# The interrelationships between organisational climate and job satisfaction and their impact on training outcomes

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## Abstract

**Purpose** – The purpose of this paper is to analyse the relationship between a supportive organisational climate and training process outcomes; to analyse the mediating effect of job satisfaction between a supportive organisational climate and training process outcomes; and to analyse the moderating effect of a proactive attitude on a supportive organisational climate and training process outcomes.

**Design/methodology/approach** – The participants consisted of 359 employees recruited from 18 companies in Spain. The hypotheses were tested with structural equations via partial least squares regression.

**Findings** – The data indicated a positive and statistically significant relationship between a supportive organisational climate and training process outcomes. The proposed moderating and mediating effects are also verified.

**Originality/value** – This work contributes to the literature on human resource management and the relationship between organisational behaviour and training outcomes. In addition, it shows the role of attitudes between organisational climate and training outcomes.

**Keywords** Organisational climate, Training process, Training outcome, Job satisfaction, Proactive attitude, Learning

**Paper type** Research paper

## 1. Introduction

Training improves organisational performance through workforce development (Nik Nazli and Sheikh Khairudin, 2018). However, studies also suggest that only 10% of learning transfers to job performance (Holton and Baldwin, 2000). Therefore, one of the critical issues in the training literature is how to deepen our knowledge about interventions that improve training effectiveness (Kodwani, 2017). Studies that have taken the supportive organisational climate approach (Luthans *et al.*, 2008) have pointed out a positive relationship between a supportive organisational climate and employee results. Organisational support theory (Eisenberger *et al.*, 1986) assumes that to reward the most significant work effort and satisfy socioemotional needs. Employee attitudes play a role in developing employee outcomes (Gregory *et al.*, 2009), especially training outcomes. As Tharenou *et al.* (2007) pointed out, from a behavioural perspective, the employee's role behaviour is a mediator between the strategy and the company's performance.

As indicated, one could argue that the organisational climate is related to training results and that attitudes intervene indirectly to produce these results. A supportive climate is necessary for a company's human resources (HR) to achieve sustainable growth and performance (Luthans and Avolio, 2003). However, in addition to the organisation's support, employees must mobilise their resources and attitudes to advance their development. In this sense, job satisfaction represents an interaction between employees and their work environment by gauging the congruence between what employees want from their jobs and what employees feel they receive (Wright and Kim, 2004); this interaction would affect the results of training, because the key to learning lies in the interactions between employees. Likewise, the literature has indicated that proactivity is a critical attitude in the development of learning (Chiaburu et al., 2007) because people, by taking the initiative, can overcome problems. For this reason, this work has three objectives. The first is to analyse the relationship between a supportive organisational climate and training process outcomes. The second objective is to analyse the mediating effect of job satisfaction between the climate and the training process outcomes. The third objective is to analyse the moderating effect of employees' proactive attitude between the climate and the training process outcomes. This research considers job satisfaction as a mediating variable because, although a supportive climate favours the achievement of organisational objectives, job satisfaction is considered to represent a broad relationship between the individual and the company, in which the individual assesses whether the environment satisfies their needs (Lofquist and Dawis, 1991), which would indicate that the climate affects the organisational result to the extent that the individual positively values their place in the business environment. In addition, a proactive individual attitude is considered a moderating variable, for several reasons. On the one hand, such an attitude is identified as an individual disposition to respond favourably or unfavourably in a situation (Fishbein and Ajzen, 1975). On the other hand, a proactive attitude makes it easier for people to look for opportunities. Therefore, these people would likely find solutions with the resources available to them (Magni et al., 2018).

Following Lewin's theory (Cooke, 2007), people are affected by the forces in their environment. His work advances our knowledge of the relationships between contextual determinants (specifically, the organisational climate) in training outcomes. This relationship has yet to be widely addressed in the training literature (Tai, 2006). In particular, not many empirical works have analysed the indirect effects of attitudes between a supportive climate and training outcomes; therefore, in this work the effect of employee attitudes on the relationship between organisational climate and training outcomes is also considered. The hypotheses are tested in a sample of 359 employees from 18 companies in Spain.

## 2. Theoretical approach and hypotheses

### 2.1 Training and training process outcome

Training is a strategic intervention that, when used properly, reciprocates other HR development interventions (Ahadi and Jacobs, 2017). As the nature of work changes, employees must develop a broad and mutable set of skills that are essential to their organisation's success (Grossman and Salas, 2011). In this context, training prepares employees for change and promotes the active search for new solutions to problems (Gashi et al., 2010). Training is beneficial for both workers and companies. It implies a greater employment perspective for workers, and, from the company's perspective, it potentially generates greater productivity (Cooke et al., 2011). Training is a process that improves employees' skills, abilities, and knowledge to help them perform a particular job (Pineda, 2010). Furthermore, the role of training has expanded to where today it is seen not only as a

way to improve individual capabilities but also as a valuable lever for improving team effectiveness and for organisations to gain a competitive advantage (Bell *et al.*, 2017).

The training process is divided into several stages: needs analysis, design, development, implementation, transfer and evaluation (Aguinis and Kraiger, 2009). In this work, we propose the construct of *training process outcome*. This construct is identified with the performance of training objectives (Herold and Fedor, 2003), which refers to the last phases of the training process. Once the training needs have been analysed and the plan is designed, it is time to develop the training plan, applying it to the current job and the application of what was learned during the training. The purpose of the development training phase is to perform the training after the training needs analysis. This implementation involves the application of the developed training to the workplace. The purpose of the transfer is to achieve the training objectives, that is, that training becomes learning; in the words of Blume *et al.* (2010, p. 1066), "the extent to which the learning that results from a training experience transfers to the job and leads to meaningful changes in work performance". In this sense, transfer occurs to the extent that training contributes to work performance.

*2.2 Supportive organisational climate and training process outcome*
*Organisational climate* has been defined as a shared perception of the policies, practices and procedures that an organisation rewards, supports and expects (James *et al.*, 1988). For Schneider (1990), organisational climate is the shared beliefs and work atmospheres that could significantly affect employee behaviour. Put more specifically, the supportive organisational climate has been defined as the perceived support that employees receive from their immediate peers, other departments and their supervisor that helps them successfully perform their job duties (Luthans *et al.*, 2008).

As Luthans and Avolio (2003) pointed out, a supportive context is needed for HR to achieve sustainable growth and performance. The organisational climate is linked with a set of variables that affect the achievement of employee goals and, more specifically, to the set of elements that influence the employees' behaviour and attitudes towards their work (Pradoto *et al.*, 2022). Among this set of elements, Pritchard and Karisick (1973) highlighted four climate dimensions: individual autonomy; degree of structure imposed in the position; reward orientation; and consideration, warmth and support. Organisational climate characteristics have been identified as critical to developing performance. For example, individual autonomy (i.e. a person's power to make decisions) implies motivation and affects organisational performance (Morgeson *et al.*, 2005). Research has also highlighted that the support and well-being of the employee favour the development of effective performance (Cooper *et al.*, 2019) because the employee is emotionally rewarded for their effort.

Rewards are also crucial in performance development, especially if they are linked to other organisational practices, such as learning (Shipton *et al.*, 2006). For all these reasons, many authors have noted a positive relationship between a supportive organisational climate and the development of performance, including in the context of training (Sung and Cho, 2014). In this sense, some authors have tested the positive relationship between the organisational climate and critical aspects of training, such as transfer (Baldwin *et al.*, 2017; Oluwafemi and Ametepe, 2023). Yeung *et al.* (2021) stated that a supportive organisational climate helps employees improve their results and get involved in organisational development actions. All this led us to consider the following hypothesis:

*H1*. A supportive organisational climate is positively related to the training process outcome.

### 2.3 The mediating effect of job satisfaction

Job satisfaction, which is defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304), has a long history in the literature on human resource management (HRM; Edgar and Geare, 2005). As Schmidt (2007) noted, job satisfaction may result from a behavioural cycle that reflects target outcomes of interest. Satisfaction may also refer to the individual's understanding of the degree of attractiveness of both negative and positive outcomes. Dissatisfaction may be associated with poor health or job complaints, and satisfaction may be associated with job engagement or improved training performance (Naderi Anari, 2012).

H1 proposes a relationship between a supportive organisational climate and the training process outcome. However, this relationship would be mediated by a general attitude towards the job, such as job satisfaction, which would determine behaviour towards training and performance improvement (Chowhan and Pike, 2023). On the other hand, some scholars have pointed out that organisational climate is related to job satisfaction. As Pritchard and Karisick (1973) pointed out, the better a person's needs are adjusted to the climate in which they find themselves, the more person is satisfied. In the organisational context, this positive relationship between climate and satisfaction has been verified (Ahmad et al., 2018). On other hand, the literature has pointed out the positive relationship between job satisfaction and performance (Bouonomo et al., 2022). For example, in a review of 301 studies, Judge et al. (2001) found that when correlations are properly corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is 0.30 higher.

Furthermore, employees who are satisfied with their jobs are more likely to engage in out-of-role behaviour to express their appreciation for the organisation (MacKenzie et al., 1998). Conversely, in unsatisfactory workplaces, employees tend to be less willing to use their time to solve tasks outside their jobs' confines (Cropanzano et al., 2001). Therefore, job satisfaction would mediate the relationship between organisational support and results to the extent that the organisation would need the support of satisfaction to affect outcomes. In addition, the mediating effect of job satisfaction towards performance has been evidenced by numerous studies (Choi and Lee, 2013; Vandenabeele, 2009) because job satisfaction functions as a positive emotion through which the perception of policies and company practices affects performance. Therefore, the following hypothesis was proposed:

> *H2.* Job satisfaction mediates the relationship between supportive organisational climate and training process outcome.

### 2.4 The moderating effect of proactive attitude

For Magni et al. (2018), a *proactive attitude* is a favourable disposition of the individual towards self-initiated actions and facing difficulties to achieve the goals established in a specific situation. For this reason, some research has related a proactive attitude to the development of performance (Frese and Fay, 2001). A proactive employee will seize the opportunity to carry out an activity: It is about finding the right moment to undertake a task or carry out a business, which increases performance and, probably, the employee's professional career. This circumstances could affect training improvement because a person with a proactive attitude could consider personal development a fundamental component of their job.

In addition, a proactive attitude could affect the relationship between the organisational climate and the training process outcome. For example, a person with a proactive attitude tends to focus on things that are under their control (Tang et al., 2001). Therefore, if the organisational climate cannot be controlled, or the climate is not constructive, a proactive

person could be decisive and predisposed to proposing improvements and ideas related to his or her work. This could positively or negatively affect the relationship between the organisational climate and the training process. A positive effect is that the proactive attitude would affirm a supportive organisational climate (Yoshida and Takano, 2018), yielding a positive synergy for proactivity in the relationship between climate and the training process. On the contrary, however, a proactive attitude could have a negative effect on the relationship between climate and training result in that the climate of support for performance improvement would not be so critical in a proactive person. Proactivity would be replaced, at least in part, because of the effect of the proactive climate in the process of the training outcome. In this sense, works such as those by Song and Lee (2020) indicate that the more proactive a worker's personality is, the less likely they are to show withdrawal behaviours at work. In accordance with these arguments, we propose that a proactive attitude would intervene positively or negatively in the relationship between the support climate and training results as work output. For all the above, the following hypothesis was proposed:

*H3.* A proactive attitude moderates the relationship between a supportive organisational climate and training process outcomes.

### 2.5 Control variables

Training activities emerge as being associated with organisational practices that affect the entire company, for example, the level of qualification of the labour force and the size of the company (Guidetti and Mazzanti, 2007).

Companies may have different training programmes, depending on, among other variables, their size and activities. For this reason, two control variables are considered in this work: the size of the company and the sector of activity. Kotey and Folker's (2007) work, related to the company's size, revealed that formal training was more frequent in large companies than in small companies, although informal training was frequent in both cases. A firm's activity sector affects its development of HR (Butler and Hammer, 2020). Not all economic sectors have the same training activity. In general, one might think that working conditions vary depending on the sector in which the company operates. The analytical model is presented in Figure 1.

## 3. Materials and methods

### 3.1 Participants

The study participants consisted of 359 employees (Table 1) working for 18 companies located in the community of La Rioja, Spain. La Rioja has an industrial structure similar to the rest of Spain (CaixaBank, 2020), although it is one of Spain's most innovative regions. The type of sampling was convenience; we chose companies that were easy to reach; however, we selected companies from different sectors of activity, respecting the industrial structure of La Rioja. To do this, we contacted the responsible directors, who consented to the study. Study participants were asked about the training they had received, regardless of whether the company, of their own decision, offered it.

In total, 11 companies provided services: 1 transport (32 employees), 7 commercial and retail trade (91 employees), 1 hotel (6 employees), 1 banking (39 employees) and 1 software company (47 employees). Seven companies were industrial: one civil construction (44 employees), five auxiliary manufacturers (72 employees) and one aeronautical construction company (28 employees).
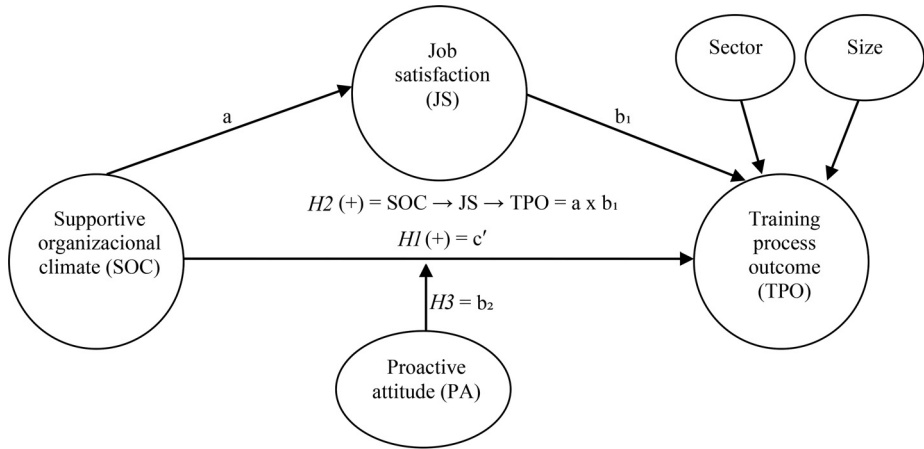
**Figure 1.**
Research model and
hypotheses

**Source:** Created by authors

| Variables | N | % |
|---|---|---|
| *Companies size* | | |
| 1 to 9 employees | 6 | 1.67 |
| 10 to 99 employees | 76 | 21.17 |
| + than 99 employees | 277 | 77.16 |
| *Sector* | | |
| Manufacturing company | 109 | 30.36 |
| Service company | 250 | 69.64 |
| *Employees educational level* | | |
| Primary education | 45 | 12.53 |
| Secondary education | 58 | 16.15 |
| Baccalaureate or vocational education | 101 | 28.14 |
| University education | 155 | 43.18 |
| *Employees job level* | | |
| Executive management | 4 | 1.11 |
| Middle management | 42 | 11.70 |
| Employees | 313 | 87.19 |
| *N* | 359 | 100 |

**Table 1.**
Sample – employees
characteristics

**Source:** Created by authors

As shown in Table 1, 1.67% of the subjects worked at companies with 1 to 9 employees, 21.17% worked at companies with 10 to 99 workers, and 77.16% worked at companies with 99+ workers. With regard to the business activity sector, 30.36% worked at a manufacturing company, and 69.64% worked at a service company. In terms of employee education levels, 12.53% had primary education, 16.15% had secondary education, 28.14% had baccalaureate or vocational training and 43.18% had tertiary or university education. Regarding the profession category, 1.11% held management positions, 11.70% were middle managers and 87.19% belonged to the employee category.

## 3.2 Measures

This study's constructs were measured with 10 items rated on a seven-point Likert-type scale anchored by 1 (*totally disagree*) and 7 (*totally agree*; Appendix).

*3.2.1 Supportive organisational climate.* The supportive organisational climate was measured with five items, including the four dimensions identified as characteristics of the climate (Pritchard and Karisick, 1973). Individual autonomy was measured with the item "My organisation pays attention to my opinions". The degree of structure was measured with one item – "My current situation in the organisation reflects what I have contributed to the organisation" – as were orientation and consideration: "My current situation in the organisation is justified by my performance at work". Finally, because of the importance of the effect of support on employee behaviour (De Dreu and Nauta, 2009), this category was measured with two items: "My organisation cares about my well-being" and "My organisation offers me help when I have a problem".

*3.2.2 Training process outcomes.* The construct of the training process outcome was measured with three items and refers to the development, implementation and transfer of training. As indicated (Aguinis and Kraiger, 2009), one item was considered for the delivery (development) of the training, one item for the implementation of the training and one item for the transfer of the training. As has been pointed out, this construct includes the training process steps identified with the training outputs.

*3.2.3 Job satisfaction.* There were two main methods for evaluating job satisfaction: the comprehensive single-factor measurement and multidimensional measurement (Diaz-Carrion *et al.*, 2020). The former relies on a single item to measure job satisfaction, whereas the latter uses several measurement factors. For example, Ghetta *et al.* (2020) measured job satisfaction with a single item, but other studies have used many items; for instance, Cote *et al.* (2021) presented four items. In our work, job satisfaction was measured with three items that form critical dimensions of the work context for employees, specifically. satisfaction with the job, the supervisor and the company.

*3.2.4 Proactive attitude.* A proactive attitude involves anticipating future problems, needs or changes. A proactive person thinks about the future and focuses on what they can control. In this research, proactivity was measured with a single item (Rodriguez-Pomeda *et al.*, 2003): "I am always willing to look for new solutions to problems in my company".

## 3.3 Method of analysis

The partial least squares (PLS) path modelling approach is a variance-based structural equation modelling (SEM) technique. This technique has played an essential role within business fields such as HRM (Ringle *et al.*, 2020). PLS-SEM allows researchers to estimate latent variable proxies that represent different models (i.e. composite models and standard factor models). In our case, the variables were treated as a composite, which is estimated in Mode A, because we approached compound constructs (Rigdon, 2012). The reasons for using PLS-SEM in this research were fundamentally that this method is highly appropriate in the case of complex models (Ali *et al.*, 2018), because our analysis model included moderating and mediating variables. In addition, this research develops theory and advances knowledge of the relationship among contextual, attitudinal and behavioural variables.

## 4. Results

The evaluation of the PLS-SEM results of the two-stage approach were also applied to the procedures and criteria recommended for the measurement models and the structural model (Hair *et al.*, 2017).

### 4.1 Measurement model

Firstly, the results verified that the indicators and dimensions satisfy the reliability requirement because their loads were, in general, greater than 0.70 (Table 2). Secondly, all of the constructs and their multidimensional dimensions met the reliability requirement because their composite reliability was greater than 0.70. Thirdly, the latent variables had convergent validity, because their average variance extracted exceeds 0.50 (Fornell and Larcker, 1981; Table 2).

Finally, as indicated by the Fornell–Larcker criterion (Fornell and Larcker, 1981) and heterotrait–monotrait ratio of correlations (HTMT 0.90; Henseler *et al.*, 2015; see Table 3), all of the variables achieved discriminant validity. However, the variables for training performance and performance evaluation may have a discriminant validity problem according to the HTMT 0.85 criteria (Henseler *et al.*, 2015).

### 4.2 Structural model

We used SmartPLS 3 software for the data analysis (Ringle *et al.*, 2015), selecting a weighting scheme (path); the maximum number of iterations in the PLS algorithm was 300. In the initial stage, we chose a corrected bias and an accelerated bootstrap with a sample number of 5,000.

| Construct/dimension | Loading | Cronbach's $\alpha$ | CR | AVE |
|---|---|---|---|---|
| Job satisfaction | | 0.75 | 0.86 | 0.67 |
| Company satisfaction | 0.76 | | | |
| Workplace satisfaction | 0.82 | | | |
| Supervisor satisfaction | 0.86 | | | |
| Supportive organizational climate | | 0.80 | 0.86 | 0.56 |
| The organization listens to my opinions | 0.78 | | | |
| The organization offers help to problems | 0.74 | | | |
| The current situation in the organization reflects what is contributed | 0.71 | | | |
| The current situation in the organization is justified by performance | 0.70 | | | |
| Training process outcome | | 0.72 | 0.84 | 0.64 |
| Training development | 0.82 | | | |
| Training application | 0.79 | | | |
| Training transfer | 0.78 | | | |

**Notes:** CR = composite reliability; AVE = average variance extracted
**Source:** Created by authors

**Table 2.** Convergent reliability and validity

| | Fornell–Lacker | | | | | | Heterotrait–Monotrait Ratio (HTMT) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Construct | JS | SOC | TPO | Se | Si | | JS | SOC | TPO | Se | Si |
| JS | 0.82 | | | | | JS | | | | | |
| SOC | 0.72 | 0.75 | | | | SOC | 0.82 | | | | |
| TPO | 0.57 | 0.69 | 0.80 | | | TPO | 0.77 | 0.79 | | | |
| Se | −0.12 | 0.07 | 0.03 | 1.00 | | Se | 0.14 | 0.10 | 0.04 | | |
| Si | −0.00 | 0.05 | 0.09 | 0.08 | 1.00 | Si | 0.04 | 0.08 | 0.11 | 0.08 | |

**Notes:** JS = job satisfaction; SOC = organizational climate; TPO = training process outcome; Se = sector; Si = size
**Source:** Created by authors

**Table 3.** Discriminant validity

Model 1 describes the total significant effect ($c = 0.69$***) of the organisational climate in the training process, in which the effect of the control variables (activity sector and company size) were considered (Figure 2). Model 2 shows how, although the effect is still significant ($c' = 0.57$***), the direct effect of organisational climate on the training process decreased when job satisfaction was considered in the model. This result supports *H1*. Furthermore, Paths $a$ and $b_1$ are statistically significant. Therefore, because of the decrease revealed in the direct effect ($c'$), as well as the significance of the regression coefficients $a$ and $b_1$, a potential indirect effect of organisational climate on the training process through job satisfaction as a mediating variable is suggested (*H2*; Table 4). However, the critical condition to determine this mediating effect is to test the significance of $a \times b_1$ (Hayes, 2009).

To analyse the mediation effect, we obtained the value of this indirect effect ($a \times b_1 = 0.11$), which was statistically significant (Table 5). For this reason, *H2* is accepted. Thus, the partial mediation of job satisfaction is assumed in the relationship between organisational climate and the training process outcome, because the direct ($H1 = c'$) and indirect effects ($H2 = a \times b_1$) are statistically significant (Baron and Kenny, 1986). In addition, we calculated the variance-accounted-for index (VAF; Hair *et al.*, 2014), which makes it possible to determine the magnitude of the indirect effect ($a \times b_1$) on the total effect ($c$). When the VAF has a result of less than 20% – in our case, 16.39% –an expectation of partial mediation could not be expected (Table 4). However, the key criterion for determining the mediation effect remains the significance of the effect.

We also tested *H3*, which proposed the moderating effect of a proactive attitude between the work environment and the training process. We used the product indicator technique (Chin *et al.*, 2003). Model 3 includes a proactive attitude, and Model 4 adds the interaction term (organisational climate × proactive attitude = $b_2$; Table 4). The result supports *H3* ($b_2 = -0.10$**; Table 4, Model 4). The overall effect size for $b_3$ reached an $f^2$ value of 0.06, which exceeds the minimum threshold of 0.02.

## 5. Discussion
Climate research, which emerged from the theoretical field tradition pioneered by Kurt Lewin, is an effort to understand organisational behaviour through the subjective perceptions of organisation members (Schneider, 2000). In this research, *H1* was accepted. The supporting climate affected results, specifically, training outcomes (Sung and Cho, 2014). Organisational climate could be interpreted as employees' perception of an organisation's nature, and the climate becomes a critical determinant in employees' behaviour towards the development of performance (Mathew and Selvi, 2007). This is especially essential in the case of training, as there are low transfer rates (Holton and Baldwin, 2000). For this reason, aspects such as organisational support (Gaudine and Saks, 2004), the perception of a fair performance appraisal (Moser *et al.*, 2018) and rewards (Santos and Stuart, 2003) are general aspects that might positively affect employee training outcomes and, ultimately, the performance of the company.

*H2* – which focused on the mediating effect of job satisfaction between organisational climate and training process outcome – was verified. Authors such as Gerlach (2019) have pointed out that job satisfaction mediates the link between social exchange relationships and job performance. The quality of relationships between employees and coworkers further improves job performance through employee motivation to participate in knowledge sharing. Reizer *et al.* (2019) showed that positive emotions and job satisfaction mediate the positive association between autonomous motivation and performance; in this sense, job satisfaction would behave as a motivational resource (Chowhan and Pike, 2023) that intervenes indirectly in the performance of the organisation. Wang *et al.* (2020), however,
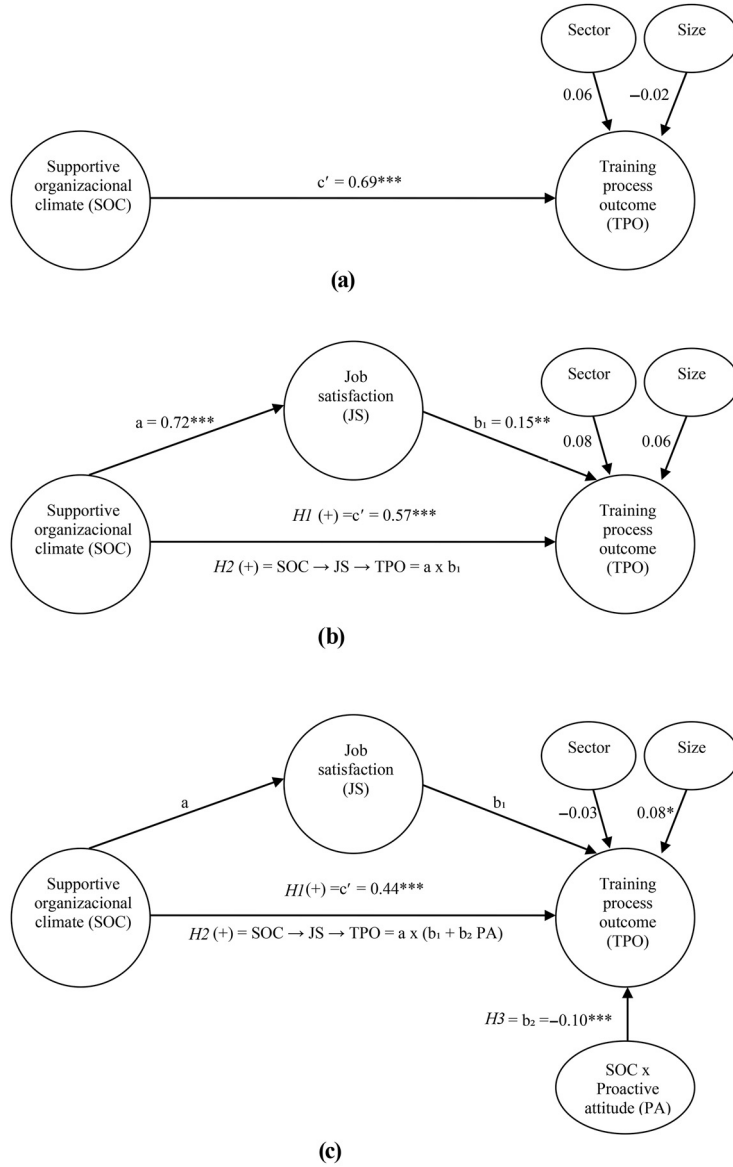
**Figure 2.**
Structural model
results

**Notes:** (a) Model whit a total effect (Model 1); (b) Model whit an indirect
effect (Model 2); (c) Model whit a conditional indirect effect (Model 4)
**Source:** Created by authors

| Relationship | Model 1<br>$R^2$TPO = 0.48 | Model 2<br>$R^2$JS = 0.52<br>$R^2$TPO = 0.49 | Model 3<br>$R^2$JS = 0.52<br>$R^2$TPO = 0.53 | Model 4<br>$R^2$JS = 0.53<br>$R^2$TPO = 0.56 | $f^2$ | Support |
|---|---|---|---|---|---|---|
| H1: SOC $\rightarrow$ TPO | (c) 0.69*** (17.13) (0.62; 0.75) | (c′) 0.57*** (10.05) (0.66; 0.77) | (c′) 0.51*** (9.4) (0.66; 0.77) | (c′) 0.44*** (7.31) (0.34; 0.54) | | Yes |
| SOC $\rightarrow$ JS = $a$ | | 0.72*** (22.06) (0.47; 0.66) | 0.72*** (22.20) (0.66; 0.75) | 0.72*** (22.31) (0.66; 0.77) | | |
| JS $\rightarrow$ TPO = $b_1$ | | | 0.10* (1.69) (0.01; 16) | 0.09* (1.68) (0.03; 0.17) | | |
| SOC$\rightarrow$ TPO = $b_2$ | | 0.15** (2.87) (0.06; 24) | 0.15** (2.87) (0.06; 0.24) | 0.18*** (4.18) (0.10; 0.24) | | |
| H3: SOC $\times$ PA$\rightarrow$ TPO | | | | −0.10*** (4.03) (−0.014; −0.05) | 0.06 | Yes |
| *Control variables* | | | | | | |
| Se $\rightarrow$ TPO | 0.06 (0.53) (−0.10; 0.05) | 0.08 (0.19) (−0.07; 0.08) | 0.08 (0.19) (−0.07; 0.08) | −0.03 (1.01) (−0.07; 0.08) | | |
| Si $\rightarrow$ TPO | −0.02 (1.49) (−0.02; 0.13) | 0.06 (1.60) (−0.13; 14) | 0.06 (1.60) (−0.13; 14) | 0.08* (2.054) (0.01; 17) | | |

**Notes:** SOC = supportive organizational climate; TPO = training process outcome; JS = job satisfaction; PA = proactive attitude; Se = sector; Si = size; based on $t(0.05, 4,999)$, one-tailed test) $t(0.05, 4,999) = 1.645$; $t(0.01, 4,999) = 2.327$; $t(0.001, 4,999) = 3.092$; (based on $t(4,999)$, two-tailed test); $t(0.05, 4,999) = 1.960$, $t(0.01, 4,999) = 2.577$; $t(0.001, 4,999) = 3.292$; *$p < 0.05$; **$p < 0.01$; ***$p < 0.001$
**Source:** Created by authors

| Construct | Total effect on TPO (Model 1) | | BCCI | | Direct effect on TPO (Model 2) | | | BCCI | | Indirect effect on TPO (Model 2) | | | | BCCI | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Path | t | Lower | Upper | | Path | t | Lower | Upper | | Point estimate | t | Lower | Upper | Sig | VAF |
| TPO (c) | (c)0.69*** | 17.13 | 0.61 | 0.74 | H1(c') | 0.57*** | 10.05 | 0.47 | 0.66 | H2: a $b_1$ (via JS) | 0.11 | 2.86 | 0.04 | 0.78 | Yes | 16.39% |
| Control variables | | | | | | | | | | | | | | | | |
| Se | 0.06 | 0.53 | −0.09 | 0.05 | | | | −0.07 | 0.08 | | | | | | | |
| Si | −0.02 | 1.49 | −0.01 | 0.13 | | | | −0.01 | 0.14 | | | | | | | |

**Notes:** TPO = training process outcome; BCCI = bias corrected confidence interval; Bootstrapping based on $n$ = 5,000 subsamples; VAF = variance accounted for. (based on $t$(4999), one-tailed test) $t$(0.05;4,999) = 1.645; $t$(0.01, 4,999) = 2.327; $t$(0.001, 4,999) = 3.092; (based on $t$(4,999), two-tailed test); $t$(0.05, 4,999) = 1.960, $t$(0.01, 4,999) = 2.577; $t$(0.001, 4,999) = 3.292; *$p$ < 0.05; **$p$ < 0.01; ***$p$ < 0.00
**Source:** Created by authors

**Table 5.**
Summary of
mediating effect test

found that job satisfaction partially mediates the negative relationship between the role of conflict and employee creativity.

*H3* was also supported: A proactive attitude significantly and negatively moderated the relationship between the organisational climate and the training process outcome. This indicates that the relationship between climate and performance is less significant for employees with high proactivity. In other words, a proactive person would "need" a favourable climate to a lesser extent than other people. Proactive people consider their situation to be determined by individual factors, not external ones, and they take responsibility for changing it (Albion *et al.*, 2005). In our case, proactivity would drive an employee towards developing the training process outcome. These results are significant for HRM, as the findings of Zhang and Edgar (2022) validated the resource-based HR system effectiveness perspective by demonstrating that it significantly affects individual employee behaviours, especially in regard to proactivity. HR systems can thus support employees in prospering at work and developing their attitudes (Cao *et al.*, 2022).

## 6. Practical implications

An important challenge for HRM is to develop climates related to performance development. According to *social exchange theory* (Blau, 1964), HRM intensity in a workplace constitutes a social exchange process in which employees perceive opportunities to develop skills and participate in decision-making and reciprocate positive labour behaviours (Brown *et al.*, 2022), which includes involvement in performance development. We agree with Bowen and Ostroff (2004) that the HRM system is a process that sends unambiguous signals to employees, allowing them to understand and respond appropriately to the information transcribed from HRM. This is about capturing interest in HRM practices, for example, through their visibility. HRM practices should also be consistent; for example, there is a cause-and-effect relationship between the content of the HRM system and the consequences associated with employees. A challenge for HRM is thus to implement instruments and generate organisational conditions that facilitate the implementation and transfer of training – that is, conditions such that the implemented training achieves the learning objectives for which it was designed and thereby improves organisational performance.

On the other hand, companies and society often invest in training that should revert to the wellbeing. For this reason, studying the conditioning factors of training helps optimise the resources invested in people's development (Bell *et al.*, 2017).

## 7. Limitations and future lines of research

This work has some limitations. The survey instrument's validity could have been compromised by a possible systematic variance in the method of administration (MacKenzie and Podsakoff, 2012). This potential problem should be considered when constructs are measured with auto-report scales and the data are collected from the same sample and at the same time. To avoid the appearance of common method bias, we adopted the measures proposed by Podsakoff *et al.* (2003) when designing the questionnaire. For example, the wording of the items was adapted to the context of companies in Spain. Employees' proactive attitudes were measured with a single item. However, the literature indicates that a single item can be a valid indicator for a variable (Henseler *et al.*, 2009). In future research, the number of items could be increased.

In addition, the results of our work do not reflect significance in the control variables. Our study was based on the perceptions of both the independent variables – organisational climate, job satisfaction, and proactive attitude – and the dependent variable: training process outcome. In future research, training and/or training process outcome could be

analysed in the more objective terms of performance evaluation, allowing for comparisons with this research. On the other hand, our research considered training in a general way, without delving into training content or strategies. Therefore, in successive investigations we could analyse in our model a difference based on, for example, the training method. In addition, this research considered the size and the activity sector as control variables, delving into these aspects; in subsequent investigations, we could verify whether these variables behave as moderators. Finally, future research could include variables related to demographic factors (Lyons *et al.*, 2014) that influence the training process outcome, such as job category or job security.

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**Appendix. Questionnaire on organisational support for training.**

**Job satisfaction**
- I am satisfied to work in my company.
- I am satisfied with my current job.
- I am satisfied with my supervisor.

**Supportive organisational climate**

- My organisation listens to my opinions.
- My organisation offers me help when I have a problem.
- My current status in the organisation reflects what I have contributed to the organisation.
- My current situation in the organisation is justified by my performance at work.

**Training process outcome**

- In my company I receive the training that I consider necessary for my job.
- Normally, I usually apply the training I receive to my work.
- The training I do helps me to improve my work.

**Proactive attitude**

- I am always willing to look for new solutions to problems in my company.

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