regression Analysis stage, according to Ghozali (2016), the testing involved the Simultaneous Significance Test (F-test) and the Partial Significance Test (T-test), with decision criteria based on a Sig. < 0.05 , as well as the Coefficient of Determination (R^2) to determine the percentage contribution of the competency and preparedness variables to fluctuations in the performance of

Dompu Regency BPBD employees during disaster emergency response, which was then systematically interpreted to test the proposed hypotheses.

Table 1. Indicators and Measurements

Variables	Code	Indicators	Source
Competence (X1)	X1.1	Knowledge: Information possessed in a specific field	(Hapsari et al., 2022)
	X1.2	Skills or the ability to perform physical and mental tasks	
	X1.3	Self-concept, which encompasses personal attitudes and values	
	X1.4	Characteristics in the form of consistent responses to situations	
	X1.5	Motives, which are consistent drives to act	
Preparedness (X2)	X2.1	Knowledge of and attitudes toward disaster risks	(Sari & Susanti, 2026)
	X2.2	Emergency response plans that include evacuation scenarios	
	X2.3	Early warning systems based on technology and local wisdom	
	X2.4	Resource mobilization, such as the availability of logistics and personnel	
Employee Performance (Y)	Y1	Quality (the level of perfection in work results),	(Wati & Yusuf, 2023)
	Y2	Quantity (the number or volume of work completed),	
	Y3	Timeliness (the ability to meet deadlines),	
	Y4	Effectiveness (optimal utilization of organizational resources),	
	Y5	Autonomy (employees' capacity to perform tasks without close supervision).	

Source: Data compiled (2026)

4. Results and Discussion

4.1 Analysis Results

Based on the results of the data analysis in Table 2, the instrument validity test was conducted by comparing the Calculated R value with the Table R value for each statement item in the Competence (X1), Preparedness (X2), and Employee Performance (Y) variables. The testing criteria stipulate that an item is considered valid if the calculated R-value exceeds the table R-value of 0.244. Based on the table, all items in the Competence (X1.1 to X1.5), Readiness (X2.1 to X2.4), and Employee Performance (Y1 to Y5) variables showed calculated R values well above the threshold of 0.244.

Table 2. Instrument Validity Test

Variables	Code	R-Calculated	R-Estimated	Description
Competence (X1)	X1.1	0.713	0.244	Valid
	X1.2	0.824	0.244	Valid
	X1.3	0.820	0.244	Valid
	X1.4	0.791	0.244	Valid
	X1.5	0.787	0.244	Valid
Preparedness (X2)	X2.1	0.829	0.244	Valid
	X2.2	0.801	0.244	Valid
	X2.3	0.917	0.244	Valid
	X2.4	0.819	0.244	Valid
Employee Performance (Y)	Y1	0.787	0.244	Valid
	Y2	0.828	0.244	Valid
	Y3	0.787	0.244	Valid
	Y4	0.849	0.244	Valid
	Y5	0.693	0.244	Valid

Source: Data Analysis (2026)



Specifically, the highest R-Calculated value was observed for item X2.3 at 0.917, while the lowest was for item Y5 at 0.693; both are still categorized as valid. Based on these results, it can be concluded that all instruments used in this study are highly accurate in measuring the research variables. Therefore, all of these items are deemed valid and suitable for use as data-collection tools in the next stage of statistical analysis.

Table 3. Reliability Test

Variables	Cronbach's Alpha	Standard Value	Description
Competencies	0.846	0.60	Reliable
Readiness	0.859	0.60	Reliable
Employee Performance	0.848	0.60	Reliable

Source: Data Analysis (2026)

Based on the reliability test results in Table 3, all research variables—including Competence, Preparedness, and Employee Performance—had very strong Cronbach's Alpha values. The Preparedness variable recorded the highest value at 0.859, followed by Employee Performance at 0.848, and Competence at 0.846. All three variables consistently exceeded the minimum threshold of 0.60. These results indicate that all research instruments used in the 2026 data analysis are reliable. This suggests that the items in the questionnaire exhibit high consistency; thus, if measurements are repeated at different times or with different respondents, the instruments will continue to yield stable and trustworthy results for measuring the variables under study.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		65
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.21330448
Most Extreme Differences	Absolute	.139
	Positive	.096
	Negative	-.139
Test Statistic		.139
Asymp. Sig. (2-tailed)		.073 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Data Analysis (2026)

Based on the results of the One-Sample Kolmogorov-Smirnov test in Table 4, the Asymp. Sig. (2-tailed) value for the Unstandardized Residual variable is 0.073, which is greater than the standard significance level of 0.05. In accordance with the Lilliefors normality test criteria, since the significance value is above 0.05, it can be concluded that the residual data in this study of 65 samples are normally distributed, thus fulfilling the assumption of normality required for linear regression analysis.

Based on the results of the multicollinearity test in Table 5, the Competence and Preparedness variables had Tolerance values of 0.576 (greater than 0.10) and VIF values of 1.736 (less than 10.00), respectively. These results indicate that there is no high correlation among the independent variables

in the research model; therefore, it can be concluded that this regression model is free from multicollinearity and is suitable for further analysis.

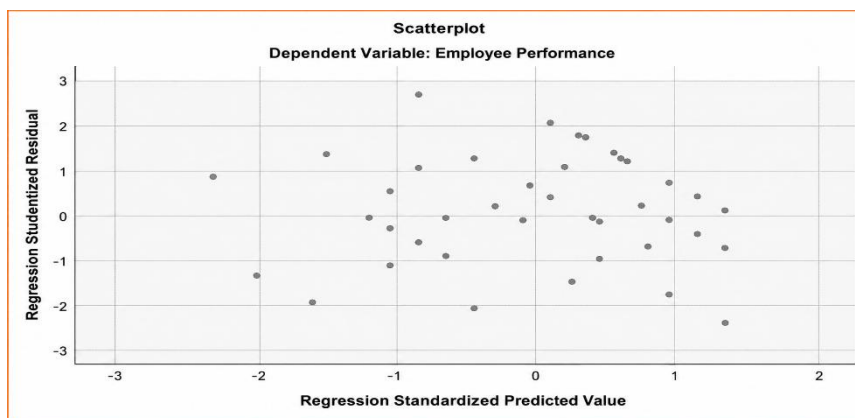
Table 5. Multicollinearity Test

Coefficients ^a									
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Correlations		Collinearity Statistics
	B	Std. Error	Beta				Zero-order	Partial	Part Tolerance VIF
(Constant)	2.239	1.657			1.352	.181			
1 Competency	.377	.092	.367		4.105	.000	.731	.462	.279 .576 1.736
Readiness	.661	.106	.558		6.239	.000	.798	.621	.424 .576 1.736

a. Dependent Variable: Employee Performance

Source: Data Analysis (2026)

Figure 2. Heteroscedasticity Test



Source: Data Analysis (2026)

Based on the results of the heteroscedasticity test using a scatterplot, the data points are randomly scattered above and below 0 on the Y-axis (Studentized Regression Residuals) without forming any clear patterns, such as waves or extreme clustering. The fact that the data points do not cluster in one place and are evenly distributed indicates that the regression model with Employee Performance as the dependent variable is free from heteroscedasticity. Thus, the assumption of homoscedasticity has been met, meaning that the variance of the residuals remains constant across observations, and the model is suitable for further testing.

Table 6. T-Test (Partial)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		t
	B	Std. Error	Beta		
(Constant)	(Constant)	(Constant)	(Constant)	(Constant)	(Constant)
1 Competence	Competence	Competence	Competence	Competence	Competence
Readiness	Readiness	Readiness	Readiness	Readiness	Readiness

a. Dependent Variable: Employee Performance

Source: Data Analysis (2026)

Based on the results of the (Partial) t-test in Table 6, the Competence variable has a calculated t-value of 4.105 with a significance level of 0.000. In contrast, the Readiness variable has a calculated t-value of 6.239 with a significance level of 0.000. Since the significance values for both variables are less than 0.05, it can be concluded that, partially, both Competence and Readiness have a positive and significant effect on Employee Performance. The beta coefficients indicate that the Readiness variable (0.558) contributes more to employee performance improvement than the Competence variable (0.367) in this regression model.

Table 7. F-Test (Simultaneous)

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	235.170	2	117.585	77.379	.000 ^b
	Residual	94.215	62	1.520		
	Total	329.385	64			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Readiness, Competence

Source: Data Analysis (2026)

Based on the results of the F-test (Simultaneous) in Table 7, the calculated F-value was 77.379 with a significance level of 0.000, which is far smaller than the significance level of 0.05. This indicates that the independent variables—Readiness and Competence—significantly affect the dependent variable, Employee Performance, either individually or jointly. Thus, this regression model is considered a good fit for explaining the factors that influence employee performance in this study.

Table 8. R² Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.845 ^a	.714	.705	1.23272	1.766

a. Predictors: (Constant), Readiness, Competence

b. Dependent Variable: Employee Performance

Source: Data Analysis (2026)

Based on the results of the coefficient of determination test in Table 8, an R-squared value of 0.714 was obtained, indicating that the Competence and Preparedness variables together account for 71.4% of the variation in the Employee Performance variable. Meanwhile, the remaining 28.6% is explained by other factors outside the scope of this study. Furthermore, an R value of 0.845 indicates a very strong relationship between the independent and dependent variables, and a Durbin-Watson value of 1.766—close to 2—indicates no evidence of autocorrelation in the model.

4.2 Discussion

4.2.1 Competence Influences Employee Performance

Based on the results of the t-test in Table 6, the Competence variable has a calculated t-value of 4.105 and a significance (Sig.) of 0.000, which is far below the significance level of 0.05 (5%). This indicates that Competence has a positive and statistically significant partial effect on Employee Performance, with

a regression coefficient of 0.377, suggesting that every increase in competence standards is associated with a tangible improvement in employee performance. Theoretically, Spencer & Spencer (as cited in Basuki, 2023) emphasize that competence is a fundamental characteristic of an individual that is causally related to the reference criteria for effectiveness or high performance in the workplace.

This finding aligns with previous research by Wijayanti & Sari (2023), which states that the dimensions of knowledge, skills, and attitudes within competence serve as the primary drivers in productively achieving organizational goals. Furthermore, Anjani (2019), Jamal *et al.*, (2026), and Shoalihin *et al.*, (2026) confirm that employees with relevant competencies tend to be more adaptable at completing complex tasks, thereby directly contributing to work efficiency. Thus, strengthening human resource capacity through continuous training is crucial for agencies to maintain the positive performance trend as indicated by the 2026 analysis data.

4.2.2 Readiness Influences Employee Performance

Based on the data in Table 6, the Readiness variable has a positive and significant influence on Employee Performance, with a regression coefficient (B) of 0.661 and a significance value of 0.000 ($p < 0.05$). The calculated t-value of 6.239, which is significantly larger than the critical t-value, indicates that a tangible increase in employee performance will follow any improvement in preparedness. Theoretically, this aligns with the view of Addayan & Hendra (2025), who state that an individual's readiness—both mentally and physically—to handle workloads is a key determinant of achieving organizational productivity standards. Readiness reflects employees' responsiveness to unexpected tasks, ultimately minimizing errors and accelerating target achievement. The results of this study reinforce previous findings by (Hasibuan & Rahma 2023), which confirm that work readiness contributes significantly to organizational effectiveness because prepared employees tend to exhibit high proactivity. Furthermore, research by Prastyani & Muslimah (2021) indicates that psychological factors in readiness can mediate the relationship between the work environment and optimal work performance. Thus, strengthening readiness through simulation training and stress management is crucial, given this variable's significant influence compared with the others in the model.

4.2.3 Competence and Readiness Simultaneously Influence Employee Performance

Based on the data analysis in Table 7, the F-test yielded a calculated F-value of 77.379 with a significance level of 0.000 ($p < 0.05$). This proves that the variables of Competence and Readiness simultaneously (together) have a significant influence on Employee Performance. Theoretically, the relationship between these two variables is supported by the Resource-Based View (RBV) Theory developed by Barney (1991), as cited in Assensoh-Kodua (2019), which states that an organization's superior performance depends on the accumulation of human resources possessing specialized expertise (competence) and operational readiness (preparedness). The synergy between technical ability and mental readiness creates a stronger driving force than if these variables were considered in isolation. This finding aligns with previous research by Febriana *et al.*, (2025), which concluded that the combination of practical competencies and work readiness makes a substantial contribution to the collective achievement of organizational goals. Furthermore, Mashudi (2025) emphasizes that performance management is most effective when employees not only possess the appropriate educational qualifications but also demonstrate a high level of readiness to adapt to change in a

dynamic work environment. With a significance value of 0.000, this regression model is deemed to have an excellent fit for explaining fluctuations in employee performance by integrating these two factors.

5. Concluding Remarks and Recommendation

Based on the analysis results, it can be concluded that Competence and Readiness, both individually and simultaneously, have a positive and significant effect on Employee Performance, with a significance value of 0.000. The Readiness variable was found to have a more dominant impact than Competence, indicating that employees' quick responses and mental preparedness in dealing with work dynamics are key factors in organizational success.

The synergy between technical expertise and operational readiness has proven capable of creating a highly effective performance model, supporting the Resource-Based View theory in creating an agency's competitive advantage through high-quality human resources. To optimize employee performance in the future, organizations are advised to prioritize development programs that focus not only on improving cognitive abilities (Competence) but also on strengthening employees' mental resilience through crisis simulation training and stress management (Readiness).

Given the significant impact of preparedness, organizational leaders need to create a supportive work environment and a responsive work system to help employees maintain a high level of readiness to manage unexpected tasks. Additionally, periodic evaluations of competency standards must be conducted to ensure that employee qualifications remain relevant to the organization's increasingly dynamic needs.

Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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