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by Siti Zulaikha Wulandari

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The role of tacit knowledge sharing and critical adaptability in the dynamic effect of training quality on organisational performance: the model of Indonesian banking industry

Siti Zulaikha Wulandari

Universitas Jenderal Soedirman,
Jl. Prof. HR. Bunyamin 708 – Purwokerto, Indonesia
Email: siti.wulandari@unsoed.ac.id

Setyabudi Indartono*

Universitas Negeri Yogyakarta,
Jl Colombo no. 1 CT Depok Sleman Yogyakarta, Indonesia
Email: setyabudi_indartono@uny.ac.id

*Corresponding author

Abstract: Organisational performance in banking become increasingly discusses and has arise more frequently in various disciplines in the scientific literature. Hence, various issues of the banking performance antecedent still become attractive. Exploring the issue of training on organisational performance is believed to be controversial. Accordingly, this paper explores the banking business behaviour in term of the role of tacit knowledge sharing and critical adaptability in the dynamic effect of training quality on organisational performance. The multiple regression model was used to investigate the role tacit knowledge sharing and critical adaptability in the dynamic effect of training quality on organisational performance. In this study, we surveyed 190 bankers. Results show that training quality has a significant effect on organisational performance. This study reaches the conclusion that tacit knowledge sharing and critical adaptability have significant roles by mediating the effect of training quality on organisational performance. A universalistic perspective is able to explain the mechanism of the research model. Hence, the result of the study is supported by the explanation of the dynamic effect of training quality on organisational performance. Finally, thus study discussed the implications of the study and future researches

Keywords: tacit knowledge sharing; critical adaptability; training quality on organisational performance; Indonesian banking industry.

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Biographical notes: Siti Zulaikha Wulandari's research interest is HRM and organisational behaviour. She is a Senior Lecturer at Universitas Jenderal Soedirman, Purwokerto and holds a PhD from Univeersitas Diponegoro,

Semarang Indonesia. She teaches various courses such as introduction for management, change management, business ethics and seminar in management. She also held the position of secretary of the study program at Economic and Business Faculty of Universitas Jenderal Soedirman.

Setyabudi Indartono is a Professor of HRM at Universitas Negeri Yogyakarta, Indonesia. His research interests are dynamic HR behaviour, ethics, business development with 16 Scopus and 131 other indexed articles, and presented his articles in international conferences i.e., in San Francisco, Warsaw, Ankara, Kuala Lumpur, Tokyo. He held PhD degree from National Central University, Taiwan. He is the Vice Dean of Academic and Cooperation Affairs, Academic Senate at Economic Faculty, Secretary of Cooperation Commission at University Senate, Universitas Negeri Yogyakarta. His courses are included academic writing, research method, conflict management and strategic HRM.

1 Introduction

Organisational performance in banking has been highly explored by scholars. During the last 20 years, the banking sector has become increasingly prominent in the level of national and international policy discourses and has appeared more frequently in various disciplines in the scientific literature. The high percentage of assets held in banks with majority foreign ownership is believed to relate to issues of employability, such growth of careers and competitiveness in the labour market. Personal resources for individual employability include dimensions of human, social and psychological capital (Martini and Cavenago, 2017). Accordingly, it is reported that the amount of money spent on training by organisations to increase the solutions of those employability problems (Orpen, 1999).

Training quality is believed to consistently increase organisational performance. It is used to increase the human capital or capabilities to improve organisational achievements. It is found that training has a high positive relationship relative to other human resource management (HRM) practices, is related independently to organisational outcomes, and contributes to sustainable competitive advantage (Esteban-Lloret et al., 2016; Tzabbar et al., 2017). Training relates significantly stronger to organisational performance in large companies rather than in small firms. However, the issues of the effect of training remain controversial. Accordingly, many scholars evaluate the theoretical evidences underlying the training and performance relationship at the empirical literature as very simplistic and suggest considering alternative theoretical framework (Esteban-Lloret et al., 2016).

The growing nature of unknown dynamic in the business environments are often motivates the necessity for the greater understanding on the role of tacit knowledge sharing and adaptability (Chen and Indartono, 2011; Mwambene, 2012; Venkitachalam and Busch, 2012; Wanda, 1988). Tacit knowledge, which is usually not openly expressed or taught, is believed to be related to performance. It is able to play a role in shaping courses of action, fostering technical change required to increase productivity and output growth at the firm level, and reaching organisational competitive advantage (Castillo, 2002; Curry and Kirwan, 2014; Tariq et al., 2011; Woods, 2016). It is a key concept in organisational knowledge management that is understood as subjective, informal and

10 internalised. It is related to people's social and physical experiences, cognitive abilities, somatic skills and mental and physical perceptions (Kabir, 2013).

Knowledge must constantly flow among all members of an organisation in the form of knowledge sharing. 17 An organisation's success is characterised by its ability to consistently create new knowledge and the ability to disseminate it promptly (Pathirage et al., 2007). Effective knowledge sharing among all members of an organisation is able to enhance and sustain a company's competitive advantage (Grant, 2007; Liu and Phillips, 2011). Empirically, knowledge sharing dominates the learning process within organisations (Zairi and Whymark, 2000). However, few of them explore the antecedents and outcomes of the knowledge-sharing process (Sousa, 2014). Quality training is part of organisational efforts to encourage knowledge sharing (Frazis and Loewenstein, 2005; Nesan, 2012). It is believed that tacit knowledge from work experiences is easier to share within communication and socialisation processes. Therefore, high-quality training that includes tacit knowledge sharing is believed to increase firm performance.

Experts believe employees respond positively to change. However, the greatest setback to implementing change is employee resistance. An employee's resistance arises due to certain risks. Capability to adapt to the challenge of change distinguishes between future success and failure (Brittain, 1980). Many employees have been rendered redundant by the lack of the right skills and knowledge to implement change. Hence, scholars investigate employees' abilities to adapt to change as a factor of organisational success. Organisational adaptability is a derivative of both planned and unplanned organisational changes (Boylan and Turner, 2017).

Training is argued to have the positive influence on an organisation's adaptability to change. Additional knowledge as the result of training makes employees more innovative, creative, and effective when adapting to the changes process, which in turn increases the possibilities of organisational achievement (Mwambene, 2012; Wainaina, 2014). Employees with higher capabilities to adapt to some challenges are believed to negate the effect of training quality on performance. Therefore, the further investigations into the various training and organisation performance findings are needed. In this study, we aimed to explore the role of tacit knowledge sharing and critical adaptability in the dynamic effect of training quality on organisational performance in the banking industry.

2 Literature review and hypotheses

2.1 Dynamic effect of training quality on organisational performance

Scholars have found training quality is positively related to organisational performance. 13 38 quality training provided to organisational members enables them to improve their knowledge, skills, and attitudes needed on the job to create personal job fit that in turn increases their work achievements (Kraiger and Kirkpatrick, 2010). Kirkpatrick's four levels are designed as a sequence of ways to evaluate training programs (Reio et al., 2017). Scholars have argued that the effect of training is that organisations are able to reach the break-even (or break even), i.e., the point of balance making neither a profit nor a loss (Kirkpatrick et al., 1967; Kirkpatrick and Kirkpatrick, 2013; Kraiger and Kirkpatrick, 2010). Kirkpatrick's evaluation levels one promote quality training that is able to evoke positive reactions from participants. Their thoughts and feelings about the training promote satisfaction and use of smile sheets to record employee satisfaction can

quantify the level of response. The qualified training program is believed to increase employees' learning outcomes such as an increase in knowledge and/or skills and change in attitudes. This 2nd level of evaluation occurs during the training in the form of either a knowledge demonstration or test. Delivering qualified training program may change the participants' behaviour. Participants may transfer their knowledge, skills, and/or attitudes from the classroom to the job (change in job behaviour due to the training program). This 3rd level of evaluation occurs 3–6 months post-training when a trainee is performing his or her job. Evaluation usually occurs through observation. Training participants who successfully transfer their training results are able to reach the training objectives such as monetary rewards and performance-based rewards. Other scholars have argued that the quality of training promotes returns on investment at the organisational scale (Watkins et al., 1998).

Empirically, only 15% of what is learned during training will be applied on the job if it is not reinforced and monitored (Kazbour et al., 2013). Hence, Kirkpatrick suggested that creating a post-training support structure as part of the initial training design and development process increases the likelihood that resources will produce a measurable increase in performance. There are several actions, i.e., working with managers to determine critical behaviours that training participants will need to perform on the job, writing learning objectives as statements of how a training initiative will prepare participants to perform critical behaviours on the job, and designing post-training follow-up (Kirkpatrick and Kirkpatrick, 2013). Hence, it is found that the level of organisational performance generated by training programs varies. Different types of training and objectives lead to different training outcomes and various points of view that affect the training quality (Giangreco et al., 2010; Khair, 2013; Kraiger and Kirkpatrick, 2010; Newman et al., 2005).

Theoretically, various effects of training quality on performance depend on the different perspectives used in studies. Scholars suggest the behavioural perspective is focused on the current behaviour needed to change and how trainees react to the required changes. The behavioural perspective stresses such behaviours as relationship management, communication efficiency, stress management, anger management and conflict management (Stagl et al., 2006). Hence, it may use to evaluate training quality based on behavioural change as well as Kirkpatrick's level 3 evaluation (Buckworth, 2016; Giangreco et al., 2010; Moertl et al., 2017). Agency theory views that quality training occurs when the goals and interests of talented employees are aligned with their firm's objectives (Tang, 2017). However, "agency theory depends on the short-term perspective of senior managers, insufficient managerial involvement and lack of commitment to developing talent, minimal collaboration and talent sharing among business units, lack of strategic alignment between talent management strategies and business strategies, ineffective line management, and confusion about the role of human resources" (Tafti et al., 2017). The resource-based view suggests that the main objective of training is to instil capabilities in employees to support organisational survival, growth and overall organisational effectiveness (Pee and Kankanhalli, 2016). It is believed that the creation and transfer of knowledge within organisations is the key to their success. This is why organisations seek to train and develop their employees. Qualified training helps to reconcile the gap between what should happen and what is happening between the desired standards and actual levels of work performance (Polyhart and Bliese, 2006). Hence, a qualified training program is able to reach a higher level of employees' capabilities to achieve organisational performance (Pee and Kankanhalli, 2016). The

employee with high performance, commitment, and involvement are thus believed to evoke the competitive advantages of a firm (Kariithi and Ogutu, 2016). Furthermore, qualified training programs are used as the instruments for human capital improvements (Brunetti et al., 2017). The human capital point of view suggests that training in occupational skills improves productivity and employability (Osikominu, 2016). It likely focuses on Kirkpatrick's level 2 evaluation results (Kirkpatrick and Kirkpatrick, 2013). ³⁷ed on the various points of view on HRM practices, in this study, we strengthen the evidence of the effect of training quality ⁷ on organisation performance:

Hypothesis 1 Training quality has a positive effect on organisational performance.

2.2 The role of tacit knowledge sharing and critical adaptability

Tacit knowledge, which is defined as knowing more than we can tell or as knowing how to do something without thinking about it, is usually obtained through an expert's lifetime experiences and therefore provides previously unknown insights such unexpected ⁵ as that are beneficial for radical innovation, which produces revolutionary change. Tacit knowledge could provide novel insights into the gradual process of incremental product development and productivity improvements that would not otherwise be achieved. "It would not be surprising if tacit knowledge was leveraged to extend the current technological trajectory and contribute to incremental innovation" (Okuyama and Okuyama, 2017). Tacit knowledge is also recognised as the primary source of innovation, new product development, and the conception of new business models (Schoenherr et al., 2014). Hence, tacit knowledge plays a strong and very important ³⁵ tegic role in helping organisations to realise their long-term visions (Aboagye-Nimo et al., 2015). However, the role of tacit knowledge in training programs to promote incremental innovations, which hitherto has had little academic attention, demands the further investigation (Okuyama and Okuyama, 2017). Sharing of tacit knowledge is believed to increase communication among employees, thereby improving work capacity. Therefore, the innovation produced by the process of tacit knowledge sharing becomes more qualified (Wang and Wang, 2012).

"The dynamics and impacts of training participation may be misrepresented in static evaluation approaches, which could underestimate training impacts" (Osikominu, 2016). Employees who participate in qualified training ⁶ are able to demonstrate their harvest abilities to generate both previous and new tacit knowledge, which in turn enables the competitive performance of firms. Trained employees with their new common sensibilities have a hidden form of knowledge, an indication that they have tacit knowledge. Hence, the result of training is likely to change into new tacit knowledge.

Training programs should be small in size and seek to foster interpersonal relationships. They play a significant role in the way knowledge is passed on, aiding workers' understanding of each other, and increasing shared values and knowledge. Empirically, scholars found that overall HRM practices have roles and effects on knowledge sharing behaviour. Thus, qualified training is argued to have a significant role in changing employees' perspectives of knowledge sharing. Sousa (2014) suggested that organisations have to improve knowledge sharing processes by increasing their information technology investments. However, tacit knowledge has unique requirements for sharing. Hence, social and personal interaction is likely to optimise the sharing of tacit knowledge (Chen et al., 2010). Qualified training provides better communication and

interpersonal relationships, which promote direct interaction to increase knowledge sharing (Wang et al., 2016; Wang and Noe, 2010). Nesan (2012) argued that training is a part of a learning process that influences knowledge sharing behaviour, trust, creativity, and ability, which is supported by the empirical finding of Salleh et al. (2013). They found that the training process has a significant effect on the tacit knowledge sharing process. Furthermore, numerous researchers have examined the effect of HRM practices on tacit knowledge sharing (Diaz-Fernandez et al., 2015; He et al., 2017; Huang, 2017; Saboor et al., 2017) but have not found the effect of training in tacit knowledge sharing at the organisational level by specifically researching the banking industry in Indonesia (Rahab et al., 2011). Tacit knowledge sharing is believed to accelerate the results of qualified training to produce better achievement within a banking organisation. Thus, we propose Hypotheses 2:

Hypothesis 2 Tacit knowledge sharing mediates the effect of training quality on organisational performance.

2.3 Critical adaptability

Scholars have argued that adaptability and flexibility are difficult concepts that are not well defined within psychology literature, and that in turn, they are difficult to effectively measure and predict (Boylan and Turner, 2017). The quick changes in the business world lead scholars and practitioners to investigate the ability of employee adaptation at work. However, few authors have explored the characteristics, structures, and functions of adaptability within social contexts and the business world (Stagl et al., 2006). Scholars define adaptability as a meeting of mind and organisation (Boylan and Turner, 2017; Stagl et al., 2006). A recent investigation found that businesses have to deal with dynamic work environments (Chen and Indartono, 2011). Hence, they have to adapt their orientations, processes, and systems to encounter the dynamic change of business. Thus, scholars suggested organisations should increase the quality of employees' learning, training, and experiences to increase the ability of employees to adapt to change as a multidimensional construct that includes cognitive and behavioural skills (Boylan and Turner, 2017). They believe that adaptive organisations are able to respond to environmental change positively and are able to harvest new ways to increase their performance (Stagl et al., 2006). Therefore, an organisation is required to make various adjustments to its business practices according to new and changing situations and opportunities (Boylan and Turner, 2017; Stagl et al., 2006). Adaptive organisations are argued to manage different interests of the business world professionally at the same time and to train employees to prepare for future success both individually and collectively (Gîrneacă, 2016).

Scholars found that adaptability includes eight dimensions (Pulakos et al., 2006). However, adaptability has three core dimensions that are usually used (i.e., handling emergencies or crisis situations, solving problems creatively and dealing with uncertain/unpredictable work situations). Those dimensions are found to deal with the crisis (Gîrneacă, 2016). Hence, they deemed critical adaptability. "Handling emergencies or crisis situations is the capability to react with appropriate and proper urgency in life-threatening, dangerous, or emergency situations, quickly analyzing options for dealing with danger or crises and their implications, making split-second decisions based on clear and focused thinking, maintaining emotional control and objectivity while

keeping focused on the situation at hand, and stepping up to take action and handle danger or emergencies as necessary and appropriate.” “Solving problems creatively is defined as employing unique types of analyses and generating new, innovative ideas in complex areas; turning problems upsidedown and inside-out to find fresh, new approaches; integrating seemingly unrelated information and developing creative solutions; entertaining wide-ranging possibilities others may miss, thinking outside the given parameters to see if there’s a more effective approach; developing innovative methods of obtaining or utilizing resources when insufficient resources are available to do the job.” “Dealing with uncertain/unpredictable work situations means taking effective action when necessary without having to know the total picture or having all the facts at hand; readily and easily changing gears in response to unpredictable or unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations; imposing structure for self and others that provide as much focus as possible in dynamic situations; not needing things to be black or white, and refusing to be paralyzed by uncertainty or ambiguity” (Gîrneafă, 2016; Pulakos et al., 2006).

The empirical study of adaptability and training found that knowledge transfer reflects the ability to make an adaptation within transition situations (Baldwin and Ford, 1988). Others found that training is able to predict adaptability mediated by knowledge (Kozlowski et al., 2001; Stagl et al., 2006). The author of another study has made a note that performance is important and usable to measure the success of adaptation (Biedenbach and Müller, 2012). They found that adaptive capability has a significant effect on organisational performance, which leads to the Hypothesis 3:

Hypothesis 3 Critical adaptability mediates the effect of training quality on organisational performance.

3 Method

We collected the dataset of this study from the Indonesia banking industry. One hundred and ninety respondents out of 250 (76%) completed our survey. The age of respondents and their length of their work experience were average 30 years old and 5 years, respectively. Furthermore, 4 (2.7%) of them graduated from high school, 18 (12%) from a diploma, and 128 (85.3%) from a graduate degree. Seventy (36.8%) of the respondents were male.

We adopted four items from McNamara et al. (2012) to measure organisational performance. A sample question to measure organisational performance is ‘our company has high productivity’. We used a five-point rating scale to evaluate organisational performance. A higher score indicated that organisational performance was highly achieved. We adopted five items from Khair (2013) to measure the quality of training. A sample item to measure the quality of training is ‘the company conducts training with clear and specific objectives’. A five-point rating scale was used to evaluate the quality of training. A higher score indicated that the quality of training is perceived as high. We adopted four items from Wang and Wang (2012) to measure tacit knowledge sharing. A sample question to measure tacit knowledge sharing is ‘people in my organisation frequently share knowledge based on their experience’. A five-point rating scale was

used to evaluate tacit knowledge sharing. A higher score indicated that tacit knowledge sharing was frequently applied. We adopted five items from Van Der Beek and Schraagen (2015) to measure adaptability. A sample question used to measure critical adaptability is 'the firm is able to react quickly in the event of a sudden change'. A higher score from the used of five-point rating scale indicated that critical adaptability is high.

4 Results and discussion

The confirmatory factor analysis (CFA) was used to evaluate the quality and adequacy of the measurement model. This study used two-step procedure (Anderson and Gerbing, 1988) to examine the multi-item construct measures such as reliability, convergence, and discriminant validity of by performing CFA. Initially, the analysis led deletion of some items in the constructed scale to find out the acceptable fit. It is found that the final model showed the acceptable fit of the measurement by using AMOS 7.0 to test the measurement model. The chi-squared test result [degree of freedom (df) = 111, $\chi^2 = 287.435$] was significant [$p < .01$ (Hollen, 1989)]. The ratio of χ^2 to df is 2.59; thus, the measurement model less than 3 (Marsh and Hocevar, 1985). The model goodness-of-fit is represented by a root mean square residual found 0.058. Hence, the root mean square residual value which less than .08 indicate a good fit of the model (Browne and Cudeck, 1992; Hu and Bentler, 1999; Steiger, 1990). The value of comparative fit index = .896, incremental fit indices = 0.898 and normed fit index = .844. According, the result of CFA indicates that the measurement model is a satisfactory fit (Table 1).

Table 1 Item validity by using CFA

Construct	Item	1	2	3	4
Training quality	TQ1				.786
	TQ2				.898
	TQ3				
	TQ4				
	TQ5				
Tacit knowledge sharing	TC1			.564	
	TC2			.566	
	TC3			.688	
	TC4			.695	
Critical adaptability	CA1	.739			
	CA2	.758			
	CA3	.536			
	CA4	.537			
	CA5	.637			
Organisational performance	OP1		.697		
	OP2		.705		
	OP3		.745		
	OP4		.643		

Table 2 Mean, standard deviation, correlation and Cronbach α

Variable	Mean	SD	1	2	3	4	5	6	7	8
Education	2.86	.570								
Age	39.37	7.985	.191*							
Gender	1.43	.496	-.060	-.205**						
Experience	11.99	6.140	.099	.697**	.016					
Training quality	8.27	.9106	-.031	-.010	-.003	-.030	.878			
Tacit knowledge sharing	7.84	.785	.048	-.051	-.068	.002	.444**	.834		
Change adaptability	7.66	.859	-.007	-.043	-.052	.032	.371**	.598**	.878	
Organisational performance	7.96	.863	-.047	.041	-.070	.026	.349**	.628**	.673**	.874

Notes: *Correlation is significant at the 0.05 level (two-tailed).
 **Correlation is significant at the 0.01 level (two-tailed).

In this study, we collectively assess reliability for all construction items by calculating Cronbach's α (Steenkamp and van Trijp, 1991). It is believed to be the criterion that mostly used to measure the reliability of construct (Malott et al., 2017). The values of Cronbach's α of each construct are appeared in Table 2. Cronbach's α of normative commitment is 0.913, whereas the continuance commitment α is 0.811, the affective commitment α is 0.902, the team sense of community α is 0.832, the alignment value α is 0.821 and the meaningful work α is 0.831. All of the values of Cronbach's α are found greater than 0.7; hence, the internal consistency of each construct has been reached. Validity of each construct are represented by the value correlation among construct which bended by the value of .85. A result greater than .85, however, tells us that the two constructs overlap greatly, and they are likely measuring the same thing. Therefore, the results shown in Table 2 demonstrate adequate validity and reliability of constructs.

Table 3 Regression analysis of training quality, tacit knowledge sharing and critical adaptability

Variable	β Step 1	β Step 2	β Step 3	β Step 4
Education	-.059	-.047	-.092	-.080
Age	.024	.012	.115	.158*
Gender	-.088	-.085	-.024	-.005
Experience	.019	.038	-.043	-.094
Training quality		.351***	.085	.015
Tacit knowledge sharing			.587***	.321***
Critical adaptability				.496***
R ²	.01	.12	.27	.15
ΔR^2	.012	.11***	.25***	.14***

Notes: *Is significant at the 0.05 level (two-tailed).
 **Is significant at the 0.05 level (two-tailed).
 ***Is significant at the 0.001 level (two-tailed).

To test Hypothesis 2 and Hypothesis 3, we used multiple regression of training quality with tacit knowledge sharing and critical adaptability on organisational performance. Tacit knowledge sharing and critical adaptability mediate the effect of training quality on organisational performance. If training quality does not have a significant effect on organisational performance in a third and fourth step regression (β'), then tacit knowledge sharing and critical adaptability have a significant mediation effect on those relationships. Training quality is useless when tacit knowledge sharing and critical adaptability are included in the effect on organisational performance. Table 3 shows that training quality on organisational performance mediates the relationship between training quality and organisational performance.

In this study, we extend the research on the relationship between training and organisational performance. A universalistic perspective supports the findings on the role of certain isolated human resource policies in organisational performance. Hence, the result of the study is supported by the explanation of the dynamic effect of training quality on organisational performance. In this study, we also reveal that tacit knowledge sharing and critical adaptability are able to mediate the model. This result supports the previous studies on the effect of training quality on tacit knowledge sharing, adaptability

and organisational performance (Nesan, 2012; Ritala et al., 2015; Salleh et al., 2013). Thus, we conclude that training is a critical HRM practice for reaching better organisational performance. The results of this study contribute to explaining the gap in various studies on the topic, specifically in the context of the banking industry in Indonesia.

5 Conclusions, limitation and future research

This study reaches the conclusion that tacit knowledge sharing and critical adaptability have significant roles by mediating the effect of training quality on organisational performance. A universalistic perspective explains the mechanism of the research model. Scholars believe that training is an effective and critical HRM practice to achieve organisational performance (Marin-Diaz et al., 2014). However, the effect of training on organisational performance is believed to be a black box (Savaneviciene and Stankeviciute, 2010). The concept of a black box is important to explore the debate over the relationship of HRM practices to organisational performance (Paauwe and Boselie, 2005). Previous empirical results have indicated that the mediation model is needed to explore the relationship. This study is limited by using knowledge sharing and critical adaptability to investigate the relationship. Hence, we suggest that other mediators and phenomena need to be explored to see within the black box of the training-performance relationship. Further investigation of the relationship between training and performance needs to involve the contingency approach. It is argued that the contribution of training is dependant on the business strategies of a firm. Training policies and firms' strategies are believed to strengthen the relationship between training and organisational outcomes.

The concept of open-mindedness is believed to be intimate with the concept of organisational critical adaptability to reject and accept change. Leaders are important for creating a climate of change, anticipating resistance of the members to change, and encouraging them to deal with a firm's critical changes. Leaders may apply social influences to change their employees' behaviours and attitudes. Therefore, leadership may have an important role in creating different explanations of the relationship between training and a firm's outcomes (Boylan and Turner, 2017). A broader perspective of the effect of training quality on performance is needed. This study used general characteristics of the training quality indicators. Therefore, we suggest scholars test, investigate, and explore training programs based on their contents, methods, designs, trainee characteristics, and the processes of training needed. The HRM approach may yield deeper analysis.

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