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THE EFFECTS OF TRANSFER OF TRAINING AND ORGANIZATIONAL CULTURE ON JOB SATISFACTION

Employee trainings at enterprises have become important with the rapid changes and accumulation of enterprises' operational knowledge, technologies and skills. Research on employee trainings at enterprises therefore has been increased. Meanwhile, when organizational culture could support transfer of training for systematic design and strict training plans, employee trainings at enterprises could be effectively transferred, promote competence, and further enhance the job satisfaction for sustainable management and continuous development. Supervisors and staff in top 10 tourist hotels ranked by Tourism Bureau, Taiwan, are selected as the research subjects. With SEM analysis, it is found that: 1) transfer of training shows significant direct effects on employee satisfaction; 2) organizational culture presents remarkable direct effects on transfer of training; and 3) organizational culture reveals notable direct effects on employee satisfaction.

Keywords: transfer of training, employee satisfaction, organizational culture.

И-Чан Чень

ВПЛИВ ПЕРЕНЕСЕННЯ ДОСВІДУ НАВЧАННЯ ТА ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ НА РІВЕНЬ ЗАДОВОЛЕНОСТІ РОБОТОЮ

У статті обгрунтовано, що тренінги для персоналу стали важливою частиною роботи підприємства в умовах швидкої зміни і накопичення знань, технологій і навиків. У зв'язку з цим підвищився науковий інтерес до вивчення тренінгів для персоналу. Якщо організаційна культура передбачає проведення тренінгів на регулярній основі, тоді тренінги проводяться ефективніше і підвищують компетентність, продуктивність і задоволеність співробітників роботою і в цілому забезпечують стійкий розвиток і ефективність роботи підприємства. Об'єкти дослідження — персонал 10 найкращих, за версією китайського Бюро туризму, туристичних готелів на Тайвані. Аналіз показав, що 1) проведення тренінгів безпосередньо впливає на задоволеність персоналу роботою; 2) організаційна культура прямо впливає на якість тренінгів і 3) організаційна культура істотно впливає на міру задоволеності роботою.

Ключові слова: перенесення досвіду з тренінгів, задоволеність роботою, організаційна культура.

И-Чан Чень

ВЛИЯНИЕ ПЕРЕНОСА ОПЫТА ОБУЧЕНИЯ И ОРГАНИЗАЦИОННОЙ КУЛЬТУРЫ НА УРОВЕНЬ УДОВЛЕТВОРЕННОСТИ РАБОТОЙ

В статье утверждается, что тренинги для персонала стали важной частью работы предприятия в условиях быстрых изменений и накопления знаний, технологий и навыков. В связи с этим повысился научный интерес к изучению тренингов персонала. Если организационная культура предусматривает проведение тренингов на регулярной основе, тогда тренинги проводятся эффективнее и повышают компетентность, производительность и удовлетворенность сотрудников работой и в целом обеспечивают устойчивое развитие и эффективность работы предприятия. Объекты исследования —

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персонал 10 лучших, по версии китайского Бюро туризма, туристических гостиниц на Тайване. Анализ показал, что 1) проведение тренингов непосредственно влияет на удовлетворенность персонала работой; 2) организационная культура прямо влияет на качество тренингов и 3) организационная культура существенно влияет на степень удовлетворенности работой.

Ключевые слова: перенос опыта с тренингов, удовлетворенность работой, организационная культура.

Introduction. Under the economic globalization wave, promoting employees' knowledge, skills and abilities (KSAs) to maintain an organization's competitive advantages has been a critical strategic issue for organizations (Arguinis & Kraiger, 2009; Salas et al., 2006). To compensate the insufficient competence of employees and enhance competitive advantages, human resource should be constantly improved and the cultivation of manpower should be reinforced, as the contributions of human capitals, like human wisdom, creation and management competence, have surpassed tangible capitals (Pfeffer, 1995). Moreover, the industrial structure in Taiwan has moved toward service economy, and promoting the quality of service personnel becomes the base for competitiveness in service industry in Taiwan (Tseng, 2012).

One of the most concerned issues is to enhance the educational training outcomes and transfer them to actual work performance (Cromwell & Kolb, 2004). For this reason, enhancing the transfer of training intention through organizational culture to reinforce training outcomes is one of the objectives of human resource (Tracey et al., 1995). From the aspect of performance management, both organizational culture and transfer of training are expected to effectively transfer organizational trainings and enhance competence so that employees present sufficient capability for working to enhance job satisfaction and continuously promote job performance (Bowling, 2007).

Literature review.

I. Transfer of Training. Expanding from transfer of learning, which refers to the expansion of learning outcomes, i.e. a type of learning presents helpful or harmful effects on another type of learning, transfer of training focuses on the job performance of trainees, who are expected to generalize new knowledge and skills obtained during trainings for applying them to various working situations so as to enhance organizational competitiveness and individual performance (Baldwin & Ford, 1998). As a result, empirical research in various countries has measured distinct work performance to prove the reliability and validity of the transfer of training effectiveness (Palo & Padhi, 2003; Galanou & Priporas, 2009).

In spite that various evaluation dimensions have been proposed (Galanou & Priporas, 2009), a lot of researchers still proposed a summative evaluation, referring to Kirkpatrick (1998), and classified transfer of training into the dimensions of reaction, learning, behavior, and result.

(1) Reaction evaluates the preference degree of members for training plans, including training topics, instructional skills and competence, software and hardware. In other words, it tends to understand the satisfaction of members.

(2) Learning refers to the process of attitude change and the acquisition of knowledge and skills. The evaluated items in this phase do not cover the applications of attitude, knowledge, and capability to a position.

(3) Behavior, preceded after trainings, evaluates the work behaviors of members in the actual work environment, aiming to prove that the members apply what they learn to the work.

(4) Result evaluates the specific effect of improving the quality of training by reducing the costs. Most training focus on reducing turnover and complaints, improving efficiency and morale, and increasing products.

In terms of the transfer of training outcomes, most researchers paid attention to job performance; while some researchers concerned about the effects of job satisfaction and considered the effects of trainings on job satisfaction (Schmidt, 2007). Moreover, the transfer of training effectiveness is a transferring process that Baldwin and Ford (1988) proposed the factors of training design, trainee characteristics, and work environment in the transfer of training process. Support in work environment could be further studied as supervisor support and organizational support. Organizational culture is often considered as the primary factor in organizational support (Tracey et al., 1995) and job satisfaction and organizational culture are further discussed in this study.

II. Job Satisfaction. Job satisfaction refers to employees' feelings of a job and the attitudes toward the dimensions in the work, i.e. whether a person likes (satisfied) or dislikes (dissatisfied) the current job, the situational subjective reaction of a worker to work (Hoppock, 1935). A lot of research has proved the importance of job satisfaction positively affecting employees' attitudes, such as organizational commitment, job investment, intention to retain (Deshpande & Satish, 1996; Rosser, 2004), or specific job performance (Bowling, 2007).

However, researchers proposed various opinions for the contents and effects of job satisfaction, according to distinct concerns (Robbins and Judge, 2012). In this case, the measurements of job satisfaction were likely to show differences because of various industries or cultures (Fu et al., 2011; Shaikh et al., 2012). For instance, Rogelberg et al. (2010) divided job satisfaction into 5 facets of work, pay, promotion, supervisor, and coworker. This study utilizes 4 dimensions proposed by Chang (2009) for employee satisfaction, including: 1) work environment, covering work conditions, material conditions, and social environments; 2) work reward, such as salary, promotion, and praise from supervisors; 3) work itself, containing work value and achievement, and 4) colleague relationship, referring to the relationship between a person and others within and outside an organization.

III. Organizational Culture. Schein (1989) considered organizational culture as basic hypotheses developed by a group learning to cope with external adaptation (such as objectives, strategies, measurement of performance, tactic and amendment to complete objectives) and internal integration (like power levels, languages, closeness, punishment, reward, ideology); such hypotheses presented validity, as they were well operated, that they could be delivered to new organizational members for thinking, sensing, and perceiving the above problems. Schein (2004) further divided culture into human affairs, common belief and value, and hidden hypotheses. With the profound effects of organizational culture on organizations, a lot of research were done (Marcoulides and Heck, 1993; Rashid et al., 2003) but did not reach consistent

opinions. Smirich (1983) regarded the inconsistency of organizational culture as the differences of cultures in organizational applications that different points of view presented distinct opinions.

Regarding the measurement of organizational culture, bureaucratic culture, innovative culture, and supportive culture, proposed by Wallach (1983), have been largely cited. Nevertheless, some research pointed out the positive effects of organizational culture, which supported innovation, on trainings (Lau & Ngo, 2004). This study applies Frohman's (1998) classification to measuring organizational culture: 1) paternalistic culture, in which high-level supervisors made decisions, others did not take responsibilities, and the basic-level staff simply implemented the decisions without giving any new ideas; 2) individualistic culture in which members merely focus on their job without sharing and communicating ideas or helping each other that it could not develop into team-cooperated innovation, owing to the lack of norms; 3) based-on-teams culture in which a team shows authority in an organization, and the organization conducted the objectives by teams, and team objectives and organizational objectives are connected; 4) culture for innovation at all levels where, under the organizational objective, individual power and ideas could be developed through a team.

IV. Relations between Transfer of Training, Organizational Culture, and Job Satisfaction. In the research on organizational culture and transfer of training, researchers regarded the close relations between them. Some qualitative research discovered that the change of organizational culture affected the orientation of transfer of training (Conceicao and Altman, 2011). Other quantitative research also founded the effects of organizational culture or organizational climate on training design for transfer of training (Tracey et al., 1995; Gregoire et al., 1998; Wang, 2011). Organizational culture therefore reveals significantly positive effects on transfer of training. From the relations between transfer of training and job satisfaction, it was found that different training outcomes could enhance job satisfaction, such as mentoring program or train-the-trainer program. Domestic research also indicated that employees would apply learning actions based on individual benefits. When there were options, time and energy were likely to be spent on the activities for achievements, but not the ones without good results (Hsiao & Shen, 2010). In this case, transfer of training presents remarkably positive effects on employee satisfaction (Rogelberg et al, 2010). Regarding the relations between organizational culture and job satisfaction, research proves the significant effects of organizational culture (Lau et al., 2002). When a company presented sufficient learning culture, job satisfaction would be positively affected (Dirani, 2009; Egan et al., 2004). Chung (2011) indicated that employees' transfer of training could affect employee satisfaction, and organizational culture showed notable correlations with transfer of training and employee satisfaction. The following hypotheses are therefore proposed.

H1: Transfer of training demonstrates significantly direct effects on employee satisfaction.

H2: Organizational culture presents remarkably direct effects on transfer of training.

H3: Organizational culture reveals notably direct effects on employee satisfaction.

Research method.

I. Research framework.

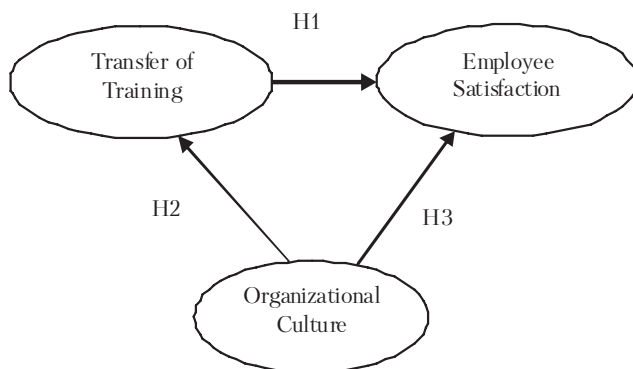


Figure 1. **Research framework**

II. *The sample.* The supervisors and staff in top tourist hotels, which were ranked by Bureau of Tourism, were selected as the research subjects, including Grand Hyatt Taipei, Sheraton Taipei Hotel, Howard Taipei, The Splendor Kaohsiung, Regent Taipei, The Grand Hotel, Grand i-Lai Hotel, Ambassador Hotel, Far Eastern Plaza Hotel Taipei and The Westin Taipei. Total 500 questionnaires were distributed. Having deducted 22 invalid ones, total 276 valid copies were retrieved, with the retrieval rate 55%. 276 samples were further proceeded for SEM analysis.

III. *Test of reliability and validity analyses.* The reliability of the dimensions reached 0.7 and above, showing its high level. Regarding the construct validity, the confirmatory factor analysis was utilized for the analyses. Table 1 displays the favorable convergent validity and construct validity of the scales.

Table 1. **Confirmatory Factor Analysis**

Dimension	Overall fitness	Analysis
Transfer of Training	$\chi^2=0(P<0.001)$; $DF=0$; $GFI=1.00$; $CFI=1.00$	Excellent overall fitness
Employee Satisfaction	$\chi^2=0(P<0.001)$; $DF=0$; $GFI=1.00$; $CFI=1.00$	Excellent overall fitness
Organizational Culture	$\chi^2=0(P<0.001)$; $DF=0$; $GFI=1.00$; $CFI=1.00$	Excellent overall fitness

Analysis results.

I. *Correlation Analysis.* Table 2 presents the notable correlations between transfer of training, employee satisfaction, and organizational culture, where organizational culture shows the highest correlation. The results showed the possibility of multicollinearity among dimensions, which could be solved with nested model, according to Niehoff and Moorman (1993). The remarkable correlations among dimensions also revealed the coincidence with the hypotheses.

II. *Theoretical model.* The research outcomes are shown in Figure 2. In this study, the path coefficients reaching significance were marked with solid lines, while the ones not reaching significance were marked with dotted lines. In Figure 2, all path coefficients reached significance that they achieved the convergent validity, corresponding to the requirements of the analysis model. From the fitness of the theoretic-

cal model, GFI=0.917, AGFI=0.906, RMSEA=0.06, CFI=0.922, the model fitness was verified in this study, i.e. this research model corresponded to the theory and presented validity.

Table 2. Correlation Analysis

Dimension	Mean	Cronbach's α	Transfer of Training	Employee Satisfaction	Organizational Culture
Transfer of Training	4.12	0.76			
Employee Satisfaction	4.38	0.82	0.18*		
Organizational Culture	5.07	0.94	0.26**	0.20**	

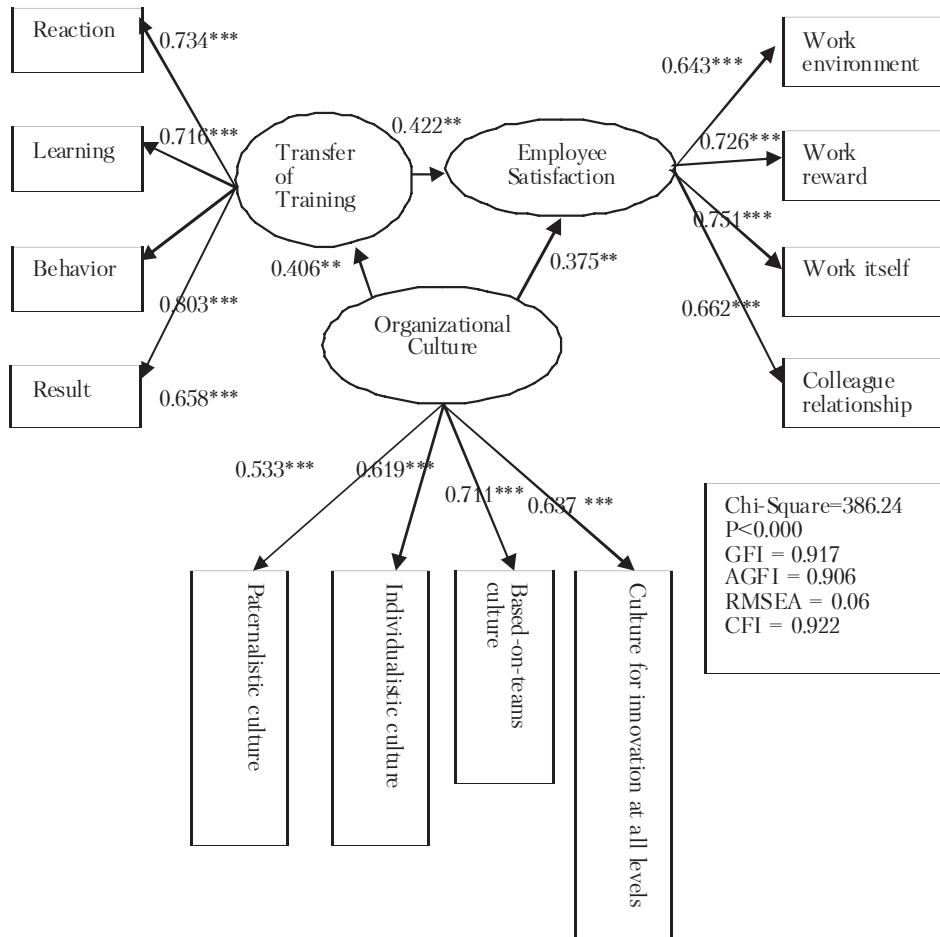


Figure 2. The research outcomes

III. Research hypotheses. With the 3 hypotheses in this study, 3 nested models were established. Furthermore, Chi-square difference test was utilized, as each nested model merely showed one degree of freedom. Therefore, when the difference

between the Chi-square of the nested model and it of the theoretical model achieved the significance, the setting of path coefficient=0 was remarkable. The research outcomes showed that Models 1, 2, and 3 achieved the significance. The analyses of the nested model are in Table 3, and the verification of the hypotheses is shown in Table 4.

Table 3. Analysis of Nested Models

Model	χ^2	$\Delta \chi^2$	GFI	CFI	RMSEA
Theoretical model	386.24		0.917	0.922	0.06
Model 1: Verification of Hypothesis 1	391.36	5.12*	0.917	0.922	0.06
Model 2: Verification of Hypothesis 2	390.97	4.73*	0.917	0.922	0.06
Model 3: Verification of Hypothesis 3	391.30	5.06*	0.917	0.922	0.06

Table 4. Test of hypotheses

Hypothesis	Correlation	Empirical result	P	Result
Hypothesis 1	+	0.422	0.00	Agreed
Hypothesis 2	+	0.406	0.00	Agreed
Hypothesis 3	+	0.375	0.00	Agreed

Conclusion. Transfer of training could directly affect employee satisfaction. For this reason, this study proposes the following strategies for effectively applying transfer of training to enhance employee satisfaction.

1. With well-designed reward management system and training plans to reinforce learning motivation.

The research outcomes show notable direct effects of transfer of training on employee satisfaction. It is suggested that an immediate reward and tactful encouragement system should be established, passive punishment and force should be replaced for active encouragement, as well as employees should be encouraged to improve their learning attitudes and behavior motivation, definitely noticed the training plans and the assistance in career development, and allowed to develop their advantages and constantly challenge themselves in order to have transfer of training achieve the effectiveness. The transfer after training therefore could be successfully applied to the tasks.

2. To focus on employees' demands and actively invest in training plans.

The research outcomes show high weights of reaction and behavior in transfer of training so that an enterprise should understand employees' insufficient capability and further plan entire education. Such trainings would not only satisfy employees, but could also have them transfer certain degrees of training contents to work. In this case, employees would be keen on such trainings and cultivate the constant learning attitude and culture.

3. To develop an overall learning organizational culture.

The statistic results show more direct effects of organizational culture on employee satisfaction than indirect effects, and based-on-teams culture and culture for innovation at all the levels appear to have relatively higher weights. It is therefore suggested that an enterprise could reinforce organizational culture between groups and the organization, and establish a good interactive system and individual learning tools from the aspect of the entire organization to enhance the learning culture.

Moreover, support on systems and management should be promoted to soundly emphasize, support, and assist employees in difficulties, to ensure the capability development and welfare of each employee, and to reinforce the learning intention and motivation of employees with organizational culture.

In terms of the research limitations, tourist hotels in Taiwan, which present complete educational trainings and emphasize such trainings, are selected as the research samples in this study. Small-scale hotels could also be studied in the future. Besides, SEM is utilized for analyses in this study. However, organizational culture is a variable at the level of organizations, while transfer of training and job satisfaction are at individual level. Hierarchical linear modeling (HLM) therefore could be applied to explore the relation between the levels.

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