



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



Exploring factors influencing training effectiveness toward job performance of Five Stars Hotel in Bangkok: A case of ABC Hotel

Sirianong Buddeekham

*Master of Management in Organization and Development (MMOD), Faculty of Graduate School of Business,
Assumption University, Bangkok, Thailand*

Somchai Tantasane Ph.D.

*Lecturer, Graduate School of Business
Assumption University, Thailand*

ABSTRACT

The researcher explores factors influencing training effectiveness toward job performance of Five Stars Hotel in Bangkok: A case of ABC Hotel. The methodology of the research integrated both quantitative and qualitative analysis. The research finding from quantitative analysis illustrated the most critical factors influence training effectiveness which are transfer knowledge and organization support. From qualitative analysis, not only these two variables critical influencing training effectiveness, but also developmental need awareness and motivation to learn among the employees. The findings come from the distribution of questionnaires to 74 respondents and interviewing 8 employees from staffs to directors' level. The statistical used of quantitative analysis are Pearson's Correlation, Simple Linear Regression, Multiple Linear Regression, One-way Anova and interview as qualitative analysis.

1. Introduction

According to the growth rate of hotels, there are a lot of international brands and domestic brands built in every year (Horwath HTL Hotel, 2019). Therefore, there are many and more competitors in the hotel industry. In the part of the service industry, humans or the employees was being important because they must create more satisfaction of the customers. The hotels management must upgrade and develop the employee skills and knowledge by providing training courses then they will provide excellent service to customers and improve their performances. Training is one of most important implementation of learning process to deal with rapid changing environment (Swieringa and Wierdsma 1992). It is crucial to invest in retraining, upgrading and converting the current skills of workforce. Thus, to achieve expectations, companies spend a lot of investment in development and training programs to improve capabilities to increased job performance (Botke et al., 2018; Govaerts et al., 2018; Hurt, 2016). However, this investment currently result in only 10-40 percent increase in transfer knowledge or training effectiveness (Iqbal and Dastgeer, 2017; Na-Nanet al., 2017). This circumstance is also happened in hotel industry. The training in hospitality's employee has been recognizing (Bai 2001; Cannon and Gustafson 2002) and spending million by organizations (Smith, 2007) but training is not always adopted in the workplace (Hoffman 1983; Kelly 1982 and Clarke 2002). Therefore, it caused less training effectiveness and worse employee and job performance.

2. Literature Review

According to the studied of Salas and Cannon-Bowers in 2001, a systematic approach is required to evaluate training effectiveness. The successes of training was not depending on only the method of use but also the way of teaching and learning are positioned, and it was supporting and enhance in the organization. From the study of Baldwin and Ford in 1988, there are many factors that influenced training effectiveness, such as trainee characteristics, training design, and work environment. In the same way, many researchers adopted Baldwin and Ford in 1988 into their conceptual framework. Similarly, this study also refers to some variable from Baldwin and Ford in 1988. There are four variables, supervisor support, developmental need awareness, motivation to learn, transfer knowledge. Support from a supervisor or organization has been suggested as a powerful tool to enhance employees' attitude behaviors including training transfer and improved job performance (Baldwin and Ford, 1988; Elangovan and Karakowsky, 1999; Nijman et al., 2006). Moreover, developmental needs awareness is positively associated with exploring and participating in training, developmental, and the resulting in higher performance. (Jiang and Klein, 2000; Sabharwal, 2011). The studied of Mathieu et al., 1992; Tannenbaum et al., 1991 have indicated that individual characteristics and situational constraints on trainee's motivation to learn influence training effectiveness and actual performance. And the transfer of knowledge would happen in the workplace when the employees believe that the skills. And the knowledge that they have learned from training are helpful and needed in their workplace (Noe and Schmitt, 1986). Likewise, the literature had

mentioned that training effectiveness and work performance can be described best by the support that trainee adopt their new skill and knowledge (Blume et al., 2010; Clarke, 2002). Therefore, in many pieces of research about training effectiveness and job performance is the indicator after trainees have been trained. In the study of Cheng and Hampson (2008) and Sanders et al. (2015) also stated that behavioral change of trainees involves applying what has been learn to the context of their individual responsibilities, when the transfer knowledge or transfer behavior is not mandatory, trainee can select to either apply or not apply that they have learned from training programs to the job. Therefore, trainee's intentions to transfer may be significant predictor leading to improving employees and company performance. These can be seen that training effectiveness had relationship with job performance.

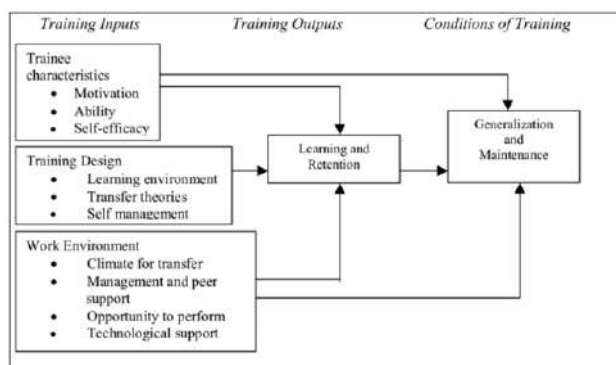


Figure 1 Baldwin and Ford's model of the transfer of training process.

Figure 1 Baldwin and Ford's model of the transfer of training process.

Source: "Professional training as a strategy for staff development: A study in training transfer in the Lebanese context", by Garavan, T.N., Carbery, R. and Dirani, K.M. (2012), *European Journal of Training and Development*, 36 (2/3), 158-178.

2.1 Background of the organization

The ABC Hotel is one of the hotel branches of the Thai hotel chain. At first, ABC is the service apartment, but the owner had found a good chance for investment. Therefore, it renovated and served the luxury room to the customers. ABC hotel is family business which own by famous person in property industry. ABC hotel became a Five Stars Hotel and residence in one of Bangkok's most prestigious addresses. The hotel location is opposite to the Emquartier Shopping mall and next to Benjasiri Park in central of business district. This luxury hotel provides full facilities and services to the customers under Thai Modern style. There are 8 departments under the organization design with 218 employees. Most of the employees are Thai.



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



Table1.

SWOT Analysis

<p>Strengths</p> <p>The organization has given the chance to employees by offer what they want to learn.</p> <p>The organization has promoted learning culture.</p> <p>The organization has arranged training programs consistently.</p> <p>Training is part of key performance indicator therefore the employees have attended training programs regularly.</p> <p>The organization has clear monthly training programs.</p>	<p>Weaknesses</p> <p>There are limited number of training rooms and facilities for training.</p> <p>The topics of the training program are repetitive.</p> <p>The organization has not well facilitated of outside training for the employees.</p> <p>There are limited numbers of trainers.</p> <p>The employees have low motivation to get new knowledge</p> <p>Employees has negative attitude toward learning.</p>
<p>Opportunities</p> <p>The learners tend to have more engagement from the updated topics of training programs.</p> <p>Employees tend to improve the performances from attending training programs which are related with their job.</p> <p>The employees have stronger motivation to improve their enhance skill and knowledge.</p> <p>The organization has high percentage on Return Investment.</p> <p>The employees have tried to avoid doing mistake to improve customer satisfaction.</p>	<p>Threats</p> <p>The disease outbreak interrupted the processing of learning among employees.</p> <p>There are more competitors surrounded the ABC Hotel such as Air B&B etc.</p> <p>The global and local economics was slowing down.</p>
<p>Aspirations</p> <p>The hotel management has tried to enhance knowledge and skill of employees, strengthen their learning attitudes, inspire them to adopt skill and knowledge after training, including strengthen the training effectiveness and job performance.</p>	<p>Results</p> <p>The organization gets more customer satisfaction and appreciation from the excellent service which provides by the employees.</p> <p>The employees have adopted new skill into their work under the monitoring of supervisors for strengthening the organizational performance.</p>

2.2 SWOTAR Analysis of Service Quality

2.2.1 Strengths

The ABC's hotel management had been planning a calendar for training programs in every month because they want to make training's awareness to the employees. This calendar is including the corporate training, on the job training, and customized training which is created by organization members. As the management's director had promoted learning culture in the hotel, that's why ABC hotel often had training every month. In addition, Human Resources Department also gives the chance to employees to identify what they want to learn. Finally, training programs are parts of employee's evaluation (Key Performance Index) at the end of years. Therefore, training is a culture of the organization.

2.2.2 Weaknesses

Although the training programs has conducted constantly but it was inconvenient for the trainees to attend. The major reasons are limited the training rooms and training facilities. Moreover, most of the topics and content are quite similar. Therefore, employees did not increase their ability in new skills and knowledge as expected. Base on the budget of training, there are only a few employees got chance to get training program from external. There are low numbers of certified trainers, and then the training effectiveness was lower than expectation also. Although many supervisors and management level attended train the trainer programs. Some supervisors could not transfer skills and knowledge to their subordinates. Another major weakness is low motivation about learning including lacking of positive attitude toward learning.

2.2.3 Opportunities

After the updated topics of training programs, the new topics of training would be attracting and tends to engaged for learners. Thus, the learners could transfer their skills and knowledge to other for enhancing return on investment. In addition, developing of training programs help to increase customer satisfaction because employees can improve their performances and tried to avoid doing mistake. Lastly, training would cause stronger motivation for stepping up the employee's career paths.

2.2.4 Threats

The stronger competition in hotel and service industry cause more critical development of improving employee skills and knowledge. Moreover, the economic had been slowing down with the Covid 19 outbreak. To survive from these threats is to strengthen customer satisfaction by significant factors influencing training effectiveness through job performance.

2.2.5 Aspirations

The changing perspective of learning among employees has strengthened training effectiveness until job performance because the employees gain higher motivation to adopt new skills and knowledge into their work.

2.2.6 Results

This is significant improvement of training effectiveness and job performance from adopting skills and knowledge. And under the monitoring of supervisors for strengthens the organizational performance. Moreover, the customer satisfaction has improved because of those significant reasons.

2.3. Statement of Problem

The main purpose of the study is to explore factors influencing job performance of employees to develop and increase their ability in their job performance. The training programs did not get good attention from the employees and the employees did not adapt what they learned effectively.

Limitation of the study

Collecting questionnaires and interviewing the respondents are difficulties, because of the employee's working schedules. Some employees worked at night time and the schedule was very flexible. Moreover, the time frame for collecting the

instrument and interviewing the respondents was limited.

2.5. Research questions

What are the factors influencing training effectiveness of Five Stars Hotel in Bangkok?
 What are the most influential factors of training effectiveness of Five Stars Hotel in Bangkok?

Does training effectiveness influence on job performance of Five Stars Hotel in Bangkok?

What are the recommendations to strengthen the training effectiveness through job performance base on finding of Five Stars Hotel in Bangkok?

Is there significant difference among the respondents on training effectiveness toward job performance when classify by level of employees of Five Stars Hotel in Bangkok?

Is there significant difference among the respondents on training effectiveness toward job performance when classify by age of Five Stars Hotel in Bangkok?

2.6. Definition of Variables Terms Used in the Research

Organization support: It refers to environmental factors which affect individual to transfer their new knowledge into the workplace (Kontoghiorghe, 2001; Sue et al., 2013). It could be organization's itself, peer support, supervisor support, technology support, and the opportunity or the suitable situation accommodate to adapt skill and knowledge (Holton et al., 2003; Noe, 1998; Reinhold et al., 2018; Manju and Suresh 2011 and Pham et al. 2012).

Developmental need awareness: It describes as the process of determining or searching on the chance to develop the skill and knowledge of the employee

through the feasible pathway within beyond the organization (Noe, 2002; Rothenbach, 1982).

Motivation to learn: It refers to the trainee's determination to learn the training contents and it is the enthusiasm in participating in a training program of a trainee (Noe and Schmitt 1986).

Transfer knowledge: It defines as a trainee or an employee who is willing to use their skill and knowledge from a training program in their job (Noe, 1986, p. 743).

Job performance: It is the outcome of employee's behavior on their work process or the outcome of behavior after training and development (Na-Nan et al., 2018).

Training Effectiveness: It refers to the consequence of action when the trainee transfer their knowledge to their work after they complete on training courses (Goldstein and Ford, 2002; Ployhart and Hale, 2014).

2.7. Conceptual framework

The conceptual framework which is created by the researcher has adopted the theory from many studies. The principal framework came from the transfer process model of Baldwin and Ford in 1988. However, the researcher had adopted some variables which are related to the current situation and interviewed from the Director of Human Resources Department to develop the conceptual framework. From the conceptual framework, the independent variables which significant on training effectiveness under hypothesis 1a - hypothesis 1d are organization support, developmental need awareness, motivation to learn, and transfer knowledge. Moreover the training effectiveness has significant influence on job

performance under hypothesis 4. Level of employees and ages are demographics under the conceptual framework for testing the significant different among the respondents on training effectiveness.

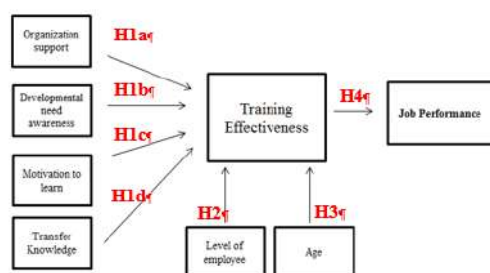


Figure 2. Modified research conceptual framework by the researcher

3. Research Methodology

The researcher had adopted a mixed method of qualitative and quantitative data collection methodologies for this research study. The model of the transfer of training process by Baldwin and Ford, 1988 and much research had applied in this study. For a qualitative approach, the researcher developed interviewed questions by using AI questions (Appreciative Inquiry). There are four main questions in order to ask eight the respondents randomly. The questions would be asked about the perception of the respondents about training effectiveness and their expectation about training effectiveness in their hotel. The quantitative questionnaires were distributed to the respondents who work during level 1 to level 5 (Directors until Operation Staff). Thus, the researcher collects questionnaires from 74 respondents as a sample size of the population. Base on the data collection process, the statistical analysis was conduct and the hypotheses were tested by using One-Way

Anova, Pearson's Correlation, Simple Liner Regression and Multiple Liner Regression.

Under the quantitative research instrument, two parts were comprised, (1) demographic profile of the respondents to provide their gender, age, level of education, service of the year in the organization, level of employees, and the department. (2) the dimension of training effectiveness which are organization support, developmental need awareness, motivation to learn, and transfer knowledge until job performance. All of the close questions under each variable were asked the attitude of respondents based on 5 Point Likert Scale as below: Strongly disagree, disagree, neutral, agree and strongly agree. The qualitative analyzed the common theme, keyword, and phase of the respondents and deep in the perception of respondents.

4. The Statistical Hypotheses.

H1a₀: There is no significant influence of organization support on training effectiveness of Five Stars Hotel in Bangkok.

H1a_a: There is significant influence of organization support on training effectiveness of Five Stars Hotel in Bangkok.

H1b₀: There is no significant influence of developmental need awareness on training effectiveness of Five Stars Hotel in Bangkok.

H1b_a: There is significant influence of developmental need awareness on training effectiveness of Five Stars Hotel in Bangkok.

H1c₀: There is no significant influence of motivation to learn on training effectiveness of Five Stars Hotel in Bangkok.

H1c_a: There is significant influence of motivation to learn on training effectiveness of Five Stars Hotel in Bangkok.

H1d₀: There is no significant influence of transfer knowledge on training effectiveness of Five Stars Hotel in Bangkok.

H1d_a: There is significant influence of transfer knowledge on training effectiveness of Five Stars Hotel in Bangkok.

H2₀: There is no significant difference among the respondents on training effectiveness toward job performance when classify by level of employees of Five Stars Hotel in Bangkok.

H2_a: There is significant difference among the respondents on training effectiveness toward job performance when classify by level of employees of Five Stars Hotel in Bangkok.

H3₀: There is no significant difference among the respondents on training effectiveness toward job performance when classify by age of Five Stars Hotel in Bangkok.

H3_a: There is significant difference among the respondents on training effectiveness toward job performance when classify by age of Five Stars Hotel in Bangkok.

H4₀: There is no significant influence of training effectiveness toward job performance of Five Stars Hotel in Bangkok.

H4_a: There is significant influence of training effectiveness toward job performance of Five Stars Hotel in Bangkok.

Table 2

The table of Pearson's Correlation.

The relationship between four variables and training effectiveness.

Independent variables	Pearson's Correlation Value	Sig.	Strength of the Relationship
1. Organization support	0.577 ^{***}	.000	Moderate positive relationship
2. Developmental Need Awareness	0.614 ^{***}	.000	Moderate positive relationship
3. Motivation to learn	0.585 ^{***}	.000	Moderate positive relationship
4. Transfer knowledge	0.665 ^{***}	.000	Moderate positive relationship

This table presented significant relationship (significant values are less than 0.05.) of organization support, developmental need awareness, motivation to learn, and the transfer knowledge toward training effectiveness.

Table 3

The relationship between training effectiveness and job performance.

Independent variables	Pearson's Correlation Value	Sig.	Strength of the Relationship
1. Training Effectiveness	0.759 ^{***}	.000	Strong positive relationship

From table 3, training effectiveness has significant relationship with job performance because the significant value is less than 0.05.



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



Table 4

Multiple Linear Regression model summary of Hypothesis 1 a - Hypothesis 1 d.

Model of summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.744 ^a	0.554	0.528	0.35893

a. Predictors: (Constant), Transfer knowledge, organization support, motivation to learn, developmental need awareness

From table 4, the researcher found that R Square is 0.554. It explained the validity of the factors which are an influence on training effectiveness. It could be calculated as 55.4 % of validity and 44.6 % can be belonging to other factors which are influence on training effectiveness in this hotel.

Table 5

ANOVA Table for Multiple Linear Regression.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.054	4	2.764	21.451	.000 ^a
	Residual	8.889	69	0.129		
	Total	19.944	73			

a. Predictors: (Constant), Transfer knowledge, organization support, motivation to learn, developmental need awareness

b. Dependent Variable: Training effectiveness

From table 5, at least one variable from four influencing training effectiveness because a significant value is less than 0.05.

Table 6

Summary of Coefficient for Multiple Linear Regression

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.384	.435		.881	.381
Organization support	.209	.101	.215	2.059	.043
Developmental need awareness	.170	.117	.170	1.450	.152
Motivation to learn	.160	.113	.156	1.420	.160
Transfer knowledge	.367	.118	.352	3.097	.003

a. Dependant Variable: Training effectiveness

From table 6, only two variables had a significant influence on training effectiveness in this organization. These two variables are the organization support and transfer knowledge. It could be observed from a significant value in the table which is less than 0.05. Moreover, transfer knowledge has the highest beta at 0.352 and then followed by another variable, organization support which had 0.215. This can conclude that transfer knowledge is the most influential factor toward training effectiveness and the second one is organization support.

4.1 Hypothesis 2: Analysis of the different among the respondents on training effectiveness when classified by the level of employees of Five Stars Hotel in Bangkok.

H2_o: There is no significant difference among the respondents on training effectiveness when classified by the level of employees of Five Stars Hotel in Bangkok.

H2_a: There is significantly different among the respondents on training effectiveness when classified by the level of employees of Five Stars Hotel in Bangkok.



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



Table 7

One-way ANOVA of Analysis on Hypothesis 2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.473	3	.158	.567	.639
Within Group	19.471	70	.278		
Total	19.994	73			

a.Predictors:(Constant),Training effectiveness

b.Dependant Variable :Job performance

From table 7, there is no significant difference among the respondents on training effectiveness when classify by the level of employees. The significant value is higher than 0.05. Therefore, H_{2o} was failed to reject.

4.2 Hypothesis 3: Analysis of difference among the respondents on training effectiveness when classify by age of employees of Five Stars Hotel in Bangkok.

Table 8

One-way ANOVA of Analysis on Hypothesis 3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.792	3	.264	.964	.414
Within Group	19.152	70	.274		
Total	19.944	73			

a.Predictors:(Constant),Training effectiveness

b.Dependant Variable: Job performance

From table 8, there is no significant difference among the respondents on training effectiveness when classified by age of employees because the significant value is higher than 0.05. Thus, H_{3o} was failed to reject.

4.3 Hypothesis 4: Analysis of an influence of training effectiveness toward job performance of Five Stars Hotel in Bangkok.



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



H_{4o}: There is no significant influence of training effectiveness toward job performance of Five Stars Hotel in Bangkok.

H_{4a}: There is significant influence of training effectiveness toward job performance of Five Stars Hotel in Bangkok.

Table 9

Simple Liner Regression model Summary of Hypotheses 4

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.759 ^a	0.576	0.570	0.37619

a.Predictors:(Constant),Training effectiveness

From the table 9, the R Square is 0.576. It explained the influence of training effectiveness toward job performance at 57.6. % .

Table 10

ANOVA Table for Simple Liner Regression

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.837	1	13.837	97.773	.000 ^a
	Residual	10.189	72	0.142		
	Total	24.026	73			

a.Predictors:(Constant),Training effectiveness

b.Dependant Variable: Job performance

From table 10, training effectiveness has a significant influence on job performance because the significant value is less than 0.05.



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



Table 11

Coefficients Table for Simple Liner Regression

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.553	.369		1.500	.138
Training Effectiveness	.833	.084	.759	9.888	.000

a. Dependent Variable: Job performance

From table 11, training effectiveness has significant influence on job performance because the significant value is 0.000 and the beta value is 0.759.

4.4 Summary of Finding

The researcher analyzed the highest and the lowest means of the intended variables which are shown in Tables 12 and 13.

Tables 12

Summary of the Highest Mean Values of Variables

Variables	Measure
Organization Support	Organization support 1: My supervisor expects me to apply the knowledge and skills. I gain in training.
Developmental need awareness	Developmental needs awareness 4: The trends and technology were changing, so I must update my skill and knowledge by training.
Motivation to learn	Motivation to learn 3: I am motivated to learn because I believe that learning would benefit for my career path.
Transfer knowledge	Transfer knowledge 1: I have applied what I have learned from training to my work.
Training Effectiveness	Training Effectiveness 5: Training effectiveness lead to new skills and development.
Job performance	Job performance 5: The quality of my work has improved after using skills acquired from training.



ABAC
GRADUATE SCHOOL
of BUSINESS



Table 13

Summary of the Lowest Mean Values of Variables

Variables	Measure
Organization support	Organization support 6: My organization supports training. For example, budget for training, time for training etc. therefore training has effectiveness.
Developmental need awareness	Developmental needs awareness3: I got evaluation from my supervisor, so I know that what're training and development that I needs.
Motivation to learn	Motivation to learn 1: I am motivated to learn in training program because I had expected training outcome.
Transfer knowledge	Transfer knowledge 3: I make fewer mistakes in job when I use the skills (continue....) I have acquired from training.
Training Effectiveness	Training Effectiveness 1: I receive effective training at my company because the topic is relevant with my job. Because the topic is relevant with my job.
Job performance	Job performance: I often get praise from my supervisor after attended training.

5. Conclusions

There are four variables influencing training effectiveness of Five Stars Hotel. Organization support and transfer knowledge are most influencing factors toward training effectiveness from quantitative analysis. However, developmental need awareness and motivation to learn are crucial factors influenced training effectiveness also from qualitative analysis.

The researcher conducted interviews by using coding in order to get more information from the respondents. From interviewing 8 respondents, they had understood the meaning of the training

effectiveness and the importance of training effectiveness. However, the qualitative results shown three priorities opinion for strengthening the training effectiveness. Firstly, 6 from 8 respondents (75%) agree that the learning need analysis had an influence on training effectiveness. The second crucial important (4 from 8 respondents or 50%) is the employees's abilities to apply their skill and knowledge after the training programs. Another critical is professional trainers (3 from 8 respondents or 37.5% mentioned about this).

There are similarities and differences of findings between the literature review and the study. The reviewed literature found significant relationships



ABAC
GRADUATE SCHOOL
of BUSINESS

Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



between training effectiveness and job performance including significant relationships of organization support, developmental need awareness, motivation to learn, and transfer knowledge and training effectiveness but this study found the significant influence of transfer knowledge and organization support on training effectiveness and significant

influence of training effectiveness on job performance. Moreover, the study also found the critical impact of organization support, developmental need awareness, motivation to learn, and transfer knowledge on training effectiveness from qualitative analysis

6. Ranking of preferred training programs topics among respondents

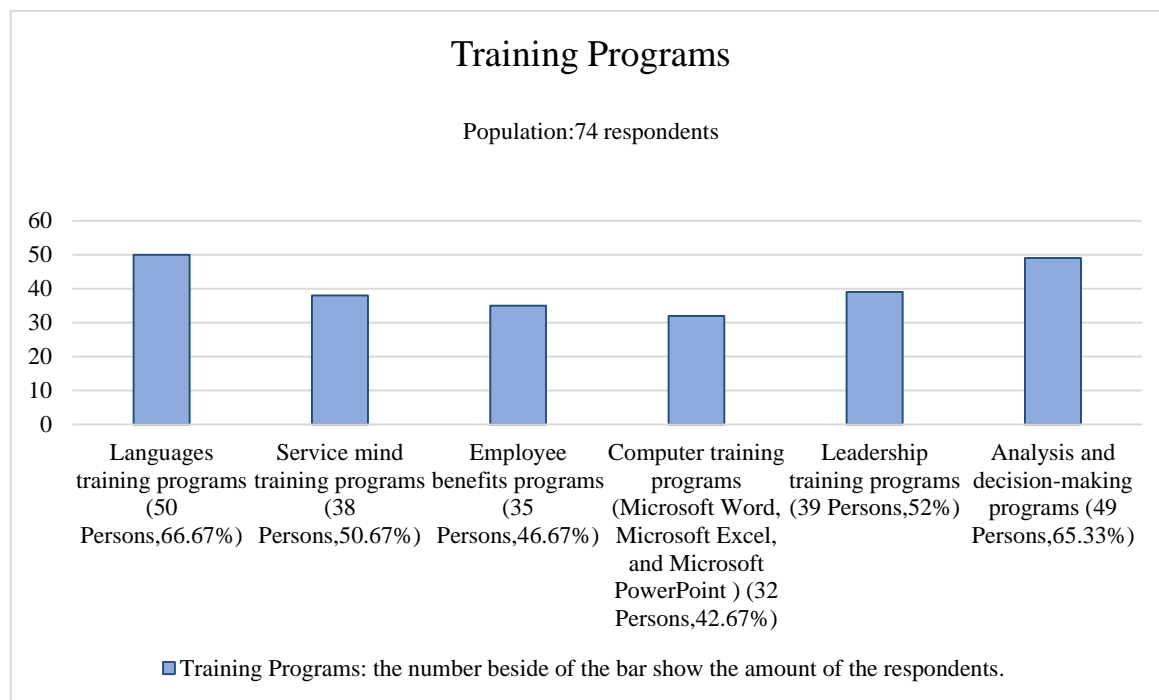


Figure 3 Ranking of preferred training programs topics among respondents

The researcher asked the respondents 74 respondents to rank the training programs they need to attend the most, the respondents can select three training programs from six. Those programs are languages training programs, service mind training programs, employee benefits programs, computer training programs (Microsoft Word, Microsoft Excel, and Microsoft PowerPoint), leadership training programs and analysis and decision-making programs. The highest rank selected by the respondents is languages training programs. The second and the third rank are analysis and decision-making programs and leadership training programs respectively.

7. Recommendations

For improving transferring knowledge by employees after getting attending training programs which gaining the highest beta score from quantitative analysis, the supervisor should create the activities and exercises from training to help employees understand easier to apply what they learn from training programs. Moreover, pre and posttest is important for evaluating transferring knowledge after training. Another recommended activity is designing effective communication channel between supervisor and staff for communicating the progress of transferring knowledge including the result.

For the organization support, the supervisor should encourage the employees to explain the new techniques which learned from the training programs to other employees and let the trainees sharing ideas for improving their job performance during the daily review meeting. The employees would have more confidence to share their skills and knowledge to their colleagues for strengthening their job performance.

Moreover, the organization should support employees more by setting up quota of employees for external training. However; the employees have to pass testing for selecting and getting the quota. The trainers should provide more crucial materials for training the employees and managing time efficiently in order to gain the most effectiveness of learning

From qualitative result by interviewing 8 respondents, the organization has to conduct a survey about training in each department and each level of the employee in order to get relevant training programs for them.

The another critical recommendation is to facilitate employees transferring the knowledge by creating relevant communication channel such as e-learning channel or social media, for example, Facebook. Therefore, not only employees of the ABC Hotel will get benefit from transferring the knowledge via the channel, but also other business units will get benefits as well.

The organization should considerate more on hiring professional trainers and create relevant training programs for employees. The

professional trainers will facilitate the ABC Hotel employees to get the tips and way to transfer knowledge more efficient.

References

Books

Bandura, A. (1997), *Self-Efficacy: The Exercise of Control*, W.H. Freeman, New York, NY.

Campbell, J.P., Dunnette, M.D., Lawler, E.E. III and Weick, K.R. Jr (1970), *Managerial Behaviour, Performance and Effectiveness*, McGraw-Hill, New York, NY.

Cannon, Debra F., and Catherine M. Gustafson. 2002. *Training and development for the hospitality industry*. Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Goldstein, I.L. (1992), *Training in Organizations: Needs Assessment, Development, and Evaluation*, 3rd ed., Brooks/Cole, Pacific Grove, CA.

Goldstein, I.L. and Ford, J.K. (2002), *Training in Organizations: Needs Assessment, Development, and Evaluation*, Thomson Learning, Wadsworth, OH.

Kirkpatrick, D. and Kirkpatrick, J. (2005), *Transferring Learning to Behavior – Using the Four Levels to Improve Performance*, 1st ed., Berrett – Koehler Publishers, San Francisco, CA.

Phillips, Jack J., and Ron Drew Stone. (2002) *How to measure training results*. New York: McGraw-Hill.

Saks, A.M. and Haccoun, R.R. (2004), *Managing Performance Through Training and Development*, 3rd ed., Nelson, Scarborough, ON.

Saks, A. and Haccoun, R. (2007), *Managing Performance through Training and Development*, Nelson and Thompson, Toronto.

Swieringa, J. and Wierdsma, A. (1992), *Becoming a Learning Organization*, Addison-Wesley, Workingham.

Journals and magazines

Alshuwairekh, N.K (2016) *The effectiveness of the training programs on employees performance* : an empirical study at private sector companies in Saudi Arabia., *International Journal of Business and Management Review*, 4(9), 1-23,

Axtell, C.M., Maitlis, S. and Yearta, S.K. (1997), *Predicting immediate and longer-term transfer of training*, *Personnel Review*, 26(3), 201-213

Baldwin, T.T. and Ford, J.K. (1988), *Transfer of training: a review and directions for future research*, *Personnel Psychology*, 41(1), 63-105.

Bates, R., Kauffeld, S. and Holton, E.F.I.I.I. (2007), *Examining the factor structure and predictive ability of the German-version of the learning transfer systems inventory*, *Journal of European Industrial Training*, 31(3), 195-211.

Bai, Xiucheng. 2001. *Measuring hotel financial performance: The role of training*. Ph.D. diss., Purdue University, West Lafayette,

- Bhatti, M. A., Battour, M. M., Sundram, V. P. K. and Othman, A. A. (2013). *Transfer of training: does it truly happen? An examination of support, instrumentality, retention and learner readiness on the transfer motivation and transfer of training*. European Journal of Training and Development, 37(3), 273-297.
- Blumenfeld, W.S. and Holland, M.G. (1971), *A model for the empirical evaluation of training effectiveness*, Personnel Journal, 50, 637-640.
- Blume, B.D., Ford, J.K., Baldwin, T.T. and Huang, J.L. (2010), *Transfer of training: a meta-analytic review*, Journal of Management, 36(4), 1065-1105.
- Botke, J.A., Jansen, P.G.W., Khapova, S.N. and Tims, M. (2018), *Work factors influencing the transfer stages of soft skills training: a literature review*, Educational Research Review, 24 (1) pp. 130-147.
- Burke, L. and Hutchins, H. (2007), *Training transfer: an integrative literature review*, Human Resource Development Review, 6(3), 263-296.
- Cheng, E.W. and Ho, D.C. (2001), *A review of transfer of training studies in the past decade*, Personnel Review, 30(1), 102-118.
- Chen, T.Y., Chang, P.L. and Yeh, C. (2004), *A study of career needs, career development programs, job satisfaction and the turnover intentions of R&D personnel*, Career Development International, 9 (4), 424-437.
- Cheng, E.W.L. and Hampson, I. (2008), *Transfer of training: a review and new insights*, International Journal of Management Reviews, 10(4), 327-341.
- Chiaburu, D.S. and Marinova, S.V. (2005), *What predicts skill transfer? An exploratory study of goal orientation, training self-efficacy and organizational supports*, International Journal of Training and Development, 9(2), 110-123.
- Clark, C.S., Dobbins, G.H. and Ladd, R.T. (1993), *Exploratory field study of training motivation: influence of involvement, credibility, and transfer climate*, Group and Organization Management, 18 (3), 292-307.
- Clarke, N. (2002), *Job/work environment factors influencing training transfer within a human service agency: some indicative support for Baldwin and Ford's transfer climate construct*, International Journal of Training and Development, 6(3), 146-162.
- EL Hajjar, S. (2014). *A statistical study to develop a reliable scale to evaluate instructors within higher institutions*. WSEAS Transactions on Mathematics, 13, 885-894.
- Elangovan, L. and Karakowsky, L. (1999), *The role of trainee and environmental factors in transfer of training: an exploratory framework*, Leadership & Organization Development Journal, 20(5), 268-276.
- Ford, J.K., Quiñones, M.A., Sego, D.J. and Sorra, J.S. (1992), *Factors affecting the opportunity to perform trained tasks on the job*, Personnel Psychology, 45(3), 511-527.
- Facteau, J.D., Dobbins, G.H., Russell, J.E.A., Ladd, R.T. and Kudisch, J.D. (1995), *The influence of general perceptions of the training environment on pretraining motivation and*

perceived training transfer, Journal of Management, 21(1), 1-25.

Grohmann, A., Beller, J. and Kauffeld, S. (2014), *Exploring the critical role of motivation to transfer in the training transfer process*, International Journal of Training and Development, 18(2), 84-103.

Hoffman, F. O. 1983. *Training technology: On-the job performance objectives*. Training, September, 57-59

Holton, E. and Baldwin, T. (2000), *Making transfer happen: an action perspective on learning transfer systems*, Advances in Developing Human Resources, 8, 1-6.

Holton, E.F. III (2003), *What's really wrong diagnosis for learning transfer system change?*,

Holton, E.F. III and Baldwin, T.T. (Eds), *Improving Learning Transfer in Organizations*, Jossey-Bass, San Francisco, CA, pp. 59-79.

Holton, E.F. III (2005), *Holton's evaluation model: new evidence and construct elaborations*, Advances in Developing Human Resources, 7(1), 37-54.

Holton, E.F., Bates, R.A. and Rouna, W.E. (2000), *Development of generalized learning transfer system inventory*, Human Resource Development Quarterly, 11(4), 333-360.

Harrison, D.A. and Shaffer, M.A. (2005), *Mapping the criterion space for expatriate success: task and relationship based performance, effort and adaptation*, The International Journal of Human Resource Management 18(8), 1454-1474.

Homklin, T., Takahashi, Y. and Techakanont, K. (2014), *The influence of social and organizational support on transfer of training: evidence from Thailand*, International Journal of Training & Development, 18(2), 116-131.

Ibrahim, R., Boerhannoeddin, A. and Bakare, K.K. (2017), *The effect of soft skills and training methodology on employee performance*, European Journal of Training and Development, 41 (4), 388-406.

Ismail, A., Mohamed, H.A.B., Sulaiman, A.Z., Mohamad, M.H., Ismail, A. and Sabhi, S. (2010), *Supervisor's role as an antecedent of training transfer and motivation to learn in training programs*, Asia Pacific Industrial Engineering & Management Systems Conference (APIEMS), 7-10 December, Melaka.

Iqbal, K. and Dastgeer, G. (2017), *Impact of self-efficacy and retention on transfer of training: the mediating role of motivation to transfer*, Journal of Management Development, 36 (10), 1270-1282, Retrieved from doi: 10.1108/JMD-06-2015-0087.

Jiang, J.J. and Klein, G. (2000), *Supervisor support and career anchor impact on the career satisfaction of the entry-level information systems professional*, Journal of Management Information Systems, 16 (1), 219-240.

Kelly, H. K. (1982). *A primer on transfer of training*. Training and Development Journal ,36 (11): 102-6.

Kirkpatrick, Donald L. (1960). *Techniques for evaluating training programs*. Journal of

American Society for Training Directors 13:28-32.

Kontoghiorghes, C. (2001), *Factors affecting training effectiveness in the context of the introduction of new technology: a US case study*, International Journal of Training and Development, 5 (4),248-260.

Krejcie, R.V. and D.W. Morgan, (1970). *Determining sample size for research activities*. Educ. Psychol. Meas., 30:607-610.

Ling, L.K. (2007), *Evaluating the effectiveness of a conceptual skill training: a quasi-experimental approach*, Unpublished Doctorate Thesis Malaysia.

Mathieu, J.E., Tannenbaum, S.I. and Salas, E. (1992),*Influences of individual and situational characteristics on measures of training effectiveness*, Academy of Management Journal, 35 (4), 828-847.

Manju, S. and Suresh, B. (2011),*Work environment factors and implications for transfer of training*,SDMIMD Journal of Management, 2(1), 32-41.

Mihal, W.L., Sorce, P.A. and Comte, T.E. (1984),*A process model of individual career decision making*, Academy of Management Review, 9 (1), 95-103.

Noe, R.A. (1986),*Trainees' attributes and attitudes: neglected influences on training effectiveness*,Academy of Management Review, 11 (4), 736-749.

Noe, R.A. and Schmitt, N. (1986), The influence of trainee attitudes on training effectiveness: test

of a model, Personnel Psychology, 39(3), 497-523.

Noe, R.A. and Wilk, S.L. (1993), *Investigation of the factors that influence employees' participation in development activities*, Journal of Applied Psychology, 78 (2), 291-302.

Noe, R.A. (2002), *Employee Training and Development*, McGraw-Hill, Boston, MA.

Naquin, S.S. and Holton, E.F. (2003),*Motivation to improve work through learning in human resource development*, Human Resource Development International, 6 (1), pp. 355-370.

Nisada Wedchayanon, Ph.D.(2018) *The Factors Affecting the Transfer of Training: A Case Study of the Metropolitan Waterworks Authority of Thailand* ,ABAC ODI JOURNAL VISION. ACTION. OUTCOME. 5(1) January-June 2018

Nijman, D.-J.J.M., Nijhof, W.J., Wognum, A.A.M. and Veldkamp, B.P. (2006), Exploring differential effects of supervisor support on transfer of training, Journal of European Industrial Training, 30 (7), 529-549.

Obaid, T. F., Alias, R. B. and Isa, A. A. B. M. (2016). *Role of training transfer and post-training on job performance in middle eastern countries: case of palestine*. Journal of Global Business and Social Entrepreneurship (GBSE), 1(2), 77-87

Park, J.H. and Wentling, T. (2007),*Factors associated with transfer of training in workplace e-learning*, Journal of Workplace Learning, 19 (5), 311-329.



ABAC
GRADUATE SCHOOL
of BUSINESS



Pham, N.T.P., Segers, M.S.R. and Gijssels, W.H. (2012), *Effects of work environment on transfer of training: empirical evidence from master of business administration programs in Vietnam*, *International Journal of Training and Development*, 17(1), 1-19, Retrieved from doi: 10.1111/j.1468-2419.2012.00417.x.

Ployhart, R.E. and Hale, D. Jr (2014), *The fascinating psychological micro foundations of strategy and competitive advantage*, *Annual Review of Organizational Psychology and Organizational Behavior*, 1 (1), 145-172.

Punia, B. K., & Asurabh, K. (2013). *A review of factors affecting training effectiveness vis-à-vis managerial implications and future research direction*. *International journal of advanced research in management and social sciences*, 2(1), 151-164.

Quinones, M.A. (1995), *Pretraining context effects: training assignment as feedback*, *Journal of Applied Psychology*, 80(2), 226-238.

Rothenback, F.W. (1982), *Career development: ask your employees for their opinions*, *Personnel Administrator*, 27 (11), 43-51.

Rouiller, J.Z. and Goldstein, I.L. (1993), *The relationship between organizational transfer climate and positive transfer of training*, *Human Resource Development Quarterly*, 4 (4), 377-390.

Robert Frash Jr., John Autun, Sheryl Kline, and Barbara Almanza (2010) *Cornell University, Like It! Learn It! Use It? A Field Study of Hotel Training*. *Human Resources*, 51(3) 398-414, Retrieved from DOI: 10.1177/1938965510364931

Russ-Eft, D., Dickison, P. and Levine, R. (2010), *Taking the pulse of training transfer: instructor quality and EMT certification examination results*, *Human Resource Development Quarterly*, 21(3), 291-306.

Reinhold, S., Gegenfurtner, A. and Lewalter, D. (2018), *Social support and motivation to transfer as predictors of training transfer: testing full and partial mediation using meta-analytic structural equation modelling*, *International Journal of Training and Development*, 22 (1), 1-14, Retrieved from doi: 10.1111/ijtd.12115.

Salas, E. and Cannon-Bowers, J.A. (2001), *The science of training: a decade of progress*, *Annual Review of Psychology*, 52(1), 471-499.

Smith Travel Research. 2007. *H.O.S.T. report*. Nashville, TN: Smith Travel Research.

Sabharwal, M. (2011), *Job satisfaction patterns of scientists and engineers by status of birth*, *Research Policy*, 40 (6), 853-863.

Sue, L., Lee Di, M. and Roslyn, C. (2013), *Supervisor behaviours that facilitate training transfer*, *Journal of Workplace Learning*, 25(1), 6-22.

Saks, A.M., Salas, E. and Lewis, P. (2014), *The transfer of training*, *International Journal of Training & Development*, 18 (2), 81-83.

Tracey, J.B., Tannenbaum, S.I. and Kavanagh, M.J. (1995), *Applying trained skills on the job: the importance of the work environment*, *Journal of Applied Psychology*, 80(2), 239-252.

Takeuchi, R., Tesluk, P.E., Yun, S. and Lepak, D.P. (2005), *An integrative view of international*

experience, Academy of Management Journal, 48 (30), 85-100.

Tziner, A., Fisher, M., Senior, T. and Weisberg, J. (2007), *Effects of trainee characteristics on training effectiveness*, International Journal of Selection and Assessment, 15(2), 167-174.

Velada, R., Caetano, A., Michel, J., Lyons, B. and Kavanagh, M. (2007), *The effects of training design, individual characteristics and work environment on transfer of training*, International Journal of Training & Development, 11(4), 282-294.

Ward, S., Parkin, G. and Medsker, K. (2006), *LES is more (when evaluation training)*, Performance Improvement, 45(8)8-13.

Wang, X. and Kanungo, R.N. (2007), *Nationality, social network and psychological well-being*, International Journal of Human Resource Management, 15(4-5), 775-793

Internet source

Abd Rahman, A., Imm Ng, S., Sambasivan, M. and Wong, F. (2013), *Training and organizational effectiveness: moderating role of knowledge management process*, European Journal of Training and Development, 37(5), 472-488. Retrieved from <https://doi.org/10.1108/03090591311327295>

Alvelos, R., Ferreira, A.I. and Bates, R. (2015), *The mediating role of social support in the evaluation of training effectiveness*, European Journal of Training and Development, 39(6), 484-503. Retrieved from <https://doi.org/10.1108/EJTD-12-2014-0081>

Al-Swidi, A. and Al Yahya, M. (2017), *Training transfer intention and training effectiveness: Assessing the gender differences using multi-group structural equation modelling approach*, International Journal of Organizational Analysis, 25(5), 839-860. Retrieved from <https://doi.org/10.1108/IJOA-07-2016-1043>

Awais Bhatti, M., Mohamed Battour, M. and Rageh Ismail, A. (2013), *Expatriates adjustment and job performance: An examination of individual and organizational factors*, International Journal of Productivity and Performance Management, 62(7), 694-717. Retrieve from <https://doi.org/10.1108/IJPPM-12-2012-0132>

Chen, C., Sok, P. and Sok, K. (2007), *Exploring potential factors leading to effective training: An exclusive study on commercial banks in Cambodia*, Journal of Management Development, 26(9), 843-856. Retrieve from <https://doi.org/10.1108/02621710710819339>

Curado, C. and Martins Teixeira, S. (2014), *Training evaluation levels and ROI: the case of a small logistics company*, European Journal of Training and Development, 38(9), 845-870. Retrieve from <https://doi.org/10.1108/EJTD-05-2014-0037>

Dr. Vimala Sanjeevkumar (2011), *A Study on Training Factors and Its Impact on Training Effectiveness in Kedah State Development Corporation, Kedah, Malaysia*, International Journal of Human Resource Studies, Review, 2011, 1(2). December 4, 2011. Retrieve from [doi:10.5296/ijhrs.v1i2.1130](https://doi.org/10.5296/ijhrs.v1i2.1130)

Guan, X. and Frenkel, S. (2019), How perceptions of training impact employee performance: Evidence from two Chinese manufacturing firms, *Personnel Review*, 48(1),163-183. Retrieve from <https://doi.org/10.1108/PR-05-2017-0141>

Horwath HTL Hotel, Tourism and Leisure (2019) retrieved from All data as of full year 31 December 2018, Publication date: 4 March 2019, Updated: 5 March 2019. Retrieved from file:///C:/Users/Administrator/Mc20151225 1610/Desktop/IR/HTL_2019_EU_CHAINS-2.pdf

Kodwani, A.D. (2017), Decoding training effectiveness: the role of organisational factors, *Journal of Workplace Learning*, 29(3), 200-216. Retrieve from <https://doi.org/10.1108/JWL-05->

Kodwani, A.D. and Prashar, S. (2019), Assessing the influencers of sales training effectiveness before and after training: Mediating role of motivation to learn and moderating role of choice, *Benchmarking: An International Journal*, 26(4), 1233-1254. Retrieve from <https://doi.org/10.1108/BIJ-05-2018-0126>

McColl-Kennedy, Janet R. and White, Tina (1997). Service provider training programs at odds with customer requirements in five-star hotels. *Journal of Services Marketing* 11 (4) 249-264. Retrieve from <https://doi.org/10.1108/08876049710171713>

Na-Nan, K. and Sanamthong, E. (2019), Self-efficacy and employee job performance: Mediating effects of perceived workplace support, motivation to transfer and transfer of training, *International Journal of Quality &*

Reliability Management, 37(1), 1-17. Retrieve from <https://doi.org/10.1108/IJQRM-01-2019-0013>

Park, S., Kang, H.-S.(and Kim, E.-J. (2018), The role of supervisor support on employees' training and job performance: an empirical study, *European Journal of Training and Development*, 42 (1/2), 57-74. Retrieve from <https://doi.org/10.1108/EJTD-06-2017-0054>

Renta-Davids, A.-I., Jiménez-González, J.-i., Fandos-Garrido, M. and González-Soto, Á.-í. (2014), Transfer of learning: Motivation, training design and learning-conducive work effects, *European Journal of Training and Development*, 38(8), 728-744. Retrieve from <https://doi.org/10.1108/EJTD-03-2014-0026>

Sahinidis, A.G. and Bouris, J. (2008), Employee perceived training effectiveness relationship to employee attitudes, *Journal of European Industrial Training*, 32(1), 63-76. Retrieve from <https://doi.org/10.1108/03090590810846575>

Surbhi, S. (2015). Difference between training and development. Retrieved from <http://keydifferences.com/difference-between-training-and-development.html#ixzz4LLZJBICp>

Said Taan EL Hajjar¹ and Madina Sughra Alkhanaizi (2018) Exploring the Factors That Affect Employee Training Effectiveness: A Case Study in Bahrain, *Business and Management Review* 8(2), June 17, 2018. Retrieve from <https://doi.org/10.1177/2158244018783033>

Sahoo, M. and Mishra, S. (2019), Effects of trainee characteristics, training attitudes and



Au Virtual International Conference 2020
Entrepreneurship and Sustainability in the Digital Era
Assumption University of Thailand
October 30, 2020
Co-hosted by



training need analysis on motivation to transfer
training, *Management Research Review*, 42 (2),
215-238. Retrieve from
<https://doi.org/10.1108/MRR-02-2018-008>