



RESEARCH ARTICLE

WORKPLACE LEARNING AND TASK PERFORMANCE: THE MODERATING ROLE OF INNOVATION AND COMMUNICATION ORIENTED CULTURE

¹Younes Daryoush, ^{2,*}Maryam Hassanzadeh, ³Abu DaudSilong and ⁴Zohara Omar

¹PhD in Human Resource Development, Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia

²PhD in Human Resource Development, Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia

³Professor, PhD in Human Resource Development, Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia

⁴PhD in Human Resource Development, Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia

ARTICLE INFO

Article History:

Received 19th November, 2015

Received in revised form

25th December, 2015

Accepted 23rd January, 2016

Published online 14th February, 2016

Key words:

Workplace Learning,
Task Performance,
Organizational Culture.

ABSTRACT

The Malaysian Public Service has taken diverse measures to reduce performance-related problems. The New Economic Model (NEM) was established in 2010 to strengthen the public sector in Malaysia in decision making and performance appraisal as well. It enhanced public sector performance and efficiency in service delivery and service quality. The purpose of this research was to investigate the strength level of the relationship between types of workplace learning and task performance in an innovation and communication-oriented culture. The relationship between three types of workplace learning, organizational culture and task performance were hypothesized to determine the moderating effect of communication and innovation orientation. These five hypotheses were supported. Interaction effect software was used to determine the power of relationship in the levels of a communication and innovation- oriented culture. The complementary role of these values was identified in the relationship between workplace learning and task performance.

Copyright © 2016 Younes Daryoush et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Younes Daryoush, Maryam Hassanzadeh, Abu DaudSilong and Zohara Omar, 2016. "Workplace Learning and task Performance: The Moderating Role of Innovation and Communication Oriented Culture", *International Journal of Current Research*, 8, (02), 26294-26302.

INTRODUCTION

It is becoming increasingly difficult to ignore the effects of environmental factors on the activities conducted in organizations for achieving organizational success. In recent years, there has been increasing interest in workplace learning as a practice for achieving organizational competitive advantage (Aghazadeh, 2007; Jacobs and Park, 2009; Owen, 2001). According to Jacobs and Washington (2003), identifying employee capability is an important basis in all organizations. As knowledge and dynamic environments have seriously affected the workplace, developing employees' "knowledge and skills" to give the dynamic work environment has become a critical key in today's organizations (Jacobs and Park, 2009; Rowden, 2007; Smith and Hayton, 1999).

***Corresponding author: Maryam Hassanzadeh,**

PhD in Human Resource Development, Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia.

The Malaysian Public Service has taken diverse measures to reduce performance-related problems. The New Economic Model (NEM) was established in 2010 to strengthen the public sector in Malaysia in decision making and performance appraisal as well (National Economic Advisory Council, 2010). It enhanced public sector performance and efficiency in service delivery and service quality. According to Motowidlo and Van Scotter (1994), job performance is a combination of two components, task performance such as fulfilling tasks, which refers to level of technical skills and knowledge, and contextual performance, such as helping others, which refers to level of interpersonal skills. To successfully perform the job; therefore, the employee may be required to possess some degree of skill in meeting both these job demands (Motowidlo and Van Scotter, 1994). One of the well-known theories for explaining the transfer of learning to job performance is on-the-job training (OJT). OJT focuses on the skill and knowledge that employees need to improve their own jobs through the continuous changes that they encounter every day in the face of advancing technology and growing competition. OJT can

help employees to acquire skill and knowledge to perform certain tasks in their jobs that they may not get from outside their specific jobs. One of the advantages of this approach can be learning new techniques and acquiring knowledge from the last training session and putting these into practice in their job-related tasks (Liu and Batt, 2005). As described, the moderating effect of organizational culture, and multilevel theory, structure has become a favorite method to combine perspectives (Klein, Tosi, and Cannella, 1999). In human resource development, social cognitive career theory discusses the environment role in performance expectation. "Multilevel theory integrates the two by acknowledging the influence of the organization on the individual, and vice versa" (Holton, 2002, p.209).

Further, although multilevel theories such as SCCT are necessarily complex, their complexity may yield important practical insights (Lent, Brown, and Hackett, 1994). Multilevel theories explain "the context surrounding individual-level processes, clarifying precisely when and where such processes are likely to take place within an organization". Also, multilevel theories recognize "the individual-level attributes, behaviors, attitudes and perceptions that underlie and shape organization-level characteristics and outcomes" (Klein, et al., 1999, p.243). Workplace learning literature that studied learning outcomes as a result of workplace learning, reports various outcomes such as skills and abilities, employees' work performance, motivation to transfer learning, knowledge, organizational performance, and organizational commitment (Dysvik and Kuvaas, 2008; Enos, Kehrhahn, and Bell, 2003; Lankau and Scandura, 2002; Maurer, Lippstreu, and Judge, 2008; Park, 2009; Tsai and Tai, 2003; Velada, Caetano, Michel, Lyons, and Kavanagh, 2007).

Many researchers argue about the importance of learning to improve task performance but they also mention that it is not sufficient (Bates, Holton III, Seyler, and Carvalho, 2000; Velada et al., 2007). The performance elements of HRD with learning build the expertise construct. They explained the expertise as "human behaviors, having effective results and optimal efficiency, acquired through study and experience within a specialized domain" (Swanson and Holton, 1999, p.26). It shows that we need to study the moderating effect of context variables.

A meaningful way to conceptualize how culture influences the behavior of employees can be found in the tenets of the congruence perspective, which is based on the notion that employees adapt and adjust better to their work environment when the organization's characteristics match their personal orientations (Bretz Jr and Judge, 1994; O'Reilly III, Chatman, and Caldwell, 1991). To test this idea, the measure of values can define the value system of any organization or person. This measure, the Organizational Culture Profile (OCP), is composed of 54 values and can be used to provide overall value profiles of organizations or individuals (O'Reilly III, et al., 1991). Consistent with the line of research on the moderators of workplace learning-performance relationship, we suggest that the variability in the predictive power of workplace learning across studies may be accounted for by how factors moderate the effects of adjustment factors on

employee behaviors. The person-workplace interaction framework has suggested the importance of considering the interactive effects of person and organization variables in shaping human behaviors (Clarke, 2005; Elfenbein and O'Reilly, 2007; Eraut, 2002). Magee (2002) suggests that organizational culture is an important contextual variable and recommends that individuals actualize their potential when organization culture is compatible with their own capabilities, workplace values, and interests. In workplace learning research, there is suggestive evidence that organizational contextual variables would moderate the workplace learning-task performance relationship. For example, time pressure, learning contexts, and situational variables point to the importance of different contexts in shaping the workplace learning-task performance relationship (Joo, 2012; Yiing and Ahmad, 2009).

Adopting the person-culture fit framework, we theorize how a contextual factor - organizational culture - would moderate the relationship between workplace learning and task performance (Borman and Motowidlo, 1997). We discuss why workplace learning is more likely to attend to contextual variables. We operationalize contextual cues as communication and innovation orientation culture (Beugelsdijk, Koen, and Noorderhaven, 2006). We argue that the existence of strong innovation-oriented culture in organizations will activate workplace learning and focus it more on high task performance, an effect that will be weak in cultures with lower levels of this orientation. In the following sections, we first examine the workplace learning-task performance relationship and then result orientation as a cultural characteristic. Finally, we consider the workplace learning-task performance relationship within cultures characterized by different levels of result orientation.

Theoretical background and hypotheses

A considerable amount of literature has been published on training as formal workplace learning, but few studies are on other types of workplace learning such as informal workplace learning and incidental workplace learning. The variety of workplace learning definitions shows that the nature of workplace learning is contextual and collaborative (Brown, Lent, Telander, and Tramayne, 2011); the key concept is learning, and the importance of informal is greater than formal training (Moon and Na, 2009). The theory of "work adjustment" claims that individuals and environments impose requirements on one another and that "successful" work relations are the result of adjustments intended to create a state of correspondence between individual and environmental characteristics (Dawis, 2005; O'Reilly III, et al., 1991). Although the theory has primarily been used to study person-culture fit, it was clearly intended to apply to specific organizational settings as well. The existing body of support generated for theory of work adjustment seems directly applicable to the developing body of research on person-organization fit (Elfenbein and O'Reilly, 2007). Fit with an organization's culture typically focuses on similarity in values and practices. Although streams emphasize fit and draw on similar underlying theories, little research has investigated both simultaneously. In a field study with intact teams, cultural fit

had independent effects on subsequent performance; however, “deeper” value fit effects were stronger than “surface” demographic fit (Elfenbein and O'Reilly, 2007; Sarris and Kirby, 2005). There is evidence that person-culture fit, examined as either person-organization or person-group fit is linked with positive work performance and attitudes (Cable and Judge, 1997; Kristof-Brown and Stevens, 2001; O'Reilly III, *et al.*, 1991). The benefit of understanding fit for both the organization and employee is to select people based on the values that define the organization's culture (Elfenbein and O'Reilly, 2007). A useful way to conceptualize how culture influences the behavior of employees can be found in the congruence perspective. This point of view is based on the idea that employees adjust and adapt better to their work environment when the organization's characteristics fit their employee orientations (Bretz Jr and Judge, 1994; O'Reilly III, *et al.*, 1991).

Elfenbein and O'Reilly's (2007) increased fit in terms of person-culture can lead to higher levels of acceptance and social integration and individual performance (Kristof-Brown and Stevens, 2001). One research discussed with managers and engineers learning at work with newcomers and the effect of learning on task performance, retention, and satisfaction. The result showed how the social norms and organizational culture values affect new employees (Poelland Woerkom, 2011). Some organizations focus on the communication and innovation but others emphasize the outcomes and efficiency. In this case, what is emphasized in a specific context, for example, in terms of organizational culture, may affect the relationship between workplace learning and task performance/

Innovation and Communication-oriented culture

Organizational culture is a set of beliefs and values shared by members of the same organization that influences their behaviors (O'Reilly III, *et al.*, 1991; Schein, 1990, 1996). The culture reflects common ways of thinking and behaving. According to O'Reilly III *et al.* (1991) an innovative orientation in the organizational culture is related to stronger innovation capabilities, which is consistent with the idea that employees in innovation-oriented companies are faced with conditions that support and motivate them to perform innovative activities and to develop relational power sources (Lau and Ngo, 2004). A high communication-oriented culture is one type of culture that the information is in the communication while very little is in the coded, explicit, transmitted part of the message. A low communication-oriented culture is just the opposite (O'Reilly III, *et al.*, 1991). Hofstede (1993) noted that individual cultural orientation affects learning outcomes through learning interactions.

The research suggests that innovation and communication orientation complements workplace learning with efficiency. The moderating effect of innovation-oriented culture presents a synergistic system whereby the cultural orientation can be mutually reinforcing (Gupta, 2011). It may be necessary for organizations to provide rules, routines, and standards, and at the same time emphasize the creation of an innovative environment. Our intention is to compare the competing, independent, and balanced approaches in affecting task

performance. The first three hypotheses reflect our prediction regarding the moderating effect of innovation orientation on the relationship between workplace learning and task performance and the second three hypotheses reflect our prediction regarding the moderating effect of communication-oriented culture on workplace learning-task performance.

Culture as a moderator of the workplace learning-task performance relationship

Considering the main characteristics of workplace learning, it provides knowledge and expertise but despite the consistent positive effects of workplace learning on performance, the workplace learning-performance relationship has varied. We suggest that this variability can be examined in terms of a variable such as organizational cultural values. As discussed above, workplace learning includes formal, informal, and incidental. These characteristics suggest that employees' learning is more likely to sustain consistent and greater effort in completing their work. With knowledge and expertise, it is more likely that employees perform well in their tasks. Klein *et al.* (1999) argued that organizations are multilevel in nature since employees work in groups and teams within organizations. Thus, it is inevitable to have level issues in organizational studies. Garavan *et al.* (2004) also claimed that HRD researchers must consider the difference between the level of theory and the level of measurement; while the level of theory is associated with the targets, the level of measurement emphasizes the sources of data. For example, where data are gathered from individuals to study organizational constructs (such as organizational culture to examine how it influences the relationship between workplace learning and task performance), level issues must be recognized (Park, 2009).

The foundational context to transfer learning to performance is organizational culture (Marsick and Watkins, 2003), because a desirable learning culture may affect diverse organizational issues, such as leaders' behaviors as well as job characteristics to produce positive organizational outcomes. All these factors are critical for improving employees' task performance, so there is a need for greater focus on understanding the mechanisms through which social and organizational contexts influence employees' task performance (Joo, 2012). According to Holton *et al.* (2007), learning can improve task performance but transfer of learning to behavioral change is dependent on many factors. One of the most significant factors that influence the relationship between learning and task performance is an organizational culture that we can see in the Holton model as an environmental factor. Elfenbein and O'Reilly (2007) argued that employee-culture fit can be explained by adjustment theory in organizational context, which seems to control employee behavior. Therefore, after learning we can assume that the organization gives them the opportunity for applying learning to the job. Scholars need to give the attention to the effect of organizational culture values. For instance, the organization allows employees to take risks for innovative behavior and provides a communicative environment as communication-oriented culture. What will happen if an organization has powerful innovation-oriented or communication-oriented value? However, the relationship between workplace learning and task performance is

commonly accepted in organizations, but few studies have investigated how a specific variable can affect the relationship between workplace learning and task performance (Chughtai and Buckley, 2011; Kramer, 2007; Moon and Na, 2009; T.G. Reio and Callahan, 2004). Based on the literature review, there is little understanding about how the relationship between workplace learning and task performance is influenced by organizational culture. Several studies have recognized a positive relationship between training and organizational performance, such as organizational growth, productivity, quality, and employees' affective state, organizational commitment and job satisfaction (Arnolds, Boshoff, Mazibuko, and Klemz, 2010; Cheung, 2011; R. L. Jacobs and Park, 2009; Keith and Frese, 2011; R. W. Rowden, 2002). However, most studies have argued on training and development as a formal type of workplace learning rather than comprehensively including informal, incidental and formal learning in the workplace. Hence, we propose the following hypotheses:

H1a: An innovation-oriented culture moderates the relationship between formal workplace learning and task performance.

H1b: An innovation-oriented culture moderates the relationship between informal workplace learning and task performance.

H1c: An innovation-oriented culture moderates the relationship between incidental workplace learning and task performance.

In addition to replicating the positive relationship between workplace learning and task performance, we also examine the less-studied moderation effect of communication-oriented culture on the relationship between workplace learning and task performance. Task performance can be defined as an intentional idea generation, idea promotion, and idea realization within a work role, work group, or organization in order to improve individual, group, or organization performance (Ali, Pascoe, and Warne, 2002; Janssen and Van Yperen, 2004; Scott and Bruce, 1994). Workplace learning includes activities that reflect being skillful and knowledgeable in performing tasks (Meador, 2008). As these activities reflect caring for the organization's success or goal accomplishment, experienced employees may also demonstrate task performance given the appropriate organizational context. Similarly, an organizational context can serve as an important supporting function for workplace learning (Lynch, Leo, and Downing, 2006). Task performance is more likely to occur when the culture supports results (Ang, *et al.*, 2007) as in the case of an innovation-oriented organizational culture that can activate an employee's learning to perform at a higher level. This is because a culture tends to provide employees with more flexibility in determining the best way to accomplish tasks and gives them the discretion to take risks (Elfenbein and O'Reilly, 2007). Accordingly, we propose the following hypotheses:

H2a: A communication-oriented culture moderates the relationship between formal workplace learning and task performance.

H2b: A communication-oriented culture moderates the relationship between informal workplace learning and task performance.

H2c: A communication-oriented culture moderates the relationship between incidental workplace learning and task performance.

Methods

This study was conducted among 13 subsidiaries of the public sector organization in the area of complex C, Putra Jaya, in Malaysia. Two organizations were selected randomly. The data were obtained from the Ministry of Science, Technology and Innovation (MOSTI) and the Public Service Department (JPA), and Panel surveys, which were conducted in 2012 in Malaysia. All departments from two organizations in Putra Jaya participated in this study. The sample was selected by random sampling from these two organizations. The population size is estimated to be 590 officers from JPA and 273 officers from MOSTI. 217 male and 152 female, making the total sample size 369. The sample was selected by random sampling from these two organizations.

Respondents were assured that their responses would be kept confidential. A pre-addressed, postage-paid envelope allowed participants to return their completed questionnaire directly to the researchers. By deleting the outliers and incomplete questionnaires, the final sample consisted of 322 employees. The response rate for the officers' sample was 87%.

Subjective measures

To assure measure equivalence in the English versions of the questionnaire, researcher conducted interviews with officers and employed a pilot test. Expert judges in English also examined the questionnaire to ensure that the items were understandable in context. Respondents were allowed to self-report their own attitude and perception of reality. Self-reporting surveys allow respondents to record their own perceptions of reality. The reason is that "behavior and attitudes are determined not by objective reality but by actors' perceptions of reality; it is appropriate to focus on the latter" (Ashkanasy, Broadfoot, and Falkus, 2000, p.133).

Task performance (Motowidlo and Van Scotter, 1994) questionnaire measures these concepts, self-reported questionnaire consisting of 9 items ($\alpha=0.90$) was conducted to identify respondents' perceptions of task performance, they were asked to indicate the degree of their agreement on a five-point Likert scale (1=Not at all likely to 5=Extremely likely). To measure the workplace learning variable, 17 items developed by Rowden (2002) were used. Participants were asked to indicate their agreement with statements on workplace learning on a five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree). Workplace consists of three dimensions: 1) formal learning, which was measured using four items to identify participants' perceptions of planned, organized training activities ($\alpha = .87$), 2) informal learning, which was measured with 8 items to identify participants' perceptions of disorganized and unplanned activities or spontaneous

demonstrations leading to perception of job learning ($\alpha = .83$), and (3) incidental learning, which was measured with 5 items ($\alpha = .85$) to identify participants' perceptions of normal workplace activities. Dimensions of organizational culture, which have been derived from O'Reilly *et al.*'s study (1991) include innovation orientation, outcome or results orientation ($\alpha = 0.79$) (Hofstede *et al.*, 1990; Verbeke, 2001), team orientation and stability orientation. For the present study, measurement employee or people orientation and communication orientation or open systems developed by Hofstede *et al.* (1990) are adopted. These dimensions have been frequently used and supported in many studies (Christensen and Gordon, 1999; Denison, 1996; Detert, Schroeder, and Mauriel, 2000).

RESULTS

The individual measures used in this study had sufficient internal consistency. Subordinates provided information on workplace learning only. To examine the psychometric properties of the variables from the same source (i.e. employees), we conducted a confirmatory factor analysis (CFA) on these variables using AMOS 18. As we had quite a few indicators in our model (44) relative to the sample size after deleting cases with missing data ($N = 322$), we simplified the measurement model by reducing the number of indicators for some of the constructs. The number of items was reduced by averaging the items with the highest and lowest factor loadings from our confirmatory factor analyses. This procedure of reducing the number of indicators has been frequently used in the structural equation modeling literature for increasing statistical power (Mathieu and Farr, 1991; Mathieu, Hofmann, and Farr, 1993). The fit indices yielded acceptable results ($X^2 = 796.73$, $df = 335$, $p < 0.01$; $CFI = 0.90$, $IFI = 0.90$; $SRMR = 0.057$; $RMSEA = 0.07$).

Table 1. Means, standard deviations, reliabilities, ^a and correlations

| Variable | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------------------|------|------|--------|--------|--------|--------|--------|--------|
| 1. Formal Learning | 3.36 | 0.66 | (0.87) | | | | | |
| 2. Informal Learning | 4.05 | 0.54 | 0.24* | (0.83) | | | | |
| 3. Incidental Learning | 3.21 | 0.48 | 0.38** | 0.52** | (0.85) | | | |
| 4. Innovation-oriented culture | 3.59 | 0.80 | 0.22* | 0.36** | 0.60** | (0.82) | | |
| 5. Communication-oriented culture | 2.79 | 0.79 | 0.21* | 0.18* | 0.36** | 0.23** | (0.77) | |
| 6. Task performance | 3.83 | 0.46 | 0.01 | 0.17* | 0.15* | 0.08 | 0.02 | (0.92) |

^a Coefficient alpha reliabilities estimates are shown on the diagonal. * $p < 0.05$; ** $p < 0.01$

Table 1 presents the means, standard deviations, and coefficient alpha reliabilities for the variables used in this study. Table 2 presents the moderated regressions to test our hypotheses (Baron and Kenny, 1986) by conducting PROCESS procedure written by A. F. Hayes (2012). We followed the same general procedure for each of the moderated multiple regressions. The first step consisted of entering an innovation orientation culture or a communication orientation culture as a control variable as one block into the equation. In the second step, we entered the three independent variables of workplace learning and task performance as the dependent variable. In the final step, we entered the product term between each independent variable and moderating variable. Support for a moderating effect exists if the R^2 for the interaction term

is significant. To support the specific effect hypothesized, the slopes of the interaction terms must be in the predicted direction. As shown in Table 2, five two-way interaction terms were significant. However, the one two-way interaction between formal workplace learning, innovation-oriented, and task performance is not significant.

Table 2. Two-way interaction effects

| Path | Main Effect |
|-----------------------------|-------------|
| FWL×IOC→ Task Performance | .05 |
| INFWL×IOC→ Task Performance | .10* |
| INCWL×IOC→ Task Performance | .16** |
| FWL×COC→ Task Performance | .24** |
| INFWL×COC→ Task Performance | .17** |
| INCWL×COC→ Task Performance | .14** |

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Figures 1(a,b) show the interactions of two types of workplace learning and innovation-oriented culture with task performance. Figure 1(a) shows that when innovation-oriented culture is low, the slope of the relationship between informal workplace learning and task performance is low. However, with high levels of innovation-oriented culture, the informal workplace learning shows high level of task performance.

Figure 1(b) shows that when the innovation-oriented culture is high, more employee incidental learning shows high level of task performance. Moreover, there is a low-level slope of the relationship between incidental workplace learning and innovation-oriented culture with task performance. Figures 2 (a,b,c) show the interactive relationships on task performance.

Figure 2(a) shows that when innovation-oriented culture is low, the relationship between formal workplace learning and task performance is low.

However, with high levels of innovation-oriented culture, the formal workplace learning shows high level of task performance. Figure 2(b) shows that when the innovation-oriented culture is high, more employee informal learning shows high level of task performance.

Moreover, based on Figure 2 (c) there is a significant interaction effect between incidental workplace learning and result-oriented culture with task performance. In summary, the form of the relationship supports the five hypotheses as they reveal that workplace learning activities showed higher task and performance when innovation-oriented culture is a higher result than when this culture orientation is low.

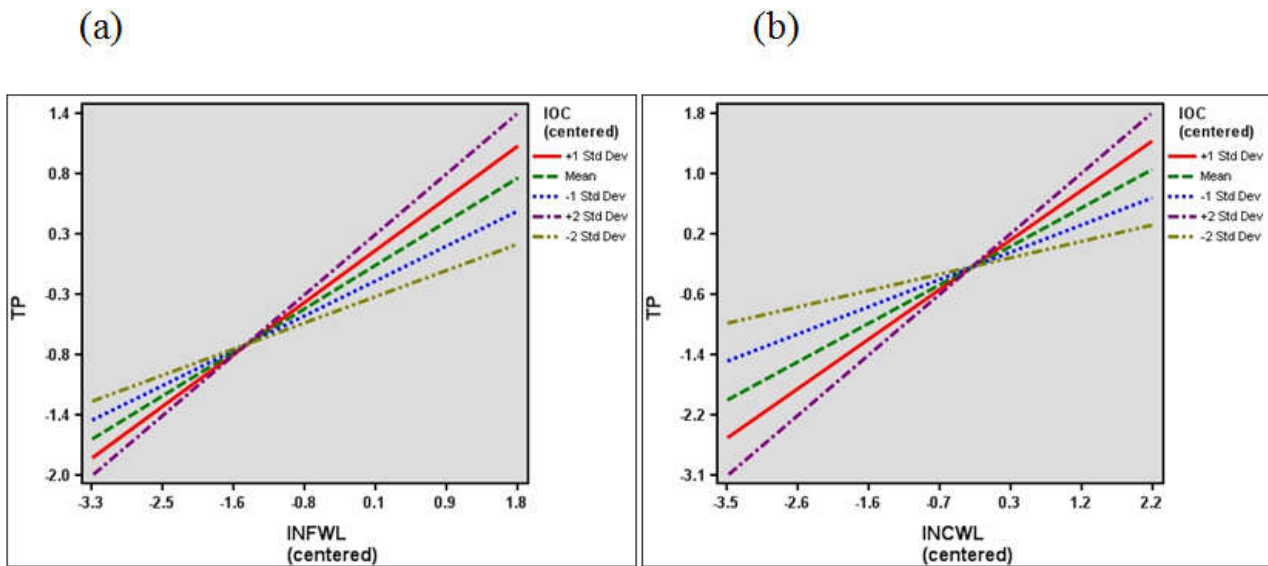


Figure 1 (a) TP: Task Performance, INFWL: Informal Workplace Learning; IOC: Innovation-Oriented Culture. (b) TP: Task Performance, INCWL: Incidental Workplace Learning; IOC: Innovation-Oriented Culture

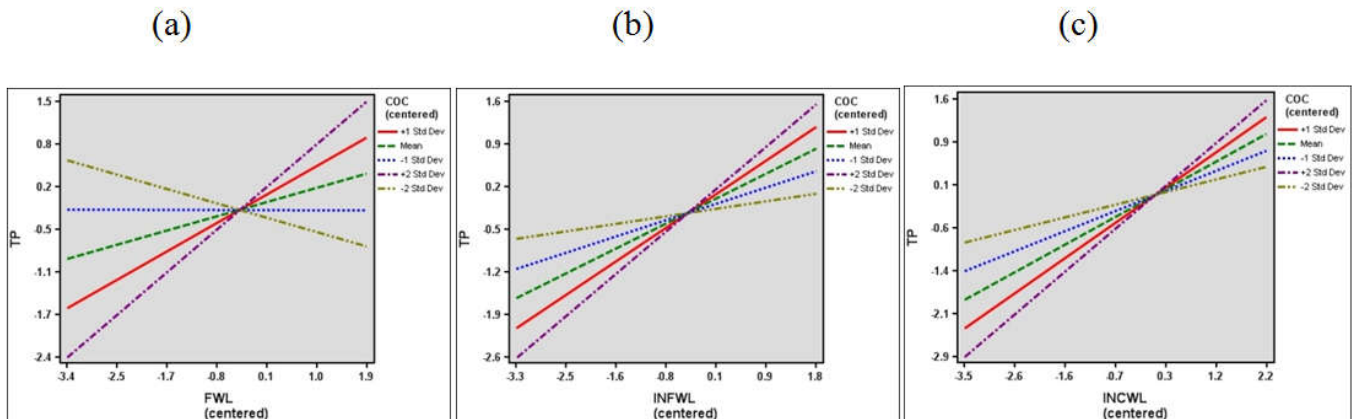


Figure 2. (a) TP: Task Performance, FWL: Formal Workplace Learning; COC: Communication-Oriented Culture. (b) TP: Task Performance, FWL: Formal Workplace Learning; COC: Communication-Oriented Culture. (c) TP: Task Performance, FWL: Formal Workplace Learning; COC: Communication-Oriented Culture

DISCUSSION AND CONCLUSION

Using social cognitive career theory, we hypothesized that workplace learning and task performance would be positively related when accompanied by an innovation-oriented or a communication culture and that workplace learning and task performance would be strongly related when accompanied by an innovation-oriented organizational culture or a communication-oriented culture. The results of our study show that the two-way interactions were significant. However, workplace learning was positively related to task performance. The results of our study suggest that emphasizing one only (innovation-oriented and communication-oriented culture) for employee learning is not good enough for positive organizational results such as higher task performance. Rather, it is important for organizations to focus on three types of workplace learning such as informal, incidental, and formal learning. In support of the interactive approach, the research

suggests that the cultural values of innovation and communication orientation can be complemented. *Ali et al., 2002; Marsick and Watkins, 2003; Yiing and A hmad, 2009; MacIntosh and Doherty, 2010; Joo, 2012; Wang et al., 2012).*

Theoretical contributions

The results of our study make potential contributions to the learning and performance literature. First, we have identified organizational culture, in addition to cultural context and personality (*Mintu-Wimsatt, 2002*), social skill, and social skill awareness (*Hochwarter, Witt, Treadway, and Ferris, 2006*) as moderators of the workplace learning and work outcome relationship. Second, as in *Wang et al.(2012)*, we examined organizational culture as another theoretically relevant moderator via social cognitive career theory as multilevel theory and extended the theoretical point of view to suggest that the relationships of workplace learning to task performance depend on the specific organizational context.

Variability in contexts can activate individual learning to act in ways that are consistent with the environment they are in. Third, as evidenced by the two-way interactions, our results suggest that an innovation-oriented or a communication culture has either independent or completing effects on employees learning higher task performance. That is, when the innovation culture is strong the relationships between informal workplace learning and incidental workplace learning with task performance are strong.

It is when cultural norms are strong that the relationships between workplace learning and task performance are strong. These cultural norms do have complementary effects in activating workplace learning to make greater contributions to the public sector. It is possible that when there is little or no innovation orientation, employee learning may not try to take risks or show innovative behavior and cannot improve task performance. With a communication orientation, three types of workplace learning are much more focused and can direct their efforts in task performance. Our results indicate that the cultural orientations have complementary effects rather than competing or independent effects on task performance.

Consistent with previous meta-analytical studies, workplace learning was positively related to task performance across jobs and occupations (Jo and Joo, 2011; Thomas G Reio and Wiswell, 2000). Thus, people who see themselves as hardworking, reliable, and organized appear to perform better than those who believe they do not possess these characteristics. Such employee learning also showed higher levels of performance in our sample. Future studies may go beyond studying the associations between workplace learning with task performance to include organizational performance. This is because, in order to be competitive, organizations need to find the right balance between focusing on efficiency and productivity versus giving employees the freedom to adapt to problems and opportunities.

Limitations and future research

This study has several limitations. The first is that common method bias may be a concern. With the exception of workplace learning, information on most variables in this study was provided by the employees. We also followed the recommendations of Podsakoff *et al.* (2003) for conducting the Harman one-factor test. The results of this test indicated a bad fit and, therefore, we do not believe that common method variance affected our results. Moreover, it is not usual for researchers to use variance method for testing moderating effect. According to previous studies, the significant relationship with one level by common method variance and insignificant relationship at another level is not explicable (Brockner, Siegel, Daly, Tyler, and Martin, 1997). Second, our study was conducted in two organizations. Although this may reduce the generalizability of our findings, testing our hypothesized model in two organizations reduces the likelihood that factors, for example, organization type might affect our findings. However, our results are compatible with other studies because workplace learning was also positively related to in-role performance and performance. Future studies should investigate other environmental factors that may also

activate higher levels of contribution in individuals' self efficacy. Practical implications and conclusion our findings, together with recent research, suggest the utility of examining the role of theoretically relevant environmental factors in moderating the relationship between workplace learning and task performance. Our results identified that a strong learners can have strong task performance provided that they work in the appropriate place of work. It is not enough simply to select the right people and place them in the appropriate jobs. It is also important to provide the appropriate norms or cultural values that can be complementary to employee learning

REFERENCES

- Aghazadeh, S. M. 2007. Re-examining the training side of productivity improvement: evidence from service sector. *International Journal of Productivity and Performance Management*, 56(8), 744-757. doi: 10.1108/17410400710833038
- Ali, I. M., Pascoe, C. and Warne, L. 2002. Interactions of organizational culture and collaboration in working and learning. *Educational Technology and Society*, 5(2), 2002.
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C. *et al.* 2007. Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371.
- Arnolds, C., Boshoff, C., Mazibuko, N. and Klemz, B. 2010. The motivational impact of job security, recognition, monetary incentives and training on the job performance of blue-collar employees. *South African Journal of Labour Relations*, 34(1), 86-102.
- Ashkanasy, N. M., Broadfoot, L. and Falkus, S. 2000. Questionnaire measures of organizational culture.
- Baron, R. M. and Kenny, D. A. 1986. The moderator and mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173.
- Bates, R. A., Holton III, E. F., Seyler, D. L., and Carvalho, M. A. 2000. The role of interpersonal factors in the application of computer-based training in an industrial setting. *Human Resource Development International*, 3(1), 19-42.
- Beugelsdijk, S., Koen, C. I. and Noorderhaven, N. G. 2006. Organizational culture and relationship skills. *Organization studies*, 27(6), 833-854. doi: 10.1177/0170840606064099
- Borman, W. C. and Motowidlo, S. J. 1997. Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10 (2), 99-109.
- Bretz Jr, R. D. and Judge, T. A. 1994. Person-organization fit and the theory of work adjustment: Implications for satisfaction, tenure, and career success. *Journal of Vocational Behavior*, 44 (1), 32-54.
- Brockner, J., Siegel, P. A., Daly, J. P., Tyler, T. and Martin, C. 1997. When trust matters: The moderating effect of outcome favorability. *Administrative science quarterly*, 558-583.
- Brown, S. D., Lent, R. W., Telander, K. and Tramayne, S. 2011. Social cognitive career theory, conscientiousness, and work performance: A meta-analytic path analysis. *Journal of Vocational Behavior*, 79(1), 81-90.

- Cable, D. M. and Judge, T. A. 1997. Interviewers' perceptions of person-organization fit and organizational selection decisions. *Journal of Applied Psychology*, 82(4), 546.
- Cheung, S. Y. 2011. Refinement or breakthrough? the link between goal orientation, employee learning, creativity and job performance.
- Christensen, E. W. and Gordon, G. G. 1999. An exploration of industry, culture and revenue growth. *Organization studies*, 20(3), 397.
- Chughtai, A. A. and Buckley, F. 2011. Work engagement: antecedents, the mediating role of learning goal orientation and job performance. *Career Development International*, 16(7), 684-705. doi: 10.1108/13620431111187290
- Clarke, N. 2005. Workplace learning environment and its relationship with learning outcomes in healthcare organizations. *Human Resource Development International*, 8(2), 185-205. doi: 10.1080/13678860500100228
- Dawis, R. V. 2005. The Minnesota Theory of Work Adjustment.
- Denison, D. R. 1996. What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management review*, 619-654.
- Detert, J. R., Schroeder, R. G. and Mauriel, J. J. 2000. A framework for linking culture and improvement initiatives in organizations. *Academy of Management Review*, 850-863.
- Dysvik, A. and Kuvaas, B. 2008. The relationship between perceived training opportunities, work motivation and employee outcomes. *International Journal of Training and Development*, 12(3), 138-157. doi: 10.1111/j.1468-2419.2008.00301.x
- Elfenbein, H. A. and O'Reilly, C. A. 2007. Fitting in: The effects of relational demography and person-culture fit on group process and performance. *Group and Organization Management*, 32(1), 109-142. doi: 10.1177/1059601106286882
- Enos, M. D., Kehrhahn, M. T. and Bell, A. 2003. Informal learning and the transfer of learning: How managers develop proficiency. *Human Resource Development Quarterly*, 14(4), 369-387.
- Eraut, M. 2002. The interaction between qualifications and work-based learning. *Working to learn, transforming learning in the workplace*, 63-78.
- Garavan, T. N., McGuire, D. and O'Donnell, D. 2004. Exploring human resource development: A levels of analysis approach. *Human Resource Development Review*, 3(4), 417.
- Gupta, B. (2011). Organisational culture and creative behaviour: moderating role of creative style preference. *International Journal of Innovation and Learning*, 10(4), 429-441.
- Hayes, A. F., Glynn, C. J. and Huges, M. E. 2012. Cautions regarding the interpretation of regression coefficients and hypothesis tests in linear models with interactions. *Communication Methods and Measures*, 6(1), 1-11.
- Hochwarter, W. A., Witt, L., Treadway, D. C. and Ferris, G. R. 2006. The interaction of social skill and organizational support on job performance. *Journal of Applied Psychology*, 91(2), 482.
- Hofstede, G. 1993. Cultural constraints in management theories. *The Executive*, 81-94.
- Holton, E. F. 2002. Theoretical assumptions underlying the performance paradigm of human resource development. *Human Resource Development International*, 5(2), 199-215.
- Holton III, E. F., Bates, R. A., Bookter, A. I. and Yamkovenko, V. B. 2007. Convergent and divergent validity of the learning transfer system inventory. *Human Resource Development Quarterly*, 18(3), 385-419.
- Jacobs, R. and Washington, C. 2003. Employee development and organizational performance: a review of literature and directions for future research. *Human Resource Development International*, 6(3), 343-354.
- Jacobs, R. L. and Park, Y. 2009. A proposed conceptual framework of workplace learning: Implications for theory development and research in human resource development. *Human Resource Development Review*, 8(2), 133. doi: 10.1177/1534484309334269
- Janssen, O. and Van Yperen, N. W. 2004. Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. *Academy of Management Journal*, 47(3), 368-384.
- Jo, S. J. and Joo, B.K. 2011. Knowledge sharing: the influences of learning organization culture, organizational commitment, and organizational citizenship behaviors. *Journal of Leadership and Organizational Studies*, 18(3), 353-364.
- Joo, B.K. B. 2012. Leader Member Exchange Quality and In-Role Job Performance The Moderating Role of Learning Organization Culture. *Journal of Leadership and Organizational Studies*, 19(1), 25-34. doi: 10.1177/1548051811422233
- Keith, N. and Frese, M. 2011. Enhancing firm performance and innovativeness through error management culture *Handbook of organizational culture and climate* (pp. 137-157).
- Klein, K. I., Tosi, H. and Cannella, A. A. 1999. Multilevel theory building: Benefits, barriers, and new developments. *Academy of management review*, 24, 243-248.
- Kramer, H. 2007. Measuring the effect of e-learning on job performance: ProQuest.
- Kristof-Brown, A. L. and Stevens, C. K. 2001. Goal congruence in project teams: does the fit between members' personal mastery and performance goals matter? *Journal of Applied Psychology*, 86(6), 1083.
- Lankau, M. J. and Scandura, T. A. 2002. An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of management Journal*, 779-790.
- Lau, C. M. and Ngo, H. Y. 2004. The HR system, organizational culture, and product innovation. *International Business Review*, 13(6), 685-703.
- Lent, R. W., Brown, S. D. and Hackett, G. 1994. Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122.
- Liu, X. and Batt, R. 2005. The economic pay-offs to on-the-Job training in routine service Work.
- Lynch, R., Leo, S. and Downing, K. 2006. Context dependent learning: its value and impact for workplace education.

- Education+Training, 48(1), 15-24. doi: 10.1108/00400910610645707
- Magee, K. C. 2002. The impact of organizational culture on the implementation of performance management. Georgia State University.
- Marsick, V. J. and Watkins, K. E. 2003. Demonstrating the value of an organization's learning culture: The dimensions of the learning organization questionnaire. *Advances in Developing Human Resources*, 5(2), 132. doi: 10.1177/1523422303005002002
- Mathieu, J. E. and Farr, J. L. 1991. Further evidence for the discriminant validity of measures of organizational commitment, job involvement, and job satisfaction. *Journal of Applied Psychology*, 76(1), 127.
- Mathieu, J. E., Hofmann, D. A. and Farr, J. L. 1993. Job perception-job satisfaction relations: An empirical comparison of three competing theories. *Organizational Behavior and Human Decision Processes*, 56(3), 370-387.
- Maurer, T. J., Lippstreu, M. and Judge, T. A. 2008. Structural model of employee involvement in skill development activity: The role of individual differences. *Journal of Vocational Behavior*, 72(3), 336-350.
- Meador, D. P. 2008. Modeling training effects on task performance using a human performance taxonomy. Wright State University, Fairborn, Ohio.
- Mintu-Wimsatt, A. 2002. Personality and negotiation style: the moderating effects of cultural context. *Thunderbird International Business Review*, 44(6), 729-748.
- Moon, S.Y. and Na, S.I. 2009. Psychological and organizational variables associated with workplace learning in small and medium manufacturing businesses in Korea. *Asia Pacific Education Review*, 10(3), 327-336.
- Motowidlo, S. J. and Van Scotter, J. R. 1994. Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(4), 475.
- National Economic Advisory Council. 2010. New economic model for Malaysia. Putrajaya: Federal Government Administrative Centre.
- O'Reilly III, C. A., Chatman, J. and Caldwell, D. F. 1991. People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 487-516.
- Owen, C. 2001. The role of organisational context in mediating workplace learning and performance. *Computers in human behavior*, 17(5-6), 597-614.
- Park, Y. 2009. The relationships among investment in workplace learning, organizational perspective on human resource development, organizational outcomes of workplace learning, and organizational performance using the Korea 2005 and 2007 Human Capital Corporate Panel surveys. The Ohio State University.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., and Podsakoff, N. P. 2003. Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879.
- Poell, R. F. and Woerkom, M. 2011. Introduction: Supporting Workplace Learning. *Supporting Workplace Learning*, 1-7.
- Reio, T. G. and Callahan, J. L. 2004. Affect, curiosity, and socialization-related learning: A path analysis of antecedents to job performance. *Journal of Business and Psychology*, 19(1), 3-22.
- Reio, T. G. and Wiswell, A. 2000. Field investigation of the relationship among adult curiosity, workplace learning, and job performance. *Human Resource Development Quarterly*, 11(1), 5-30.
- Rowden, R. 2007. *Workplace learning principles and practice*: Malabar, FL: Krieger Publishing Company.
- Rowden, R. W. 2002. The relationship between workplace learning and job satisfaction in US small to midsize businesses. *Human Resource Development Quarterly*, 13(4), 407-425.
- Sarris, A. and Kirby, N. 2005. Antarctica: A study of person-culture fit. *Australian Journal of Psychology*, 57(3), 161-169. doi: 10.1080/00049530500125165
- Schein, E. H. (1990). Organizational culture. *American psychologist*, 45(2), 109.
- Schein, E. H. 1996. Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 229-240.
- Scott, S. G. and Bruce, R. A. 1994. Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, 37(3), 580-607.
- Smith, A. and Hayton, G. 1999. What drives enterprise training? Evidence from Australia. *International Journal of Human Resource Management*, 10(2), 251-272.
- Swanson, R. A. and Holton, E. F. 1999. *Results: How to Assess Performance, Learning, and Perceptions in Organizations*: Berrett-Koehler Publishers.
- Tsai, W. C., and Tai, W. T. 2003. Perceived importance as a mediator of the relationship between training assignment and training motivation. *Personnel Review*, 32(2), 151-163.
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D. and Kavanagh, M. J. 2007. The effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development*, 11(4), 282-294.
- Wang, H., Begley, T., Hui, C. and Lee, C. 2012. Are the effects of conscientiousness on contextual and innovative performance context specific? Organizational culture as a moderator. *The International Journal of Human Resource Management*, 23(1), 174-189.
- Yiing, L. H. and Ahmad, K. Z. B. 2009. The moderating effects of organizational culture on the relationships between leadership behaviour and organizational commitment and between organizational commitment and job satisfaction and performance. *Leadership and Organization Development Journal*, 30(1), 53-86. doi: 10.1108/01437730910927106
