AN EXPLORATORY STUDY

OF HOTEL LEARNING TRANSFER SYSTEMS IN HAIKOU, CHINA

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* Mr. Song conceptualized the research idea, conducted the literature review, selected the instrument, conducted the initial analysis and interpretation of the data and wrote the first draft. Dr. Mavrides consulted on the research methodology, refined the data analysis and interpretation of the results and wrote the final manuscript. Drs. Holton and Bates contributed their research instrument (LTSI).

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Abstract:

This study explored the effect of employee sociodemographic variables, across four different rated levels of hotels, on learning transfer systems, from training to changes in job performance, in ten 2- to 5-star hotels in Haikou, China. Hotels were contacted for participation by use of snowball sampling and respondents were selected by use of convenience sampling, constituting approximately 32 percent of each hotel's total staff. Respondents, who had completed training no more than one year prior, completed the Learning Transfer System Inventory (LTSI), an 89 item instrument consisting of 15 scales distributed across four dimensions: Secondary Influences, Motivation, Work Environment and Ability factors. The data revealed that elder, male, contracted, college educated (and higher) employees, engaged as managerial staff, and earning over 1000 RMB per month, were more likely, than other respondents, to endorse items across the four explored dimensions. The findings also indicated that employees from 3-star hotels were the least likely to expect that changes in job performance would lead to valued outcomes and they were, paradoxically, also the least likely to anticipate supervisor resistance or opposition to implementing new skills. Possible inferences of these findings as well as suggestions for future research were discussed.

Key Words: Learning Transfer System Inventory (LTSI); Exploratory Study; China Hotel; Employee Demographics

摘要

本研究就我国星级饭店员工在其工作岗位上运用培训所学来提高工作绩效的具体感受进行了实证分析。来自海口市的十家星级饭店（二星级至五星级）约 32%的员工参加了本次问卷调查。问卷中关于饭店培训迁移系统的问题共 89 个，内容涉及组织环境的影响、动机因素、必要条件及次影响因素四大类十五个因子。结果表明员工个人特点（如年龄、学历等）和饭店的星级划分对饭店培训迁移系统有显著性的影响。具体体现在饭店的培训迁移系统，一般来说，男性较之女性、年长者较之年轻者、高学历较之低学历、合同工较之非合同工、月收入在 1000 元以上者较之在 1000 元以下者、以及管理人员较之非管理人员，更有益于将他们在饭店培训中所学到的知识、技能和态度运用到实际工作中。 同时，研究还发现，中档星级酒店（三星级）的员工，相对于高星级酒店（四、五星级）和低星级酒店（一、二星级）的员工的来说，最不倾向于相信他们的工作绩效改善行为本身能给他们带来有价值的奖赏。然而，当在工作中运用培训所学时，最少感到来自他们经理的各种各样的抵触或反对的也是中档星级酒店的员工。诸如此类的问题及其可能的原因，本文进行了相应的探讨并对今后的研究方向提出了建议。

主题词： 培训迁移系统指标体系； 探索性研究；中国酒店；员工个人特点

1. Introduction and Literature Review

China is developing rapidly on many fronts. By the year 2020, it is predicted that China will become the world's number one tourist destination (WTO, 1999). As with other sectors of China's tourism, its hotel industry has been growing enormously since Deng Xiao-Ping first introduced his open-door policy in 1978 (Lam & Han, 2005). However, the hotel industry currently finds itself faced with the problem of a poorly qualified and inadequately trained labor pool (Lam & Xiao, 2000). As a result, hotels routinely offer training programs to improve the quality of their workforce, to educate and inform staff about the needs of international visitors, and to be better positioned for the predicted tourism boom in the coming years (Wang et al., 2002; Zhao et al., 2004). Despite the hospitality organizations' efforts at improving service quality through large investments in training, hoteliers in China are at a loss to explain why the results of such training are often unsatisfactory (Zhao et al., 2004). This issue has been addressed, in the literature, as a problem of *learning transfer*. Georgeson (1982), for example, predicted that, despite the total monies allocated to training, no more than 10 percent of the knowledge and skill sets acquired from such training will ever be applied or transferred to an actual improvement in the trainees' job performance.

It is increasingly understood that transfer of learning to changes in job performance involves a system of influences (Ruona et al., 2002). The systematic influences that affect the transfer of acquired skills to the workplace are referred to as the *learning transfer system*, which includes all such relevant factors in the person, the training, and the organization (Holton, et al., 2000). However, the existing literature on learning transfer offers little of value to industry practitioners because the study of learning transfer has been mostly exploratory, and not prescriptive for designing interventions that can improve transfer effectiveness (Holton et al., 2000). Scholars have stopped short at the point of identifying, describing, or measuring factors that may influence transfer without investigating how those factors might be effectively changed or managed (Holton & Baldwin, 2003; Holton et al., 2003). On the other hand, practitioners usually fail to apply the new knowledge that does exist. For example, in addition to its use in exploratory research, the Learning Transfer System Inventory (LTSI) can also be utilized as a "pulse-taking" diagnostic tool in action-research (Cummings and Worley, 1998) and in

organizational development (Holton et al., 2000). Holton et al. (2000) developed the LTSI with two explicit goals: the first was to identify and then operationalize the factors involved in the learning transfer system; the second was to organize those factors into a valid and generalizable set of transfer system scales. In practice, however, many Chinese hoteliers are unaware of the LTSI and, even among those who are aware, it is seldom used as a diagnostic tool—despite the fact that the LTSI is the only research-based instrument available for assessing factors affecting transfer of learning (Chen et al., 2005). Instead, they often use the Kirkpatrick's four-level model of training evaluation (Kirkpatrick, 1967) comprised of reactions, learning, application and benefit. However, the four-level model of training evaluation, due to its over-emphasis on the training itself, has been argued to be flawed, and has the potential to lead to faulty decisions about human resource development (HRD) intervention effectiveness (Holton, 1996; Swanson & Holton, 1999). Although some research has been conducted on assessing transfer issues in China hotels (Song, 2003; Kuang, 2003), none of it has incorporated the LTSI instrument provided by its original author. Without strong instrumentation, researchers will be limited in their ability to reach conclusions and prescriptions about transfer systems because there will always be a question about the extent to which measurement error has contaminated the findings (Holton et al., 2000).

This study explored the problem of learning transfer in the hotel industry on Hainan Island in China incorporating the latest version of the LTSI. Specifically, the objective of this study was to examine the relationship between learning transfer system factors, in regard to hotel organizations and their star rating level, and respondents' sociodemographic variables such as age, education, income, gender, contract status and job function, with the ultimate goal of suggesting recommendations, based on these findings, that can enhance learning transfer in hotels in China.

2. Method

Instrumentation

The Mainland Chinese version of the LTSI, used in this study, is based on the English LTSI, second version (by Holton and Bates, 1998) and was informed by the Taiwanese version, which was

translated and validated in a recent study (Chen, et. al., 2005). The Taiwanese version of the LTSI was created using a forward-back translation followed by subjective, objective, and pilot evaluations to ensure the functional equivalence between both versions. The Chinese Mainland version of the LTSI was finalized by the first two authors of this paper: a bilingual Chinese faculty member who modified the Taiwanese version for regional language differences and a local, American professor on faculty who verified the functional equivalency of the translated-back version against the original English language version. Finally, the final translation was reviewed by a third bilingual faculty member for consensus regarding its functional equivalency. The LTSI, consisting of 89 items, employs a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Figure 1, below, illustrates the conceptual framework of the instrument and Table 1, describes the scale definitions with sample items.

(Insert Figure 1 and Table 1 here)

Participants

Participants were employees currently working at ten hotels in Haikou, the capital city of Hainan Island, China. The study's participants were predominantly female, between the ages of 20 and 24, with a senior middle school education, earning between 401 to 1000 RMB (approximately $49.72 to $124.00) per month, working on a non-contracted basis in the capacity of a non-managerial, frontline employee (e.g., front desk, housekeeping, etc.) with a length of employment between two and three years. Table 2 summaries the sociodemographic characteristics of the study's participants.

(Insert Table 2 Here)

Procedure

The hotels were selected for participation using a snowball sampling technique based on personal relationships with and referrals from one general manager to another, distributed across 2- to 5-star hotels in Haikou (there were no 1-star hotels in Haikou at the time this study was conducted). The general managers of each selected hotel were then contacted by a letter of inquiry with a copy of the

mainland Chinese version of the LTSI informing them of the study's purpose and inviting their participation. Those who agreed were provided with enough questionnaires to survey approximately 35 percent of their employees with the request that the questionnaires be distributed as equally as possible across all three shifts. The final sample constitutes approximately 32 percent of each hotel's total employees.

Data Analysis

SPSS11.0 (the Statistical Package for the Social Sciences) was used to analyze the data. A one-way Analysis of Variance (ANOVA) and the Independent-samples T-test were used to identify significant differences for each of the instrument's factors across the sociodemographic variables and the respondents' hotel's star rating level. In addition, Duncan's Multiple-Range test (Hair, Anderson, Tatham & Black, 2002) was used to identify the precise differences among the means within significant findings.

3. Results

Secondary Influences

Only the respondents' level of education was associated with Learner Readiness, $t(472) = -2.41$, $p < .05$: prior to attending the training, those with 'college & above' level of education felt they had a clearer understanding of the training than did those employees with a 'high school and below' level of education (M=3.52 versus 3.36).

Three sociodemographic variables, education, $t(472) = -3.10$, $p < .001$, contract status, $t(468) = 2.25$, $p < .05$ and monthly income, $t(470) = -2.17$, $p < .05$ were associated with differences in Performance Self-Efficacy. Those with monthly incomes over 1000 RMB were more likely, than their counterparts, to believe in their own abilities to overcome obstacles faced in changing their job performance (M=3.86 versus 3.72), as were contracted trainees (M=3.79 versus 3.69), and employees with a college education or higher (M=3.88 versus 3.71).

Motivation Factors

Motivation to Transfer, which denotes the extent to which an employee is excited by learning

and believes that the acquisition of new skills will help him or her improve job performance, was found to be associated only with level of education, $t(472) = -3.00$, $p < .01$. Respondents with 'college and above' education rated this scale significantly higher than those with 'high school and below' education did (M=4.02 versus 3.83).

Transfer Effort - Performance Expectations were influenced by two variables: education, $t(472) = -2.26$, $p < .05$, and contract status, $t(468) = 2.26$, $p < .05$. Respondents with at least a college education are more likely to believe, than those with no more than high school education, that effort in transfer learning alone will lead to improvements in job performance (M=3.88 versus 3.75). Likewise, those who are on contract are more likely than their counterparts to endorse this scale's items (M=3.83 versus 3.73).

Four variables were associated with significant differences in Performance-Outcomes Expectation. They are education level, $t(472) = -2.69$, $p < .01$, monthly income, $t(470) = -2.59$, $p < .05$, gender, $t(472) = 2.16$, $p < .05$ and the hotel's star rating, $F(2, 471) = 4.85$. Those with at least a college education were more likely to believe, than the respondents with no more than high school education, that changes in job performance will lead to valued outcomes (M=3.59 versus 3.43) as were men (M=3.52 versus 3.42) and those with a monthly salary of over 1000 RMB (M=3.61 versus 3.43). In addition, post hoc comparisons (Duncan's test) showed that employees from moderately priced (3-star) hotels were the least likely, compared to those from luxury (4-and 5-star) hotels and economy (2-star) hotels, to endorse this scale's items (M=3.39 versus 3.44 and 3.59 respectively).

Ability Factors

Significant differences in Transferability, the perception that the training was designed to facilitate opportunities to apply what they have learned to the job, were associated with education level, $t(472) = -2.46$, $p < .05$, and contract status, $t(468) = 2.15$, $p < .05$. Employees who are college graduates (or higher) are significantly more likely to endorse the items comprising this scale than the ones with a 'high school and below' level of education (M=3.76 versus 3.62). The same finding is true for the contracted staff as opposed to its non-contracted counterparts (M=3.70 versus 3.60).

Perceived Content Validity, the extent to which an individual judges the match between training content and job requirements, was influenced only by the level of education, $t(472)=-2.07$, $p <.05$.

Respondents with a 'college and above' level of education rated this scale significantly higher than those with a 'high school and below' level of education (M=3.75 versus 3.60).

Finally, Personal Capacity for Transfer, the extent to which an employee feels he or she has the time, energy and mental space in their place of employment to apply new skills, was associated only with hotel quality, $F(2, 471) = 3.51$, $p < .05$. Duncan's multiple range test revealed that respondents employed at medium level hotels were significantly more likely, than those working at economy and luxury hotels, to endorse this scale's items (M=3.55 versus 3.39 and 3.40, respectively).

Work Environment Factors

Only the respondents' level of education was associated with the scale of Positive Personal Outcomes, $t(472) = -2.00$, $p < .05$. Those with a college education or higher are more likely to believe, than other respondents, that applying training on the job leads to positive outcomes, e.g., pay raise (M=3.49 versus 3.36).

Negative Personal Outcomes, the extent to which an individual believes that not applying newly acquired skills and knowledge will lead to negative consequences, was influenced by three sociodemographic variables: level of education, $t(472) = 2.70$, $p < .01$, job function, $t(472) = 2.89$, $p < .01$, and the star rating of the employees' hotel, $F(2,471)=12.64$, $p<.01$. College graduates (and higher) were less likely than those with no more than high school education, (M=2.88 versus 3.09) to be as concerned with negative consequences for not transferring new knowledge to their workplaces, as were managerial, as opposed to non-managerial, staff (M=2.90 versus 3.11). Likewise, Post hoc comparisons (Duncan's test) showed that employees from moderately priced hotels and luxury hotels were significantly less likely to endorse, than those from 2-star hotels, items comprising the negative personal outcomes scale (M=2.92 and 3.01 versus 3.33, respectively).

Only one variable was associated with significant differences in the Peer Support scale: contract status, $t(468) = 2.81$, $p < .01$. Non-contracted employees were less likely to perceive peer support than their contracted counterparts (M=3.56 versus 3.69).

The items comprising the Supervisor Support scale—the perception that one's supervisors and managers will support the transfer of learning—were more likely to be endorsed by those with higher levels of education than their counterparts, $t(472) = -2.59$, $p < .05$, M=3.67 versus 3.52. The same

finding was true for employees more than 20 years old (versus their younger counterparts), $t(472) = -2.71$, $p < .01$, M=3.57 versus 3.38, as well as those with monthly incomes greater than 1000 RMB versus their counterparts with lower incomes, $t(472) = -2.52$, $p < .01$, M=3.69 versus 3.52.

The Supervisor Sanction scale, the extent to which an individual perceives negative responses and actions from his or her supervisors or managers for applying skills and knowledge learned in training, was only associated with one variable: the star rating of the employees' hotel, $F(2, 471) = 4.37$, $p < .05$. Post hoc comparisons revealed that employees from the medium level (3-star) hotels rated this scale significantly lower than respondents from both economy (2-star) and luxury (4- and 5-star) hotels (M=2.18 versus 2.40 and 2.39, respectively).

Resistance to Change was only associated with one variable: the star rating of the employees' hotel, $F(2,471) = 7.78$, $p < .01$. Duncan's multiple range test indicated that employees from the economy hotels, in regard to applying new training on the job, were the least likely to perceive the organizational resistance, than both the ones from medium level hotels and luxury hotels (M=2.30 versus 2.44 and 2.56, respectively).

Performance Coaching—formal and informal organizational feedback about an individual's job performance—was found to be influenced only by educational level, $t(472) = -2.32$, $p < .05$. Those with a 'college and above' level of education rated this scale significantly higher than did those with no more than high school education (M=3.70 versus 3.56).

4. Discussion

According to Chen et al. (2005), the Secondary Influence Factors of Learner Readiness and Performance Self-Efficacy are understood to affect an employee's motivation for training and then the transfer of those newly acquired skills to individual job performance. The sole indicator, in this study, of a respondent's degree of Learner Readiness was his or her level of education. Related, and in addition to level of education, contracted personnel as well as employees with incomes over 1000 RMB per month, were more likely than others to endorse items comprising the Performance Self-Efficacy scale. Although these findings are not surprising, what is noteworthy is the relative suppression of extreme scores in either direction with mean scores of 3.39 and 3.74 for Learner

Readiness and Performance Self-Efficacy, respectively. What this suggested to us is that the needs of the vast majority of personnel, i.e., those with no more than a high school education (82 % of the sample studied), are not being met by the training provided.

The most interesting finding, in regard to the Motivation Factors, was the effect of the star rating of the respondent's hotel. Items comprising the Performance Outcomes Expectation scale—the extent to which an individual expects that changes in job performance will lead to valued outcomes—were significantly more positively endorsed ($p < .01$) by employees from the three economy (2-star) and three luxury (4- and 5-star) hotels sampled, than employees from the four moderately priced (3-star) hotels. This would suggest, on the basis of our sample, that employees from economy and especially 4-star hotels perceive the greatest degree of possible desirable outcomes from good performance than their counterparts do from the moderately priced hotels. This finding is noteworthy and certainly warrants further research.

The data regarding the Work Environment Factors, such as Negative Personal Outcomes, Positive Personal Outcomes, Supervisor Support, Supervisor Sanction, Peer Support, and Performance Coaching, indicate that contracted, higher-level (and, related, elder) employees perceive more favorable work environment conditions for the transfer of newly acquired skills and knowledge. The most striking finding, from this category of factors, was, again, the results related to the star-rating of the respondents' hotels: employees from the 3-star (moderately priced) hotels were significantly the least likely, than those employees from the economy and luxury hotels, to be concerned about negative consequences from his or her supervisor or manager (e.g. objection, lack of interests, and critiques in relation to transfer issues) in response to applying skills and knowledge learned in training. This finding is particularly interesting when combined with the finding noted above in regard to how employees from the 3-star hotels sampled, are the least likely to believe that changes in job performance will lead to valued outcomes. These findings seem to suggest that employees from the four 3-star hotels sampled, perceive—paradoxically so—that although they have greatest freedom from their supervisors to implement new skills and try new techniques, doing so is unlikely to result in favorable outcomes. One interpretation of these combined findings is that employees at the 3-star hotels, sampled, may perceive a certain degree of apathy on the part of their

supervisors and managers resulting in a great deal more latitude in how the job is actually performed. A corollary inference would be that employees from both the economy and luxury hotels studied perceive a greater need to adhere to the status quo and feel more structured in how their jobs must be performed (and, in fact, this supposition is supported by the findings discussed below in regard to Ability Factors). Again, the significant differences identified in this study for the motivation and environment factors, across the star-rating of the hotels, warrant further study.

In regard to Ability Factors, the most interesting finding was the one for Personal Capacity for Transfer: the extent to which an employee feels he or she has the time, energy and mental space in their place of employment to apply new skills and knowledge. Significant differences in this scale were found only for the star-rating level of the hotel: respondents employed at 3-star hotels were significantly more likely, than those working at economy and luxury hotels, to endorse this scale's items. Again, this would seem to support our supposition that the employees from the four 3-star hotels sampled perceive they have the greatest latitude, i.e., freedom of movement, so to speak, in how their jobs are actually performed—albeit, without necessarily expecting valued outcomes from good performance.

This study's findings lead us to a concluding discussion of the effects of guanxi (interpersonal relationships) and mianzi (the giving and receiving of "face" or personal favor). In Hainan, as is true in all of China, guanxi and mianzi are two core and critical dimensions which guide organizational as well as individual behaviors and interpersonal communications (Gilbert & Tsao, 2000). China's hotel industry is people-based and labor-intensive and, as such, is no exception in regard to the importance of these two Chinese national cultural characteristics. Accordingly, knowing and practicing guanxi is part of the learned behavior of being an employee in any organization. This study found that respondents with no more than a high school education, felt less supported by their leaders than the better educated ones did. Paradoxically, the same sociodemographic group of employees also felt the greatest degree of negative consequences for not applying their newly acquired skills and knowledge—creating something of a "Catch-22" for said employees. This finding suggests that the better educated employees, the ones with more powerful guanxi (personal relationships) with their supervisors, are given more mianzi (face) than their less educated (and organizationally well-

connected) ones—that is, there is far less personal risk involved in trying new things. Likewise, the non-managerial trainees who have less mianzi (personal favor) are more likely to perceive negative consequences for not transferring knowledge than their managerial counterparts who are given more face. The Chinese interact with each other to protect, give, add, exchange or even borrow mianzi and it enters into everyday transactions as a form of social currency (Gilbert & Tsao, 2000). No wonder the same finding was also found to be true for in regard to contract status. In terms of Peer Support, this study found that non-contracted employees (the majority at 58%) feel far less supported, in regard to learning transfer, than the contracted staff do.

5. Implications and Conclusion

A prescriptive implication of this study's findings is that if the hotel industry in China truly wants to benefit from their training efforts and expenditures, more face (or empowerment) must be given to those who comprise the greatest percentage of the hotel industry's workers and yet who, in turn, feel the least motivated (rewarded) to actually learn from and then transfer new skills and knowledge acquired from the training to the job. One such way to effect such a change would be to include the frontline workers and their immediate supervisors in the planning stages of the training so that they feel a greater sense of ownership in the process. Second, these employees must then be supported, encouraged and rewarded, by their supervisors and managers, for engaging in new ways of performing their jobs. Finally, good job performance must be rewarded in some manner, whether that be in the form of bonuses or other valued outcomes.

In conclusion, this study yielded several unexpected and interesting findings in regard to significant differences in the study's scales as an effect of the hotel's star-rating system. A significant limitation of this study lies in the fact that the hotels included for study were selected using a snowball sampling technique and, furthermore, that the respondents were selected based on convenience sampling—therefore, it is methodologically impossible to say if, in fact, the hotels selected are truly representative of the hotel industry on Hainan Island and, additionally, if the employees selected for inclusion are representative of the larger population. Unfortunately, given the nature of this study,

stratified random sampling, although ideal, was not an option due to the fact that there was no perceived tangible incentive for the hotels to participate aside from their sense of obligation to extend a favor to a colleague and friend in the same industry (that is, to call upon and invoke guanxi). Perhaps one way to work around this limitation, in the future, would be to work closely with the hotel's HR departments, in what would amount to a longitudinal (as opposed to post-hoc) study during the planning stages of their training, in incorporating a study of their training's effectiveness with all participants within a month of completion.

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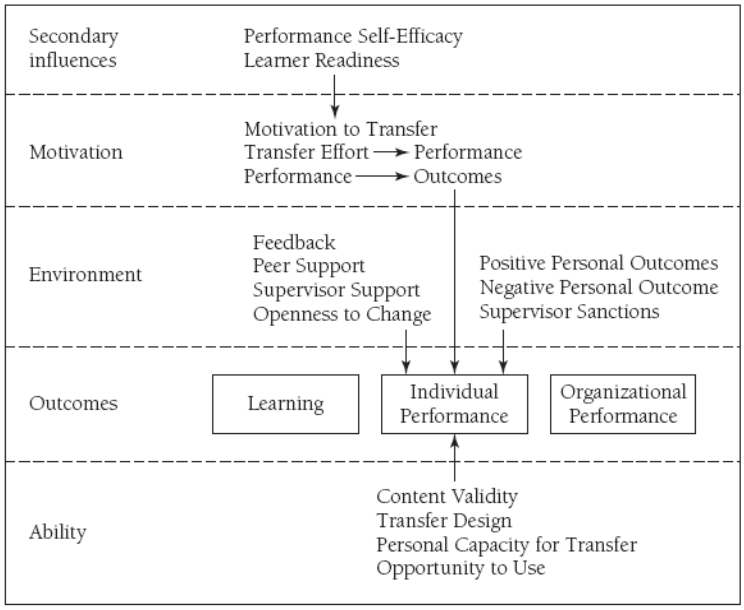
Figure 1. Learning Transfer System Inventory: Conceptual Model of Instrument Constructs



Source: Holton, Bates, & Ruona (2000, p. 239).

Table 1
LTSI Scale Definitions and Sample Items

Factor	Definition	Sample Item	No. of Items	α
Secondary Influences				
Learner Readiness	The extent to which individual knows expected outcomes of the training and understands how the training are prepared for them prior to participating in training.	Before the training I had a good understanding of how it would fit my job-related development.	3	0.65
Performance Self-Efficacy	The extent to which an individual's belief in self on overcoming obstacles to change his or her performance.	I am confident in my ability to use newly learned skills on the job.	4	0.86
Motivation Factors				
Motivation to Transfer	The extent to an individual's willingness and excitement to try out new learning to the job and belief in new skills will help him or her improve job performance.	I get excited when I think about trying to use my new learning on the job.	4	0.83
Transfer Effort-Performance Expectation	The extent to which an individual's belief and expectation in effort will lead to performance improvement.	My job performance improves when I use new things that I have learned.	4	0.85
Performance - Outcomes Expectation	The extent to which an individual expect that changes in job performance will lead to valued outcomes.	For the most part, the people who get rewarded around here are the ones that do something to deserve it.	5	0.80
Ability Factors				
Personal Capacity for Transfer	The extent to which an individual has the time, energy and mental space in their job to transfer learned skills and knowledge to the job.	My workload allows me time to try the new things I have learned.	5	0.78
Perceived Content Validity	The extent to which an individual judges the match between training content and job requirements.	The methods used in training are very similar to how we do it on the job.	3	0.84
Transferability	The extent to which an individual perceives that training is designed to facilitate opportunities to apply what they learn to the job. Opportunities may include resource availability in the job and case examples and participation in the training.	The way the trainer(s) taught the material made me feel more confident I could apply it.	7	0.92

Table 1
LTSI Scale Definitions and Sample Items (Cont'd)

Factor	Definition	Sample Item	No. of Items	α
Environment Factors				
Positive Personal Outcomes	The extent to which applying training on the job leads to outcomes, which are positive for the individual. The positive outcomes may include pay raise, incentives, non-monetary rewards, and public recognition.	If I use this training, I am more likely to be rewarded.	7	0.91
Negative Personal Outcomes	The extent to which an individual believe that not applying skills and knowledge learned in training will lead to outcomes that are negative. The negative outcomes may be oral warning, tangible penalty, notification, and some type of punishment.	If I do not utilize my training I will be cautioned about it.	4	0.79
Peer Support	The extent to which an individual's peers reinforce and support use of learning on the job. The reinforcement and support may include a peer's appreciation, encouragement, expectation, and patience to the individual's efforts in transferring learned knowledge and skills to his or her job.	My colleagues encourage me to use the skills I have learned in training.	4	0.89
Supervisor Support	The extent to which an individual's supervisors or managers reinforce and support use of training on the job. The reinforcement and support may include supervisor or manager accessibility, addressing concerns on a regular basis, demonstration of interest about work problems, and facilitation of achievable goal setting for the individual in relation to transfer issues.	My supervisor helps me set realistic goals for job performance based on my training.	6	0.92
Supervisor Sanctions	The extent to which an individual perceives negative responses and actions from his or her supervisors or managers as applying skills and knowledge learned in training. Negative responses and actions may include objection, negatively tacit cues, lack of interests, and critiques in relation to transfer issues.	My supervisor thinks I am being less effective when I use the techniques taught in this training.	8	0.92
Resistance to Change	The extent to which an individual perceives that group norms are to resist or discourage the application of skills and knowledge learned in training.	Experienced employees in my group ridicule others when they use techniques they learn in training.	6	0.80
Performance Coaching	Formal and informal indicators from an organization about an individual's job performance. The indicators may include advice, suggestions, feedback, and conversation from others	After training, I get feedback from people about how well I applying what I learned.	6	0.88

Source: *Chen, Holton, & Bates (2005, p. 73)*

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Table 2
Frequency Distribution Table of The Participants' Sociodemographic Characteristics

Variable	Frequency	Percent
Gender		
Male	170	35.9
Female	304	64.1
Total	474	100.0
Age		
Below 20	60	12.7
20-24	250	52.7
25-29	121	25.5
30-34	32	6.8
35-39	7	1.5
40 or above	4	.8
Total	474	100.0
Highest Level of Education		
Middle School or Below	113	23.8
High School	278	58.6
College Diploma(3 Years)	77	16.2
Bachelor's Degree (4 Years)	5	1.1
Master's Degree or Above	1	.2
Total	474	100.0
Monthly Income (1RMB≈ .124 US)		
Below 400 RMB	30	6.3
401 – 1000	383	80.8
1001 – 2000	56	11.8
2001 – 3000	3	.6
Missing Values	2	.4
Total	474	100.0
Current Contract Status		
Contracted	196	41.4
Non-contracted	274	57.8
Missing Values	4	.8
Total	474	100.0
Length of Current Employment		
Less Than 1 Year	75	15.8
1 to Less Than 2 Years	109	23.0
2 to Less Than 3 Years	140	29.6
3 to Less Than 5 Years	98	20.7
5 or More Years	41	8.6
Missing Values	11	2.3
Total	474	100.0
Employees by Position		
Managerial	112	23.6
Non-managerial	362	76.4
Total	474	100.0
Employees by Hotel Star Rating		
5-Star (1)	110	23.3
4-Star (2)	139	29.3
3-Star (4)	122	25.7
2-Star (3)	103	21.7
Total	474	100.0