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THE EFFECTS OF INNOVATIVE WORK CULTURE AND TRAINING QUALITY ON COUNTERPRODUCTIVE WORK BEHAVIORS

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THE EFFECTS OF INNOVATIVE WORK CULTURE AND TRAINING QUALITY
ON COUNTERPRODUCTIVE WORK BEHAVIORS

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Industrial and Organizational Psychology

by
Emily Garreton
August 2023

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ABSTRACT

In the present study, I examined how innovative work climate influenced job training quality and behavioral intentions and perceptions of employees. Employee reactions to job training foreshadow workplace intentions and behaviors that employees might engage in. The intentions that were investigated were Counterproductive Work Behaviors (CWBs) and the reduction of Organizational Citizenship Behaviors (OCBs). The sample consisted of 338 participants who have been employed recently. In a self-report questionnaire, participants recalled their perceptions of the job training at a current or recent job and indicated how likely or interested they were in committing certain work behaviors. Survey items were gathered from the Work Innovation Scale (WIS), a training evaluation questionnaire based on Kirkpatrick's model, the Big Five Inventory 2 (BFI-2), and the Counterproductive Workplace Behavior Checklist (CWB-C). A path analysis was used to test the hypothesized model of the study and was found to have good model fit, $\chi^2(1, N = 338) = 4.56, p = .033, CFI = .96, NFI = .95$. Significance was found in one of the expected indirect relationships between innovation culture through training reaction to CWBs and the direct relationship from innovative work culture and CWBs. Results indicated that innovative work culture and training reaction predicted CWBs as expected, however the amount of training did not predict CWBs. Evidence was found to support the moderation of conscientiousness on training amount and CWBs and training reaction and CWBs. Results and implications are discussed.

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CHAPTER ONE

LITERATURE REVIEW

Introduction

One of the most studied topics in the industrial and organizational psychology field are employee outcomes. In many organizations, an employee's experience is shaped and influenced by the culture and climate. The workplace culture is often defined by the individuals present in it and those who are the most influential. The idea of an innovative work culture has been emerging as a relevant topic (Jankelová et al., 2021). Within an innovative work culture, experiences at work have been shown to relate to a host of behavioral outcomes for employees. This paper examined the role of training and perceptions of training as they related to counter productive work behaviors (CWBs). Key employee outcomes that are associated with training and perceptions of training are CWBs and organizational citizenship behaviors (OCBs). If employees are satisfied and engaged in their daily work lives, then they may demonstrate OCBs versus CWBs. The role of job training and training perceptions are present not only at the beginning of an employee's career, but all throughout. Employees may feel a certain way depending on how frequent and how much training they receive.

The present study examined the role of culture and training and found that the directional pathways of the relationships between the innovative work culture, the dimensions of training reactions, and CWBs were significant. Training

perceptions in the workplace were found to be related to positive and negative behavioral outcomes. With a rapidly advancing work environment, training is a topic that has been invested in and curated to influence employee outcomes. The present study also examined the role of individual differences in the training perception and employee outcome relationship. There are individual differences, such as personality traits, that influence the way that employees react to training and display certain behaviors in the workplace. The path analyses and correlations demonstrated that conscientiousness influences an employee's response to training.

CWB's are undesirable behaviors that employees carry out that negatively affect an organization and undermine individual and organizational goals (Spector et al., 2006). CWBs are essentially the opposite of organizational citizenship behaviors (OCBs) where employees engage in positive behaviors that improve an organization by helping in meeting individual and organizational goals. Research has demonstrated that there are individual differences, such as having certain personality traits, that make individuals more likely to engage in certain behaviors (Colquitt et al., 2000; Goldberg 1993). In addition to personality traits influencing individual behaviors, training programs might also have a connection to employee behaviors (Goldberg 1993; Roberts et al., 2018; Vinarski-Peretz, et al., 2011).

Individual differences (e.g., personality), might influence how someone thinks, feels, and acts in their everyday life. The workspace poses many new

situations to an individual such as teamwork/team bonding, adapting under stressful demands, and opportunities to grow in one's career. A person's individual traits and habits are constantly at play and so organizations that develop their workspace environments and training programs with those in mind tend to see higher levels of employee effectiveness and satisfaction (Colquitt et al., 2000; Roberts et al., 2018). There is literature that examines how personality traits influence how employees interact and follow directions during training (Roberts et al., 2018). Going a little further, more research is needed to see if personality might act as a moderator on the relationship between someone's perception of the usefulness of the training and the behavior (Colarelli, & Montei, 1996). Below I review literature related to innovative culture, training modalities, and training perceptions. Next, I review the workplace outcomes associated with innovative work culture, training formats, and training perceptions. The final section of the paper is a review of the methods and the present research study.

Training is a learning tool used to administer material relevant to the job description and acts as a catalyst for employee development to enhance employee effectiveness (Goldstein & Ford, 2002). When training is delivered with the development component in mind, the employee will have an increased chance of acquisition and retention of the new knowledge and skills. Another, just as important, goal of training is to help employees see personal growth and to advance in their career. These two goals are often researched together, however, there has been a growing challenge of deciphering whether a study is

addressing one or the other (Goldstein & Ford, 2002). Training also comes in an array of formats and styles and so looking for ways to measure and quantify the results may be challenging. Employee outcomes can be measured at the individual, team, or organizational level, and numerous factors that can be assessed, such as the amount of interaction, quantity of training sessions, and the quality of the material. These are examples of how training can be measured and studied empirically. Researchers have examined the link between training programs and health outcomes in employees, but there is little research to date on training and counterproductive work behaviors.

Innovative Culture

Workplaces that foster growth and innovation, as well as nurturing “unorthodox” thinking and problem-solving, will be able to develop a strong culture that motivates individuals. Many researchers have shown that innovation can promote organizational effectiveness, for example influencing career success (Aguinis & Kraiger, 2009; Seibert, Crant & Kramer, 1999). Many organizations and companies are trying to adopt more innovative strategies to help benefit the workplace culture and employee experience. Innovative companies are considering new strategies, utilizing advanced methods to track task outcomes and performance, and investing in employee career growth (Aguinis & Kraiger, 2009; Seibert, Crant & Kramer, 1999). Throughout much of the workforce history, employees were not given the best work conditions or

opportunities for creativity and growth (McMurray, Muenjohn, & Scott, 2021; Mohajan, 2019).

In recent years, there has been what some call the “second industrial revolution”. What had been the reality for many years for employees in the traditional work roles were long, tiresome workdays, limited benefits, and not much of chance for career growth. Many of the Federal laws that have been enacted have only been around for a few decades (Collins, 2003). Decades ago, employees never had the chance to customize their schedules, collaborate with different departments, or receive mentorship to help with career advancement. Some of these opportunities were unheard of back then, and now organizations are realizing change is needed (Mohajan, 2019). More companies are becoming interested and invested in organizational design and innovation to keep up with competitors and economic demands.

Organizations have started demonstrating a stronger interest in listening to their employees by conducting training needs assessments and developing self-report surveys (McMurray, Muenjohn, & Scott, 2021). The Work Innovation Scale (WIS) has been an effective tool to help understand employees’ perceptions of organizational innovation and the workplace innovation climate. Employers are trying to better understand employee turnover by asking their employees what it is they need to stay and what should be done to enhance the workplace. Employees are growing tired of working for companies that have terrible working conditions, low pay, or not enough resources to develop their

skills. There has been a growing interest in not only changing organizational design to improve working conditions, but also to boost the experience of the employees. Many companies are investing in a cultivating, career-boosting experience that employees will work hard for.

The practices and the business procedures of a company make or break the employee's engagement and experience by influencing the rules and the culture of the organization. The research on an innovative workplace goes back far and there have been concepts that have really become prominent in innovative culture (McMurray, Muenjohn, & Scott, 2021). Many times, innovation and creativity are used interchangeably but many have concluded that they're not in fact interchangeable. In most cases, creativity is the generation of ideas, whereas innovation is the implementation of these ideas (Scott & Bruce, 1994; Unsworth & Parker, 2003). Therefore, an innovative culture is one that is proactive in applying creative ideas to the work environment and strives to evaluate these ideas and look for more solutions (McMurray, Muenjohn, & Scott, 2021).

Innovative culture emerges from many creative ideas being implemented and the mindset of always looking for the best practices for growth and success. An example of the actions of an innovative workplace would be hiring more transformational leaders to promote more innovation, demonstrating strong emphasis on goal setting and career growth, or promoting psychological safety among workspaces. All these characteristics have been shown to bring forth

great benefits for employees. These are also key elements for boosting employee satisfaction and commitment and reducing turnover intentions and counterproductive work behaviors (CWBs) (Aguinis & Kraiger, 2009; Fodchuk, 2007). It can be challenging to keep employees engaged, especially if the workplace conditions are subpar. Training is still a promising solution to this endemic however it needs to be curated carefully. Developing more creative training programs with new features and better accessibility is strongly associated with employee engagement (Vinarski-Peretz, Binyamin, & Carmeli, 2011).

Measuring Training

Training is a key component of employee's probationary period at any given job. Training is what provides the employee with the tools and resources they might need on the job or in certain situations. Training can not only be about safety procedures, but also the step-by-step processes to completing tasks. Training can come in all shapes and sizes and is essential to the employee's impression of the organization. The quality of training could show how much a company has invested in an employee and their position. Research continually is being done to see which forms of training have greater outcomes and most beneficial to a very dynamic workforce and different industries (Hammer et al., 2021). Specifically, the amount of training is something that often does not get as much research coverage compared to training formats. Amount of training can have just as big of an impact on the training experience as training formats and

can cause detrimental effects is implemented incorrectly (Lohmann et al., 2019). For example, some studies have shown that introducing too much training or material could not only be overwhelming but cause negative outcomes, such as burnout (Hammer et al., 2021). If a training schedule is too heavy, then a person could experience burnout or training fatigue.

Training is a crucial step in an employee's onboarding. The amount of training someone receives is important because that could impact how much information the person receives, how in-depth it is, and how much time they must learn and understand it. The training amount that will be explored further in this paper will be the frequency of training sessions and the duration of sessions someone receives. Some findings point to the fact that someone who receives more sessions of training with a trainer, the more likely they will have a strong training transfer. This could be the results of having frequent exposure to the training or a trainer. In this case, sessions can be long or short, the difference would be the number of occurrences. The amount of training that someone receives is important to study so that researchers can help determine what is the "sweet spot" for number of training session that will produce the highest training transfer with minimal burnout or turnover intentions. Too few of sessions could lead the employee to be unformed or confused, whereas too many sessions can be overwhelming and tiresome.

The concept of socialization and the respective pro-active socialization tactics have been researched to find out how organizations can calibrate learning

and training for new employees (Ashforth, Sluss, & Saks, 2007). Researchers investigated how much new employees could learn before they were overwhelmed by too much information during the job training (Ashforth, Sluss, & Saks, 2007). This relates to the ideas about how information can be introduced in primarily these two ways; massed or spaced training (McDaniel, Fadler, & Pashler, 2013). This can be tied into the fact that people have different learning styles and so the delivery of the training content is important.

Some individuals see more learning retention with training that is delivered in a large mass in a short amount of time, and others prefer content to be spaced out over a certain length of time (McDaniel, Fadler, & Pashler, 2013). This, in turn, can be connected to certain behavioral outcomes because if someone is getting burnt out by the number of training sessions, they might engage in more counterproductive work behaviors such as stealing, vandalism, absenteeism. The concept of massed or spaced training has been described throughout training modality research. It has been shown that in massed training, learners can start to feel overwhelmed due to the lack of time to process and encode what they are learning (Yeung et al., 2020). Spaced learning formats, however, ensure that the learner has time to digest the content and concepts taught in the training. Spaced or massed training both have their advantages and disadvantages that can be seen in the literature and throughout different workplace learning situations. For example, employees who have their training spaced out over a span of a few days or weeks might have more time to learn the content but that might be time

taken away from work projects and tasks, therefore altering productivity (Colquitt et al., 2000). Massed training may be the quickest option to provide information and teach employees but there might be a reduced amount of training transfer or poor reactions to the “rushed and overwhelming” training (McDaniel, Fadler, & Pashler, 2013). Overall, having a high amount of training sessions can lead to better training transfer and more informed and motivated employees versus just a few very long training sessions.

Reaction to Training (Utility)

An individual’s reaction to the training program is important to measure because it will show how the information was received and whether there will be successful training transfer. Training transfer is when the material from the training not only accurately applies to the job at hand, but that the individual had a successful learning attempt and retained the material from the training. Training will be measured based on how useful and valuable the training felt to the individual and how they feel that it’ll apply to the job. As highlighted in Kirkpatrick’s Four Levels of Training Evaluation (Kirkpatrick, 1959), reaction is the first level in evaluating the quality of training. Reactions are considered the person’s thoughts and feelings about the training and how they perceive the utility or usefulness of it to their life and their work (Roberts et al., 2018). An example of a training that is high in utility would be one where an individual thinks that the training provided them with accurate and helpful information to be able to do their job effectively. They would see more value in the training since it helped

give them the necessary tools and resources to complete their job. Many times, people receive training, and it doesn't help them do their job. Training needs to be something that individuals see as being helpful for their job tasks, not something that is a waste of their time (Kaufman & Keller, 1994; Roberts et al., 2018).

Training reaction is also important because it is assessing the quality of the training that the employee receives. Their personal reactions to the training will also influence the training transfer that occurs during the training and introductory period. Reactions to training can also be affected by how long an employee has worked with an organization. Employees who have spent more time with the same employer might already have certain expectations or have established good rapport with their supervisor or trainer. If the employee is experiencing this, they might have potentially positive or negative feelings towards training. Any employee who has had a poor experience with the training at their organization, they might not have high expectations for future training. There is also the possibility that the employee might feel as though the organization does not prioritize employee learning and development since the quality of the training has been consistently poor. Whereas an employee who has experienced consistently good or exceptional training during their long employment that they begin to look forward to or have high expectations for future training. If the work culture is innovative enough to keep training fresh and

engaging, employees may feel more inclined to do it and react positively towards the organization.

Hypothesis 1a Innovative culture will be positively associated with the amount of training an employee receives. Specifically, the higher the innovative culture, the higher the number of training sessions provided.

Hypothesis 1b Innovative culture will be positively associated with employee reactions to training (utility). Specifically, the higher the innovative culture, the higher the amount of perceived training utility.

Innovative cultures have been evaluated and usually demonstrate high interaction among employees and offer beneficial resource proven to enhance employee performance. Training programs, in these innovative climates often possess high interaction rates, numerous resources, and opportunities to express reactions. These features are known for improving development and the acquisition of new knowledge. The information and different skills learned during these types of training sessions have been shown to have high transferability and therefore increase perceptions of utility (Aguinis & Kraiger, 2009). Employees might perceive the training as being more useful and of more value to their job if they felt that many training topics were covered. The recent literature on innovative culture has demonstrated that it can influence the type and quality of training and therefore could influence the behavior of employees receiving the

training. A workplace that is highly innovative will allow for better learning conditions and encourage creativity as well (McMurray, Muenjohn, & Scott, 2021). Other studies have looked at the causality of these innovative workplace conditions and how they influence employee outcomes (Harrison et al., 2022). In the proposed study I will examine the direct effect innovative culture has on CWBs and the behavioral intentions of employees.

Hypothesis 2 Innovative Culture will be negatively associated with CWBs. Specifically, the higher the innovative culture, the lower the amount of CWBs.

Counterproductive Work Behaviors

Counterproductive Work Behaviors (CWBs) are employee behaviors that go against the interest of the organization and are perceived as negative outcomes. Some CWBs include absenteeism, lateness, theft, property damage, and bullying. CWBs have been studied for a long time and researchers are constantly trying to come up with solutions to discourage these behaviors. CWB's are harmful to organizational growth and success and so many employers are trying to keep the amount low. Many researchers have explored ways in which CWBs can be reduced in the workplace and instead replaced with OCBs. The researcher, Fodchuk (2007), explained that two antecedents that can lead to workplace behavior, those are employee characteristics and the aspects of the work environment. In some cases, the employee's personal characteristics cannot be altered. Therefore, it is important for researchers to examine the work

environment and make an attempt to change the work conditions and environment. Some of the ways that alter an employee's perceptions of the environment are developed during their introductory period. If an individual had enjoyed their training, then they are more likely to enjoy their job. And if they have higher job satisfaction, they will most likely not engage in counterproductive work behaviors.

Employers need to make sure that employees are taken care of and treated respectfully since employee reactions and feelings towards the organization will determine whether they will engage in OCBs or CWBs. CWBs are very harmful to employers and their organizations and so it is important to invest in good training and provide resources for employees to improve their job reaction and satisfaction (Aguinis & Kraiger, 2009). Researchers have looked closely at training and development since it is a strong factor at preventing or stopping counterproductive work behaviors. The implementation of these programs is also crucial since this is what sets the tone for the workplace culture and demonstrates organizational values. Lee (2016) examined the effects of policy and procedure implementation and how that process was received by employees of the organization. Employees reacted positively to new policies that were implemented that were found to be due to their work environment. Lee (2016) found that aspects of the environment, such as having a balanced layout, technological interface, and collaborative spaces and workshops, encouraged

employees to be creative, open minded, and overall satisfied and more intrinsically motivated.

Training works in a few ways for deterring CWBs. The first mechanism being that training someone how to do the job correctly results in less errors being made (Aguinis & Kraiger, 2009). These errors the employee might have made could be considered passive CWBs. Another way training is helpful is that it works as a motivational tool. The second mechanism shows that training can boost employee perceptions and feelings towards the job, environment, and even their coworkers (Roberts et al., 2018; Hammer et al., 2021). A third mechanism that comes about introduces that employees will feel more supported when there is adequate training and needs are met (Hammer et al., 2021). This study also showed that when there was more support from the organization, the employee experienced higher satisfaction and well-being. These employee outcomes were increased by having effective training implemented and making sure employees felt supported.

Hypothesis 3a The amount of training an employee receives will be negatively associated with the amount of CWBs. Specifically, a higher amount of training will relate to fewer CWBs.

Training is often assigned to employees, whether they're new or they have been with the organization for a while. The amount of training someone receives could alter the way they perceive the organization and how much the

organization values them and devotes time. The quality of the training programs is important since it is often a good sign of how much an organization values employee learning and development. Frequent training sessions and interactions with a job trainer provide employees with numerous opportunities to get to know the people around them and the people they will be working closely with. Due to employees building connections and good rapport with coworkers and supervisors leads to displaying more positive behaviors and more engagement in the organization. This mechanism aids in promoting more positive behaviors displayed by employees. Since employees might be satisfied and feel valued by their organizations, they will be less likely to engage in CWBs.

Hypothesis 3b An employee's reaction to training (utility) will be negatively associated with the amount of CWBs that employees display. Specifically, a higher perception of utility will relate to fewer CWBs.

An employee's reaction to training is important since it provides some insight as to how engaged they were and how much they perceive the training as being useful and relevant to their job duties. If an employee views their training as being very useful and helpful towards the job, then they might feel that the organization provided them with adequate resources and values their learning and development. Employees who feel that their training is relevant and necessary to their job might also engage in less CWBs against the organization. They would feel that since the organization is carefully assessing job needs using

that to develop the proper training, then the employee's will not be interested in harming the organization or displaying CWBs.

Conscientiousness

Conscientiousness is a trait that many researchers have analyzed. In the Big Five Personality Inventory, conscientiousness describes behaviors of being careful, diligent, efficient, organized, self-disciplined, achievement striving, self-efficacious, dutiful, responsible, and reliable (Goldberg 1992; 1993). Together, these behaviors and self-perceptions leads these individuals to create more long-range goals, plan strategies towards these goals, and to work consistently to achieve these goals. Goal setting is a key skill in meeting deadlines, staying organized, being proactive, and planning for the future. Conscientiousness is important to study in the workplace because in many career-related tests, conscientiousness was a strong indicator of success (Roberts et al., 2018). This trait is one of the strongest indicators of success, even more than extraversion or agreeableness. Individuals who score high in conscientiousness are likely to be good at planning and persevering which could then help them meet their goals. This moderator in the training and outcome model could significantly affect the relationship between them. If someone is better at planning or staying organized, they might have a better experience with a longer training schedule and duration, as well as be able to retain an abundance of information (Roberts et al., 2018). These conscientious individuals might not experience as much burn-out from

high intensity or high interaction training, as well as have a better reaction to the training since it is an integral aid in meeting work-related deadlines.

In the work by Roberts et al. (2018) they investigated how the trait conscientiousness helped with training transfer. Individuals who scored higher on conscientiousness on a personality inventory often had more successful training transfer to their job. This theory stems from the fact that conscientious individuals have a unique motivation to achieve their goals and keep themselves motivated (Colquitt et al., 2000; Goldberg 1993). Having more self-efficacy and self-discipline work as internal motivators for an individual. Training transfer is important for employees because it is a good sign that the training was effective but also leads to higher performance efficiency and success rates.

Diving deeper into the mechanisms in action, conscientiousness not only shapes the way a person thinks and feels, but also how they behave. Individuals who have more conscientious personality markers are more inclined to take training and assign tasks more seriously. They feel that they have a strong obligation to follow instructions and deadlines and to perform well on their tasks. These individuals have grown accustomed to being self-disciplined and very aware of their own abilities and skills. When they encounter tasks and set goals, they feel motivated to accomplish them and to fulfill their obligations (Colquitt et al., 2000; Roberts et al., 2018). These individuals that are very intelligent and tend to take training very seriously and end up learning and successfully transfer training to their workplace.

Hypothesis 4a Conscientiousness will moderate the relationship between amount of training and CWBs. For the high conscientious group, more training will result in fewer CWBs. For the low conscientious group, there will be no relationship between training amount and CWBs.

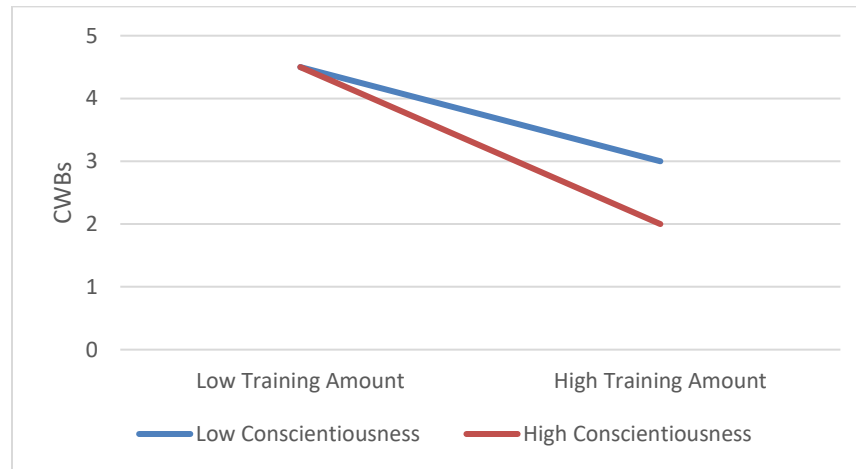


Figure 1. The Proposed Moderating Effect of Conscientiousness on the Relationship Between Training Amount and CWBs as Indicated in Hypothesis 4a.

Because conscientiousness is a strong personality indicator of self-efficacy and accomplishment striving, individuals who are higher in this might feel more confident in their ability if they received a substantial number of training sessions. Since they would be feeling more equipped to perform their job duties, they might feel less inclined to behave in a way that undoes all they have accomplished or desire to hurt the organization. These individuals will be less interested in engaging in CWBs (Roberts et al., 2018).

Hypothesis 4b Conscientiousness will moderate the relationship between perceived utility and CWBs. For the high conscientious group, more

perceived utility will result in fewer CWBs. For the low conscientious group, there will be no relationship between perceived utility and CWBs.

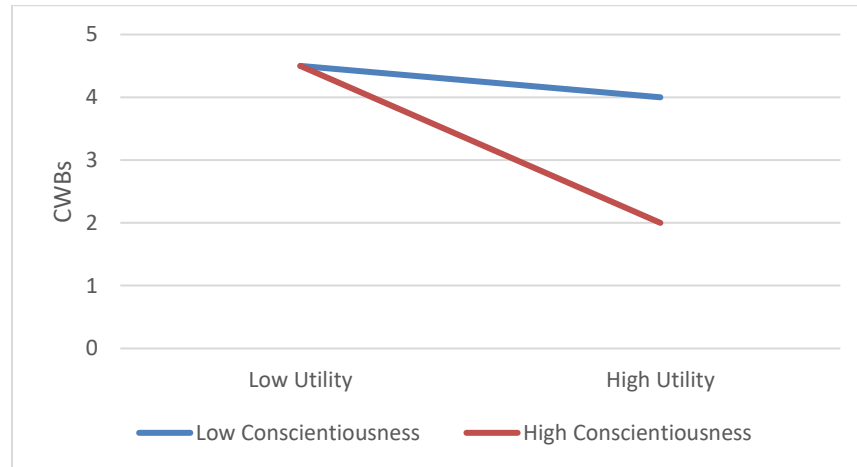


Figure 2. The Proposed Moderating Effect of Conscientiousness on the Relationship Between and Training Utility and CWBs as Indicated in Hypothesis 4b.

Similarly, individuals who are more conscientiousness on the Big Five Inventory will likely take training more seriously and perhaps perceive the training as more useful and meaningful to accomplish their job duties. Since someone might feel that their training is highly useful and will help them achieve their goals, they might not consider behaving poorly and engage in CWBs (Colquitt et al., 2000; Kaufman & Keller 1994; Roberts et al., 2018). The organization is demonstrating that it is interested in providing employees with the necessary resources and training to help them achieve and so employees high in accomplishment striving personalities might behave positively towards the organization.

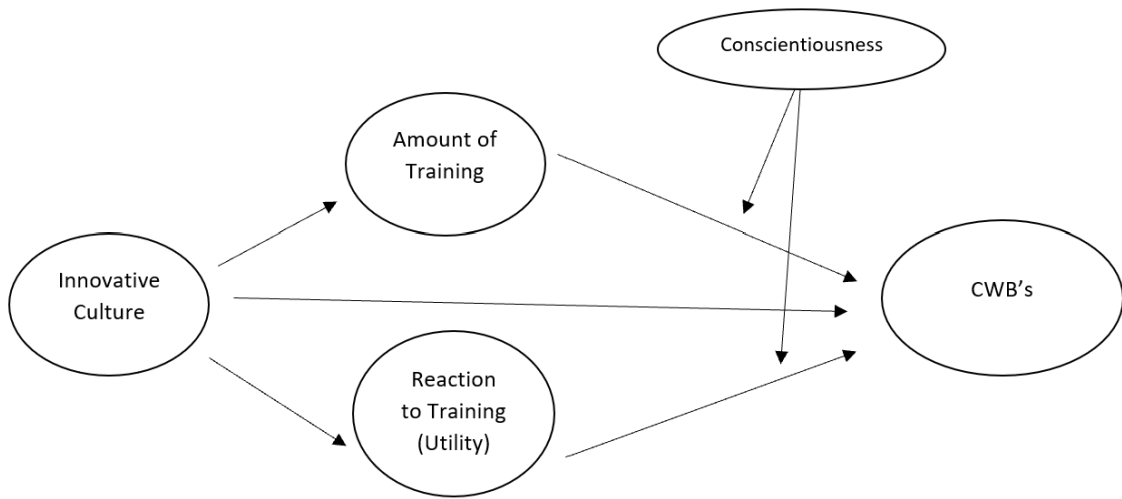


Figure 3. The Proposed Path Model of Innovative Culture, Training Amount and Utility, Conscientiousness, and CWBs.

After reviewing the hypotheses, the proposed path model can be drawn out to depict the pathways going from the predictors to the dependent variable. This model (See Figure 3) consists of mediating and moderating paths and has been supported by previous literature.

CHAPTER TWO

METHOD

Participants

After data collection, there were a total of 338 valid participants of 369 participants who were recruited for this study. Participants were recruited from convenience sampling, social networks and media platforms, SONA, and LinkedIn. Participants were at least 18 years or older and participation was completely voluntary. Participants that had completed job training in the last 12 months ($N = 246$) and participants that hadn't had job training in the last 12 months ($N = 92$) were surveyed since the lack of training may be a telling sign about that workplace culture regarding innovation.

Participants who were at the time employed full-time (34%), part-time (37.3%), unemployed (23.7%) and those who declined to state (5%) were all surveyed to examine work cultures from varying perspectives (See Table 1). If necessary, participants could answer retrospectively regarding previous employment perceptions and CWB intentions. Participant age ranges were as follows: 18-24 years old (46.9%), 25-34 years (30.2%), 35-44 years (7.7%), 45-54 years (7.1%), 55-64 years (6.2%), 65+ years (1.5%) and declined to state (0.3%) (See Table 1). Participants could voluntarily indicate their ethnicities and so those were as follows: American Indian and/or Alaska Native 0.3%, Arab American and/or Middle Eastern 5.1%, Asian, Asian American, and/or Pacific Islander 15.7%, Black and/or African American 4.2%, Hispanic and/or Latin

American 7.5%, White or Non-Hispanic, 59.6%, Other 3.9%, declined to state 1.8% (See Table 1). The highest levels of education indicated by the participants were the following: Less than a H.S. diploma 0.9%, H.S. degree or equivalent 10.7%, some college 7.1%, an Associate’s degree 4.4%, a Bachelor’s degree 47.0%, a Master’s degree 26.0%, a Professional degree 1.5%, a Doctorate 2.1%, and declined to state 0.3%. Lastly, participants identified themselves as the following: $N = 236$ (69.8%) females, $N = 92$ (27.2%) males, $N = 5$ (1.5%) non-binary/third gender, $N = 3$ (0.9%) self-identify, and $N = 2$ (0.6%) declined to state (See Table 1).

Table 1. Demographics

Variable	N	%
Ethnicity		
American Indian and/or Alaska Native	2	0.3
Arab American and/or Middle Eastern	18	5.1
Asian, Asian American and/or Pacific Islander	59	15.7
Black and/or African American	16	4.2
Hispanic and/or Latin American	28	7.5
White	208	59.6
Other	14	3.9
Age		
18 - 24	158	46.9
25 - 34	102	30.2
35 - 44	26	7.7
45 - 54	24	7.1
55 - 64	21	6.2
65 or older	5	1.5
Gender		
Female	236	69.8
Male	92	27.2
Non-binary/ third gender	5	1.5
Employment Status		
Part-Time	126	37.3
Full-Time	115	34.0
Unemployed	80	23.7

The results of an A priori power analysis determined that the sample size needed was 133 for a medium effect when power was set at .80 and $\alpha = .05$ and 207 when the power was set at .95 and $\alpha = .05$. I also used the 40 per indicator rule that indicated that the study should recruit 40 participants for every scale variable in the proposed model. There were five variables and so multiplied by 40 is 200. It is important to recruit a high number of participants to allow for unusable data and other issues with missing, careless, or invalid responses.

Margin of error has been considered and a confidence interval of 95% has been examined to determine whether the results fell within our range of values. An acceptable margin of error falls between 4% and 8%. For WIS, I obtained a margin of error of 8% at a confidence level of 95% ($M = 2.77$, 95% CI). For training amount, I obtained a margin of error of 4% at a confidence level of 95% ($M = 2.08$, 95% CI). For training reaction, I obtained an unacceptable margin of error of 9% at a confidence level of 95% ($M = 3.87$, 95% CI). For Conscientiousness, I obtained a margin of error of 4% at a confidence level of 95% ($M = 3.74$, 95% CI). And for CWB, I got a margin of error of 7% at a confidence level of 95% ($M = 1.58$, 95% CI).

Procedures

The self-report survey from the proposed study was created on Qualtrics and was distributed on SONA at CSUSB, social media, through convenience sampling consisting of friends and family. The co-principal investigator posted the survey link on numerous platforms and to multiple social groups to spread the

word. Participants were also encouraged to forward and share the survey with their friends and family. Prior to taking the survey, all participants read a brief description of the study, as well as a statement ensuring the confidentiality of individual test results from employers and everyone else. Participants were asked for their consent and notified that everything is voluntary. Participants understood they could decline answering or withdraw participation at any time. Once participants reached the submission page, they were shown a debriefing statement and contact information for the principal and co-principal investigators. The data was then exported from Qualtrics after reaching an acceptable sample size. Following that, the data was organized and cleaned using IBM SPSS v. 28. Initial analyses, for example descriptive statistics, Means, SDs, Cronbach's alpha reliabilities, and zero-order correlations were conducted using SPSS.

Measures

The self-report survey included general demographic information, training format and frequency questions, as well as items from scales measuring work innovation climate, reaction to training, CWBs, and conscientiousness. The data from the demographic questions have been used as control variables and have been used to form blocks in our simultaneous regressions. The measures and evaluation of each scale can be supported by previous literature and there are specific details regarding the items in the appendix section.

Work Innovation Scale (WIS). The WIS was used to measure workplace innovation and it comprised the four dimensions of Individual Innovation ($\alpha = .89$),

Organizational Innovation ($\alpha = .87$), Team Innovation ($\alpha = .88$), and Workplace Innovation Climate ($\alpha = .90$). The WIS found 24 items for the scale that examined the structural validity that captures workplace innovation (McMurray, Muenjohn, & Scott, 2021). My study included 5 survey items from the Organizational Innovation (OI) dimension since the Cronbach's alpha obtained from this study was $\alpha = .87$ and the items were worded nicely. Respondents indicated their degree of agreement with each item on a 4-point scale (from 1=Disagree to 4=Agree strongly). This was a form of forced response since there wasn't a neutral option to select. High scores meant that a participant thought their organization had an innovative work climate. An example from the WIS would be, "Innovation in my workplace is linked to its business goals" and "Our workplace rewards innovative ideas regularly" (McMurray, Muenjohn, & Scott, 2021). See Appendix A. After analyzing the reliability of this scale from my data, I obtained an acceptable Cronbach's alpha of $\alpha = .81$. See Table 2 below.

Kirkpatrick's Four Levels of Training Evaluation Model. The method used to evaluate training programs in this study was based on Kirkpatrick's 4 Levels of Training Evaluation Model (Kirkpatrick, 1959). A questionnaire targeting the evaluation level on training was used since it asked questions regarding an employee's perceptions towards their own training experiences. A 5-point Likert scale was used so that the respondent could indicate their degree of agreement with each item on a scale (from 1 = strongly agree to 5 = strongly disagree). The reaction dimension from the study conducted by Borate et al. (2014) obtained a

Cronbach's alpha of $\alpha = .84$ and had questions like, "Was the training an effective use of your time?" And "Did the training motivate you to pursue more training?" This study focused on the reaction criteria to essentially ask the employees if they felt that they learned from the training and if they perceived it to be useful. The researchers Ginting et al. (2020) utilized the questions from Borate et al. (2014) for their study and the wording of these items is included in Appendix B. After analyzing the reliability of this scale from my data, I obtained an acceptable Cronbach's alpha of $\alpha = .86$. See Table 2 below.

Big Five Inventory-2 (BGI-2). The BFI was used to measure personality traits and more specifically to the study, conscientiousness (John et al., 1991). The BFI is a 44-item measure of the personality traits from the Big Five consisting of the five personality facets: openness to experience/open-mindedness ($\alpha = .84$), conscientiousness ($\alpha = .83$), extraversion ($\alpha = .86$), agreeableness ($\alpha = .82$), and neuroticism/negative emotionality ($\alpha = .85$). Responses were based on a 5-point rating scale ranging from 1=Disagree strongly to 5=Agree strongly. An example of the item responses would be "I am someone who...has difficulty getting started on tasks." A more thorough description of the item content, development methods, and construct validity of the inventory reported by (Goldberg, 1993; Soto & John, 2017). See Appendix C. After analyzing the reliability of this scale from my data, I obtained an acceptable Cronbach's alpha of $\alpha = .81$. See Table 2 below.

Counterproductive Work Behaviors Checklist (CWB-C) 10-item Short. The CWB-C was used to measure feelings and intent of engaging in counterproductive work behavior. The CWB-C 10-item short version examines overall CWBs. Responses were made on a 5-point frequency scale (1 = Never, 2 = Once or twice, 3 = Once or twice per month, 4 = Once or twice per week, and 5 = Every day). The internal consistency (coefficient alpha) of the CWB-C in the current sample averaged $\alpha = .78$ for the two employee forms (agreement and frequency). The scale contained organization-focused and person-focused items to identify whether the respondent was interested in committing CWBs towards the organization versus towards people (Spector et al., 2006). The CWB Checklist (CWB-C) 10-item short version had 5 subscales that were abuse ($\alpha = .85$), production deviance ($\alpha = .63$), sabotage ($\alpha = .55$), theft ($\alpha = .63$), and withdrawal ($\alpha = .64$).

The CWB CWB-C 10-item short version was also divided into two primary dimensions, the CWBs directed towards the organization, CWB-O ($\alpha = .84$) and the CWBs directed towards people, CWB-P ($\alpha = .85$). The CWB Total had an alpha of ($\alpha = .90$), which helped demonstrate internal consistency reliability. The survey will use frequency ratings that require individuals to recall and mentally calculate how often they engage in each behavior. The survey design, however, mainly consisted of items that ask questions pertaining to levels of satisfaction, interaction, and utility about the training the respondent received. All items were administered to all respondents. An example of an item from this CWB checklist

would be, “taken a longer break than you were allowed to” (Spector et al., 2006). See Appendix D. After analyzing the reliability of this scale from my data, I obtained an acceptable Cronbach’s alpha of $\alpha = .86$. See Table 2 below.

Table 2. Cronbach’s Alphas for Scales

Scale	N	Item	Alpha
WIS	333	5	0.81
Training Amount	245	4	0.23
Training Reaction	334	6	0.86
Conscientiousness	326	12	0.81
CWB	328	10	0.86

Note: This table displays the Cronbach’s Alphas for each scale used.

Training Length and Frequency. In addition to general demographic questions, further questions on training amount were developed by the author and included in the survey. Some examples of the items used to obtain information on training amount were, “How long did/do the average training sessions last?” And “How often did/do you have training sessions?” (See Appendix E). These items were developed based on common forms of measuring training measurements in previous research and also from training literature. Questions were also developed based on personal experience with varying training schedules and modalities.

Careless Response Checks. Lastly, included in my self-report survey, were 3 careless response checks that were mixed in with the items through the study. An example of the careless response items was “The following question

will help the researcher check to see if you are reading the survey carefully.

Please select the option "Blue." (See Appendix F). The criteria I established for this study required respondents to correctly responded to at least two of the careless response items. After cleaning the sample, I removed 31 participants for careless response violations.

CHAPTER THREE

RESULTS

Data Screening

After data collection, 369 responses were obtained from adult participants. Through data cleaning, 31 participants were excluded from the study because they either discontinued participation or they did not pass the survey check points that were identified a careless response check or attention check. Participants who did not answer two or more of the careless response checks correctly were removed from the sample. After cleaning out the unusable data, the total sample size was $N = 338$.

Next, the collected data were screened to check for assumptions of normality, multicollinearity, independence, and for outliers. This was done so by using standardized z-scores for each variable and comparing their z-scores against the critical value of the absolute value of 3.33. For example, after screening the data, I identified 4 univariate outliers for training amount, 4 univariate outliers for training reaction, and 5 univariate outliers for CWB. Even though these were identified outliers, they were instead coded as missing variables and were kept in the final analysis. Each variable was tested for normality as well as had their observed z-scores for skewness examined. Since some of the variables came back violating the normality assumption, a bootstrap analysis was conducted in order to correct for this.

Analyses Overview

IBM SPSS v. 28 was used to calculate and examine Cronbach's alpha reliabilities, zero-order correlations, Means, Standard Deviations, and Skewness in order to test Hypotheses 1a through 4b. Cronbach's alpha item correlations were used to establish scale reliabilities (See Table 2). Reliability estimates were conducted for all the included scales and had Cronbach's alphas that met the acceptable range of .8 or greater. For the correlations, they were able to demonstrate how much innovative culture, perception of utility and training amount relate to each other and whether or not they significantly predict CWBs (See Table 6). For example, correlational analyses were used to test whether innovative culture is positively associated with training perceptions and the amount of training. The zero-order correlations were conducted between all variables to measure the predictive relationship between variables and to help establish validity of the scales. After these analyses, I found that the personality trait measurement of conscientiousness, the WIS, the training reaction questionnaire and the CWB-C were unrelated to each other (See Table 2).

In additions to the correlations and simultaneous multiple regression to test hypotheses 1a through 4b, AMOS was utilized to conduct a path analysis of the hypothesized model. The path analysis examined the direct effects of innovative work culture on predicting CWBs with the mediating effects of training perceptions and training amount. The path analysis aided in measuring the impact of the independent variables (innovative culture, amount of training, and

training perceptions) on the dependent variable (CWBs). A path analysis was selected because it could test all the main and indirect effects, as well as the cross-product interaction terms. With these analyses, I was able to see if the hypotheses are either supported or unsupported.

Exploratory Factor Analysis

Due to the nature of the items and dimensions presented in my study, I conducted an Exploratory Factor Analysis (EFA) to examine the factor loadings and to extract insignificant correlations. The items that I was most concerned about were the training amount/frequency dimension I developed. These items did not achieve a significant Cronbach's alpha and they were not correlated. In the EFA, I achieved an acceptable KMO value of .824 which was greater than the suggested value of .7. The significance level was $p < .001$ which is also acceptable (See Table 3). I got 10 factor loadings from the EFA (See Table 4) and most variables had moderate to strong loading sizes. As suspected, I got relatively weak factor loadings for my training amount/frequency variables, however, 2 items were greater than .3 and therefore were not suppressed. They seemed to have little influence on the set of measured variables.

Table 3. KMO Measure and Bartlett's Test

Kaiser-Meyer-Olkin measure of sampling adequacy		.824
Bartlett's test of sphericity	Approx. Chi-square	3165.649
	df	630
	Sig.	<.001

Note: This table displays the KMO Measure and Bartlett's Test from an Exploratory Factor Analysis (EFA).

Table 4. Exploratory Factor Analysis

	Factor									
	1	2	3	4	5	6	7	8	9	10
Reaction_1	.421									
Reaction_2	.699									
Reaction_3	.722									
Reaction_4	.767									
Reaction_5	.729									
Reaction_6	.579									
CWB_1		.558								
CWB_2		.616								
CWB_3		.520								
CWB_4		.618								
CWB_5		.372								
CWB_8		.656								
CWB_10		.610								
CWB_6				.826						
CWB_7				.762						
CWB_9				.604						
WIC_1			.602							
WIC_2			.721							
WIC_3			.629							
WIC_4			.625							
WIC_5			.686							
Consc_3					.420					
Consc_5					.418					
Consc_8					.716					
Consc_9					.589					
Consc_11					.536					
Consc_10						.593				
Consc_2						.582				
Consc_1							.451			
Consc_4							.808			
Consc_7							.480			
Consc_6								.657		
Consc_12								.600		
Training_1	.197									
Training_2									.389	
Training_3										.356

Note: Extraction method: Maximum Likelihood; Rotation method: Promax with Kaiser. Normalization. Rotation converged in 22 iterations.

Model Estimation

To examine the directional hypotheses, a path analysis was performed in the AMOS plugin for IBM SPSS v. 28. The computational model was examined for good or adequate fit compared to the control model. The goodness of fit statistics were examined to determine the overall fit of the model. The model chi-square, $\chi^2(1, N = 338) = 4.56, p = .033$, was not significant, which indicated the model is a good fit. In addition, evidence from other fit indices demonstrated that the model is a good fit, comparative fit index (CFI) = .96 and the normed fit index (NFI) = .95. Models that obtain CFI, NFI and other fit indices that are greater than .95 are considered to be a good fit (Fan et al., 1999). The root mean square error (RMSEA) = .10, 90% CI [.02, .21], was a little high and therefore represented a mediocre model fit. These findings complement the significance found among the relationships in the hypothesized model and therefore help support the hypotheses.

Supplemental Analysis

For Hypothesis 1a, I conducted a linear regression to test the relationship between innovative work culture ($M = 2.77, SD = 0.71$) and the amount of training an employee receives ($M = 2.08, SD = 0.42$). According to the analyses, innovative work culture did not predict the amount of training an employee receives ($\beta = 0.10, p = .08$) and was not correlated $r(336) = .10, p = .08$ as hypothesized (See Table 6). It was also indicated that we could not significantly predict amount of training from innovative work culture, $R = .10, R^2 = .01, R_{adj}^2 =$

0.01, $F(1, 336) = 3.17, p = .08$. After running a pathway analysis in AMOS, there was not a direct effect of work innovative culture and training amount (See Figure 6). Under the unstandardized regression weights, the estimate .14 was not significant ($p = .08$), therefore this hypothesis was not supported.

For Hypothesis 1b, I conducted a linear regression to test the relationship between innovative culture ($M = 2.77, SD = 0.71$) and the employee reactions to training ($M = 3.87, SD = 0.80$) (See Table 5). According to the analyses, innovative work culture did predict training reaction ($\beta = 0.41, p < .001$) and was correlated $r(336) = .41, p < .001$ as hypothesized (See Table 6). It was also indicated that we could significantly predict training reaction from innovative work culture, $R = .41, R^2 = .17, R_{adj}^2 = 0.17, F(1, 336) = 69.40, p < .001$. This means that 17% of the variance in training reaction can be explained by innovative work culture. For every 1 unit increase in innovative work culture, we can significantly predict training reaction will increase by .59, $b = .59, \beta = 0.41, t(336) = 8.33, p < .001$. After running a pathway analysis in AMOS, there was a direct effect of work innovative culture and training reaction (See Figure 6). Under the unstandardized regression weights, the estimate .57 was significant ($p < .001$), therefore this hypothesis was supported.

For Hypothesis 2, I conducted a linear regression to test the relationship between innovative culture ($M = 2.77, SD = 0.71$) and CWBs ($M = 1.58, SD = 0.61$) (See Table 5). According to the analyses, innovative work culture did predict CWBs ($\beta = -0.22, p < .001$) and was correlated $r(336) = -.22, p < .001$ as

hypothesized (See Table 6). It was also indicated that we could significantly predict CWBs from innovative work culture, $R = .22$, $R^2 = .05$, $R_{adj}^2 = 0.05$, $F(1, 336) = 16.79$, $p < .001$. This means that 5% of the variance in CWBs can be explained by innovative work culture. For every 1 unit increase in innovative work culture, we can significantly predict CWBs will decrease by $-.19$, $b = -.19$, $\beta = -0.22$, $t(336) = -4.10$, $p < .001$. After running a pathway analysis in AMOS, there was a direct effect of work innovative culture and CWBs (See Figure 6). Under the unstandardized regression weights, the estimate $-.14$ was significant ($p = .006$), therefore this hypothesis was supported.

For Hypothesis 3a, I conducted a linear regression to test the relationship between the amount of training an employee receives ($M = 2.08$, $SD = 0.42$) and CWBs ($M = 1.58$, $SD = 0.61$) (See Table 5). According to the analyses, the amount of training did not predict CWBs ($\beta = 0.05$, $p = .41$) and was not correlated $r(336) = .05$, $p = .41$ as hypothesized (See Table 6). It was also indicated that we could not significantly predict amount of training from innovative work culture, $R = .05$, $R^2 = .002$, $R_{adj}^2 = -.001$, $F(1, 336) = .68$, $p = .41$. After running a pathway analysis in AMOS, there was not a direct effect of training amount and CWBs (See Figure 6). Under the unstandardized regression weights, the estimate $.05$ was not significant ($p = .11$), therefore this hypothesis was not supported.

For Hypothesis 3b, I conducted a linear regression to test the relationship between the employee reactions to training ($M = 3.87$, $SD = 0.80$) and CWBs (M

= 1.58, $SD = 0.61$) (See Table 5). According to the analyses, training reaction did predict CWBs ($\beta = -0.22$, $p < .001$) and was correlated $r(336) = -0.22$, $p < .001$ as hypothesized (See Table 6). It was also indicated that we could significantly predict CWBs from training reaction, $R = .22$, $R^2 = .05$, $R_{adj}^2 = 0.05$, $F(1, 336) = 16.79$, $p < .001$. This means that 5% of the variance in CWBs can be explained by training reaction. For every 1 unit increase in training reaction, we can significantly predict CWBs will decrease by $-.13$, $b = -.13$, $\beta = -0.22$, $t(336) = -4.12$, $p < .001$. After running a pathway analysis in AMOS, there was a direct effect of training reaction and CWBs (See Figure 6). Under the unstandardized regression weights, the estimate $.05$ was significant ($p = .004$), therefore this hypothesis was supported.

From the path analysis, we found signs of mediation with our variables work innovative culture, training amount, training reaction, and CWBs. The standardized indirect coefficients for the total indirect effect of work innovative culture and CWBs was $\beta = -0.06$, $p = .02$ $[-.11, -.02]$ and for training amount and CWBs was $\beta = -0.02$, $p = .03$ $[-.04, -.003]$. Since the p values came out less than $.05$, there is evidence of significant indirect effects in the model. With this evidence, we see that both training amount and training reaction are influencing the model, therefore, this supports Hypotheses 1a through 3b.

Following this, a bootstrap was conducted and the path coefficient for the total indirect effect of work innovative culture and CWBs was $-.052$. The indirect (mediated) effect of work innovative culture on CWBs is $-.052$. That is, due to the

indirect effect of innovative culture on CWBs, where when innovative culture goes up by 1, CWBs go down by 0.052. Additionally, the indirect (mediated) effect of training amount on CWBs is -.011. Due to the indirect effect of training amount on CWBs, where when training amount goes up by 1, CWBs go down by 0.011.

For Hypothesis 4a, I conducted a simultaneous multiple regression to test the moderating effect of conscientiousness on the relationship between the amount of training an employee receives ($M = 2.77$, $SD = 0.71$) and CWBs ($M = 1.58$, $SD = 0.61$) (See Table 5). According to the analyses, conscientiousness did not moderate the relationship between the amount of training and CWBs ($\beta = 0.01$, $p = .99$) to the extent of what was hypothesized for the high conscientious group. There is evidence from Figure 4 that depicts the moderating relationship of conscientiousness on training amount and CWBs. This moderation graph matches what I predicted in Hypothesis 4a where the high conscientious group reported fewer CWBs when training amount was high. The interaction was correlated with CWBs, $r(338) = -.18$, $p < .001$ as hypothesized (See Table 6). A pathway analysis was conducted in AMOS and the unstandardized regression weights indicated that the interaction of training amount and conscientiousness on CWBs was significant $\beta = -.19$, $p < .001$ (See Figure 6). This hypothesis was supported.

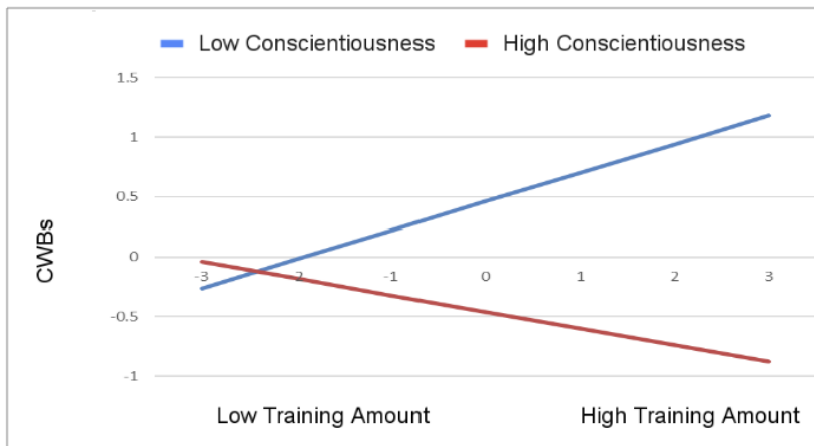


Figure 4. The Moderation Graph Depicting the Effect of Conscientiousness on the Relationship Between Training Amount and CWBs that Supports Hypothesis 4a.

For Hypothesis 4b, I conducted a simultaneous multiple regression to test the moderating effect of conscientiousness on the relationship between the employee reactions to training ($M = 3.87$, $SD = 0.80$) and CWBs ($M = 1.58$, $SD = 0.61$) (See Table 5). According to the analyses, conscientiousness did moderate the relationship between training reaction and CWBs ($\beta = 0.86$, $p = .04$) and the interaction was correlated $r(338) = -.33$, $p < .001$ as hypothesized (See Table 6). There is also evidence from Figure 5 that depicts the moderating relationship of conscientiousness on training utility and CWBs. This moderation graph matches what I predicted in Hypothesis 4b where the high conscientious group reported fewer CWBs when training utility was high. It was also indicated that we could significantly predict CWBs from training reaction in a model that contains the interaction of training reaction and conscientiousness and the interaction of training amount and conscientiousness, $R = .41$, $R^2 = .17$, $R_{adj}^2 = .15$, $F(8, 329) =$

8.42, $p < .001$. This means that 17% of the variance in CWBs can be explained by training reaction in a model that has the interaction of training amount and conscientiousness and the interaction of training reaction and conscientiousness. For every 1 unit increase in training reaction, we can significantly predict CWBs will decrease by .12 in a model that already contains the interactions of training amount x conscientiousness and training reaction x conscientiousness, $b = .12$, $\beta = 0.86$, $t(329) = 2.07$, $p = .04$. A pathway analysis was conducted in AMOS and the unstandardized regression weights indicated that the interaction of training reaction and conscientiousness on CWBs was significant $\beta = .04$, $p < .001$ (See Figure 6). This hypothesis was supported.



Figure 5. The Moderation Graph Depicting the Effect of Conscientiousness on the Relationship Between Training Utility and CWBs that Supports Hypothesis 4b.

Table 5. Descriptive Statistics

Variable	Mean	SD	Skewness	Std. Error	Z Skewness	Z Std. Error
Innovation Culture	2.77	0.71	-0.35	0.13	-0.35	0.13
Training Amount	2.08	0.42	0.74	0.13	0.74	0.13
Training Reaction	3.87	0.80	-0.86	0.13	-0.86	0.13
Conscientiousness	3.74	0.64	-0.19	0.13	-0.19	0.13
CWB	1.58	0.61	1.72	0.13	0.61	0.13

Note: This table shows the Means, Standard Deviations (SD), Skewness, SE, Z Skewness and Z SE for each variable.

Table 6. Non-Parametric Statistics

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Age	---										
2. Education	.19**										
3. Employment	.02	-.03									
4. Innovation	.12*	.03	-.03	(.81)							
5. Training Amount	-.03	.08	.02	.10	(.23)						
6. TrainingReaction	.08	-.07	-.07	.41**	.15**	(.86)					
7. Conscientious	.29**	.11*	-.12*	.26**	.01	.22**	(.81)				
-Organization	.18**	.08	-.03	.22**	.05	.18**	.80**	(.71)			
-Productiveness	.24**	.09	-.12*	.28**	.03	.18**	.84**	.52**	(.71)		
-Responsibility	.28**	.09	-.14*	.14*	-.05	.19**	.77**	.39**	.49**	(.60)	
8. CWB	-.16**	.01	.15**	-.22**	.04	-.22**	-.34**	-.21**	-.24**	-.37**	(.86)
9. Training X conscientious	.15**	.12*	-.06	.23**	.75**	.25**	.66**	-.18**			
10. Reaction X conscientious	.22**	.02	-.12*	.45**	.10	.82**	.73**	-.33**	.54**		

Note: This table represents the zero order correlations between variables, where the * indicates the correlation is significant at the 0.05 level (2-tailed) and the ** indicates the correlation is significant at the 0.01 level (2-tailed). Scale reliabilities in parentheses on diagonal.

After examining the correlation in Table 6, I was able to compare effect sizes of each predictor. Some of the key correlations are the following: the correlation between training utility and innovative work climate was .41, which is a medium effect size and both variables increase together. The correlation between training utility and training amount is .15 and it is a small effect size, and

the variables increase. The correlation between conscientiousness and age is .29, which is about a medium effect size and both variables increase together. The correlation between conscientiousness and education level is .11. This is a small effect size but both variables increase together. The correlation between conscientiousness and innovative work climate is .26, which is a medium effect size and both variables increase together. The correlation between conscientiousness and training reaction (utility) is .22, which is a small effect size but both variables increase together.

Next, the correlation between CWBs and age is -.16, which is considered a small effect size. It's important to still look at this because the relationship between the variables is negative, where one increases and the other decreases. For example, as one ages, they may display fewer CWB's at work. The correlation between CWBs and innovative work climate was -.22, which is still about a small effect size, but the relationship is negative, and we saw one increase as the other decreased. The more innovative the work climate was, the fewer CWB's were committed. Next, the correlation between CWBs and training reaction (utility) was -.22, which is also a small effect size. The relationship between the variables was negative and one variable increased as the other decreased. Lastly for conscientiousness, the correlation between that and CWBs was -.34 and -.37 for the subdimension productiveness of consciousness. These are medium effect sizes and the relationships between the variables were negative.

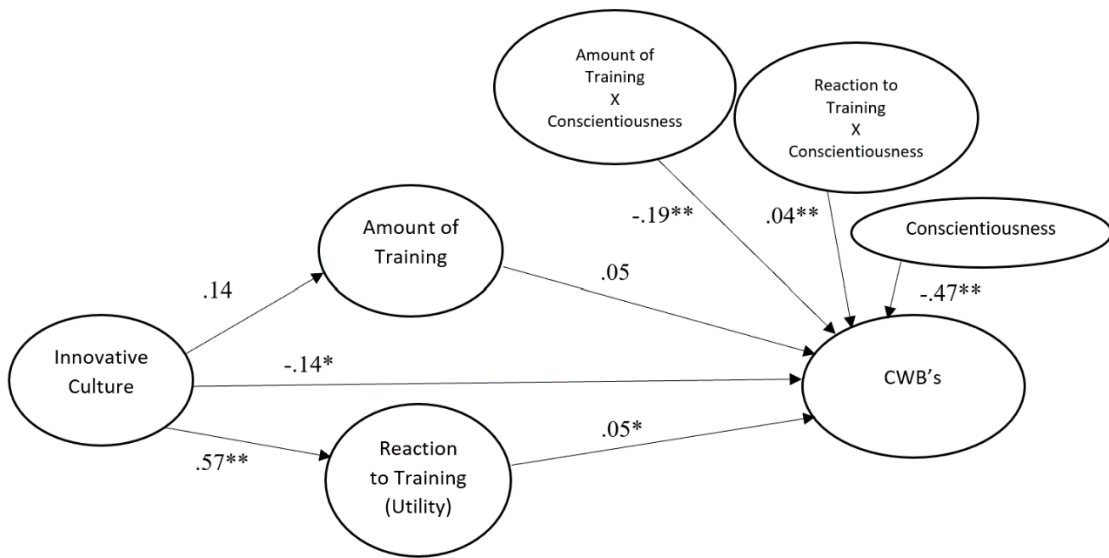


Figure 6. Computational Model of Path Coefficients

CHAPTER FOUR

DISCUSSION

The purpose of this study was to examine and learn more about the relationship between innovative work culture, the amount of training an employee receives, the quality of the training, conscientious personality types, and CWBs. These constructs are all integral parts of the work environment and have been shown by extensive literature to shape the employee experience and perceptions. The results of the present study provided great insight into the directional relationships between each construct and the strength of these associations. The evidence collected from this study supported Hypotheses: 1b, 2, and 3b, 4a and 4b. The only hypotheses that weren't supported were 1a and 3a. More specifically, we found evidence that supported mediation as well as moderation in the hypothesized model (as seen in Figure 6). The data indicated significant regressions, correlations, and path coefficients which were used in support of the hypotheses. The relationships explored in these hypotheses were designed and pieced together in a conceptual model (as seen in Figure 3) from previous literature and research. Although previous research has shown signs of job training influencing workplace behaviors, only a small amount of research has closely examined all these constructs and interactions together.

In Hypothesis 1a, I predicted that innovative work culture would positively predict the amount of training an employee receives. Specifically, the higher the

innovative culture, the higher the number of training sessions provided. Hypothesis 1a was not supported by the data. This, in turn, means that innovative work culture did not help predict the amount or frequency of training. Training amount and frequency can vary drastically by having various modalities and regimens. It also is worth making note of that there isn't one training format that is considered more valuable than the rest. Literature on massed and spaced training and on different training modalities inferred that organizations take on different approaches when implementing training schedules (McDaniel, Fidler, & Pashler, 2013). Training formats and schedules are decided based primarily on availability, and cost of resources, not how innovatively wired the organization is (Lohmann et al., 2019; Vyas, 2019). It has been shown in some literature that organizations aren't concerned with the amount of training or training format an employee receives, as long as they receive it (Vyas 2019). Although an organization may seem highly innovative, does not mean that the amount of training an employee receives is highly appreciated.

In Hypothesis 1b, I predicted that innovative culture would positively predict employee reactions to the training (utility). Specifically, the higher the innovative culture, the higher the amount of perceived training utility. Hypothesis 1b was supported by the data. This means that innovative work culture did significantly predict employee reactions to training. Training utility is an important construct to consider because it not only demonstrates that the training covered the necessary and relevant topics but that it was enjoyable for the learner.

Successful training transfer is the ultimate goal of job training and employees that indicate to work in an innovative climate have more positive reactions. Previous research by Colarelli and Montei (1996) and Vyas (2019) both demonstrated that strongly developed training programs resulted in higher learning and training transfer for the employees. These studies found a link between organizational culture and the perceived utility of job training and learning. Organizational culture can dictate the quality of training from the content covered down to the training amount and regimen (Colquitt et al., 2000).

The present study examined the similar linkage between innovative work culture and training quality and perceived training utility. Employees in innovative work environments have been shown to have more positive perceptions towards their training since the content of the training was more relevant and helpful to their job (Vinarski-Peretz, Binyamin, & Carmeli, 2011). Studies, including the present study measured training relevancy, utility, and overall satisfaction by using a reaction questionnaire that resembled the first level in Kirkpatrick's training evaluation model (Borate et al., 2014 Ginting et al., 2020). The questionnaire was successful in getting to the bottom of authentic training reactions and was very reliable.

In Hypothesis 2, I predicted that innovative culture would negatively predict CWBs. Specifically, the higher the innovative culture, the lower the amount of CWBs. Hypothesis 2 was supported by the data. This meant that innovative work culture did significantly predict the amount frequency CWB intentions. Innovative

organizations have been shown to value employee satisfaction and autonomy as well as offer support and resources. These benefits of being in a work environment as described had influenced employee behaviors, specifically OCBs and CWBs. Research has shown that employees engage in either OCBs or CWBs in relation to their perceptions and attitudes towards the organization (Roberts et al., 2018). Hence Hypothesis 2 predicted that employees who indicated high innovative work culture reported to display fewer CWBs and less frequently.

The environment in which an employee works influences how that employee will behave. Research has been consistent by the fact that the organizational culture influences the implementation of programs and policies and these factors, big or small, can influence an employee's perceptions and attitudes (Lee, 2016; Spector et al., 2006). If an employee feels angry, dissatisfied, or underappreciated at their job, that employee might engage in counterproductive or destructive behaviors to essentially "get back" at the company (Fodchuk, 2007). This situation is common according to CWB literature but another way to view CWB intentions is to also consider psychological safety and workplace innovation and creativity (Unsworth & Parker, 2003). Work conditions that have been historically detrimental to employee growth and job satisfaction are where employees don't perceive there to be any psychological safety, room to grow, or acceptance of their creative ideas or thoughts. The researchers McMurray, Muenjohn, and Scott (2021) would agree and have

examined more proactive approaches to encouraging positive behaviors, like innovation, creativity, and job satisfaction. Innovative culture emerges from many creative ideas being implemented and the mindset of always looking for the best practices for growth and success. In the present study, participants who indicated that their organization is or has made attempts to be innovative also reported positive perceptions of their organizations and positive intentions.

Researchers Hammer et al. (2021) examined how innovative culture is one of the mechanisms that influences employee feelings and perceptions. A key part of training that has been discussed in the present study is employee engagement and participation in training programs. Employees who feel that their needs are being met by the organization will be more satisfied in their work circumstances. Another facet of CWBs are the feelings towards other individuals versus the organization. An employee in an unstable or more traditional, close-minded organization might see a lack of resources for conflict resolution or mediation. Some CWBs occur when an employee fights with other employees because there aren't any protocols or policies that would offer support or prevent this from happening. Concluding from the literature and present study, innovative work climate is negatively associated with CWBs, and work culture can significantly predict CWBs.

In Hypothesis 3a, I predicted that the amount of training an employee receives would negatively predict the amount of CWBs. Specifically, a higher amount of training will relate to fewer CWBs. Hypothesis 3a was not supported

by the data. This, in turn, means that the amount of training an employee received did not predict the CWB intentions. Significant literature regarding this specific relationship was lacking and so this hypothesis did not have substantial empirical support. I hypothesized that training amount would be negatively associated with CWBs because of how lengthy and frequent training may make an employee feel more involved or engaged at an organization. Training is a way for employees, old or new, to interact with others and learn new skills. Training amount did not influence CWB intentions since it wasn't enough or had a large enough impact on the lives of employees. Employees tended to disregard the quantitative details of training amount since it can vary drastically and throughout employment and may not be a big deal for the employee. The researchers McDaniel, Fadler, and Pashler (2013) found different effects than other literature and the present study with the implementation of varying training schedules and amounts. This study examined massed versus spaced training schedules and found there to be differences in how employees reacted or felt overwhelmed. Training amount didn't have much effect in the present study but other research found some consistency with training amount and employee stress (Colquitt et al., 2000). The amount of training could look different depending on the industry and location and there isn't a "goldilocks" amount that is the best (Jacobsen et al., 2021). That being said, training utility had an effect on employee behaviors.

In Hypothesis 3b, I predicted that an employee's reaction to training (utility) would negatively predict the amount of CWBs that employees display.

Specifically, a higher perception of utility will relate to fewer CWBs. Hypothesis 3b was supported by the data. This means that employees who reported more positive reactions to the training they received resulted in displaying fewer CWBs. Utility of training programs is important because it influences how an employee will behave. When a training program has high utility, it means that the content is relevant and transferable towards the job (Colarelli & Montei, 1996). Utility is the usefulness of training, whether that be a physical or mental component that the employee can benefit from.

For example, a training where an employee learned a great deal of information to help them perform their job more efficiently or an employee who has become more confident in their ability and attitude towards the job (Borate et al., 2014). Training that is relevant to the employee' job may be more enjoyable, may increase an employee's confidence in doing the job correctly, or have a higher rate of successful transfer outside of the training (Vyas 2019). According to the collected data, employees who reacted more positively to training quality and utility also displayed fewer CWBs. Research exploring the reasoning behind employee CWBs consistently found that satisfaction and behavior go hand in hand. Roberts et al. (2018) confirmed that work motivation stemmed from employees that were satisfied at work and felt valued by the organization. These positive emotions elicited positive behaviors, like OCBs, and decreased CWB intentions (Fodchuk, 2007). Training is a small, but important tool, for organizations to demonstrate their values and the skills and employee growth

they're willing to invest in. As the present study found, these employees were satisfied with their training and therefore did not engage in behaviors that are counterproductive or destructive. Employees are satisfied because they feel valued and appreciated by their organization and that they have an opportunity to grow in their careers. Many organizations that offer this kind of support and mentorship have found employees to enjoy working for that organization (Ashforth, Sluss, & Saks, 2007).

In Hypothesis 4a, I predicted that conscientiousness would moderate the relationship between amount of training and CWBs. For the high conscientious group, more training will result in fewer CWBs. For the low conscientious group, there will be no relationship between training amount and CWBs. Hypothesis 4a was supported by the data. According to the regression analyses, conscientiousness did not fully moderate the relationship between the amount of training and CWBs. However, the interaction was correlated with CWBs. Because of this, a pathway analysis was conducted in AMOS and the unstandardized regression weights indicated that the interaction of training amount and conscientiousness on CWBs was significant. This, in turn, means that conscientiousness slightly moderated the relationship between training amount and CWBs. Part of the reason why this hypothesis was almost not supported was due to Hypothesis 3a not being supported. Hypothesis 3a was the main effect and so it didn't yield enough significance to help support the moderation.

Conscientiousness was included as a moderator because research has shown that conscientious employees engage in fewer CWBs. Highly conscientious employees are organized, diligent, and take obligations seriously and so being assigned training would be a task they would complete efficiently (Ashforth, Sluss, & Saks, 2007). Previous research has consistently found a link between conscientious personality and job efficiency and commitment. Roberts et al. (2018) and the present study found personality, specifically, conscientiousness to moderate the relationship between job training and employee outcomes. I also hypothesized that conscientious employees would be interested in thorough and extensive training regimens without holding resentment towards the organization. Similarly, conscientious employees would not engage in counterproductive work behaviors because they hold no resentment for the amount of training they were given.

In Hypothesis 4b, I predicted that conscientiousness would moderate the relationship between perceived utility and CWBs. For the high conscientious group, more perceived utility will result in fewer CWBs. For the low conscientious group, there will be no relationship between perceived utility and CWBs. Hypothesis 4b was supported by the data. According to the regression analyses, conscientiousness moderated the relationship between training reaction and CWBs, and the interaction was correlated with CWBs. It was also indicated that we could significantly predict CWBs from training reaction in a model that contains the interaction of training reaction and conscientiousness and the

interaction of training amount and conscientiousness. Because of this, a pathway analysis was conducted in AMOS and the unstandardized regression weights indicated that the interaction of training amount and conscientiousness on CWBs was significant. This means that conscientiousness slightly moderated the relationship between training reaction and CWBs. Part of the reason why this hypothesis is supported is due to Hypothesis 3b being highly supported by the evidence. Conscientiousness was included as a moderator because research has shown that conscientious employees engage in fewer CWBs but that also pay close attention and take training seriously. Highly conscientious employees would be attentive during training and be able to get the most value out of a training session. This was incorporated as a moderator due to the fact that highly conscientious employees will seldom show CWBs regardless of their training experience (Roberts et al., 2018). If they felt that they received quality training, like seen in the data, they engaged in even fewer CWBs.

Implications

Training is an integral part of employee onboarding and the overall employee's experience with an organization. The primary purpose of this study was to examine the influence of innovative work culture, the amount of training, reaction to training (utility), and conscientious personality traits on CWBs. The findings in this study will not only contribute to the vast literature but to also propose new ideas and generate thought on dynamic concepts and constructs. It can be inferred from this study that innovative work culture influences how

employees react to job training and influences CWB intentions. Additionally, perceived usefulness of training can influence employee behaviors, specifically CWBs and that conscientiousness can moderate the relationships between the training predictors of amount and utility. Overall, this study has several practical and theoretical implications.

Practical Implications

This study has some practical implications that were found from the significant relationships between innovative work culture, training utility, conscientiousness, and CWBs. These associations and directional pathways would be very beneficial to organizations throughout different industries and of varying sizes. Knowing the impact of innovative culture in the workplace and training characteristics would be a game changer for organizations who want to deter CWBs and encourage OCBs. An example in a practical setting would be an organization that implemented more innovative ideas and invested in higher quality training would see a significant reduction in CWBs. When employees start engaging in CWBs, it is a telling sign that something may be off with the work climate or the more deeply rooted culture of the organization (Fodchuk, 2007). With this in mind, organizations should strive to be innovative, supportive and attentive their employee's ideas and concerns. Employees want to be heard and understood, and so what better way than to promote innovation, keep policies current, invest in quality training for them. These types of organizational

revisioning and concern demonstrates to employees that they are respected and that this is a transparent agreement.

Theoretical Implications

The present study highlights some constructs and directional relationships that have not had as much visibility or extensive literature on them. This study has some theoretical implications that have to do with quantifying certain variables of interest and establishing a conceptual model. The study incorporated different reliable scales to measure the constructs and achieved Cronbach's alpha reliabilities that were consistent with previous research literature. Some of the demographic questions and questions the researcher created had been evaluated. The amount of training was one construct in particular that didn't have a prior scale or questionnaire.

For the present study, I decided that I wanted to measure in different ways the amount of training an employee receives. For example, not only did I write items that asked how the duration of a typical training session but items that asked about the frequency of training and what was the most common format the training was received. Similarly, this study brought attention to how training is evaluated and measured. Perceived training utility along with measuring training amount turned into a solid tool for measuring training as a whole. Getting information on how long a training session lasted for is not enough to get the full picture of training. Training needs to have different facets examined and measured in order to make meaningful assumptions and generalizations.

Additionally, this study presented a conceptual model that incorporates both mediating and moderating effects to explore all pathways of the variables of interest. The conceptual model (Figure 3) was established to have good model fit in AMOS and can be useful to the body of research on the directional relationships between innovative work culture, training utility and amount, conscientious personality, and CWBs. Previous research has explored each of the linkages separately and the present study assembles all of them in a conceptual model and directional pathways. Research by Jacobsen et al. (2021) and Unsworth and Parker (2003) explore the effects of innovation in the workplace and how it establishes the work conditions and culture. Innovative culture has been shown to consistently influence the implementation of training and other organizational programs and procedures (Lee, 2016; Scott & Bruce, 1994) and so the present study incorporated the work innovation scale (McMurray, Muenjohn, & Scott, 2021) along with quantitative and qualitative data regarding training programs.

The present study examined the mediating effects of training quality and employee behaviors such as CWBs. Training was evaluated using the reaction questionnaire conceptually based on Kirkpatrick's 4 levels of training evaluation and also quantitative items that were developed by the author for the present study. There are numerous ways to measure and evaluate training and so the present study went in the direction of measuring massed or spaced-out training (McDaniel, Fadler, & Pashler, 2013) in addition to the reaction and perceived

utility (Borate et al., 2014; Colarelli & Montei, 1996). Lastly, the other linkages included in the conceptual model were the outcome variable of CWB intentions and the moderator of conscientious personality traits. CWBs have been shown to occur when an employee feels distrust, mistreatment, or undervalued by an organization (Aguinis & Kraiger, 2009; Fodchuk, 2007). CWBs can be detrimental to the workplace culture and productivity and so numerous studies examine solutions and ways to be proactive towards CWBs. The last piece to the model in the present study is the moderating effect of conscientiousness on employee behaviors.

As seen in previous literature (Colquitt et al., 2000; Roberts et al., 2018) and in the present study, personality can still influence employee behavior regardless of the workplace conditions. Personality, specifically conscientiousness, has been consistently found to make employees of this type responsible, productive, and organized thus resulting in a productive and efficient employee (John et al., 1991). This moderator was a unique addition to the model and had not been represented in previous research. The model was an important depiction of the 7 hypotheses included in this study. Parts of this conceptual model had been demonstrated in past literature in different ways and with different directional patterns. Although the present model was more simplistic than other models in research, it still demonstrated meaningful and significant effects.

Directions for Future Research

The future of studying training programs and implementation in the workplace is very promising and seems to be growing more and more prominent (Scott & Bruce, 1994). I think it would be helpful to develop a scale or survey that measures training quality and effectiveness. This should include quantitative and qualitative factors that examine every aspect and component of training and how it is received by employees. The field of training and development is rapidly growing and expanding into many industries and so those organizations and companies are going to need a way to evaluate the quality and utility of the training they implement and what kind of effect it is having on their workforce.

Additionally, I think training programs themselves will see a shift in implementation, modality, and content (Scott & Bruce, 1994). Training has traditionally been a source of learning for new employees during onboarding. Literature and the present study show that employees don't receive training very often and have been limited to simple procedures and policies. Training should be used as a time for learning relevant material and not just a policy briefing required by the state. Training should be more interactive and engaging for employees so that there is a more successful rate of training transfer. Employees are willing to learn but want to be shown content that is relevant and useful for their job. After the COVID-19 pandemic, many jobs become remote, and training followed suit. This training modality has already been shown to not be as effective or engaging and so I hope the future direction of training explores new

training formats that correct low engagement and satisfaction in the training (Jacobsen et al., 2021).

Further, I think that organizations are going to see a shift in values and how to be sustainable. Innovative work culture is a relatively new concept and only a small portion of organizations make efforts to be innovative and culturally sustainable. We are starting to see that organizations that don't shift to be more innovative and flexible are not going to be able to survive. Seeing how many reacted to the COVID-19 pandemic, organizations have a lot to do to educate themselves on the emerging research and make the change they want to see.

Limitations

Some of the limitations of this study stem from the experimental design and availability. First, this study administered a self-report survey that could have resulted in issues regarding accuracy, carelessness, and user error. The survey had items that tried to mitigate for this but not everything can be avoided with self-report methods.

Another limitation of the present study survey sample. Many of the participants had been recruited through convenience sampling which resulted in a sample that wasn't very representative of the general population. The data found that 59.5% of the respondents identified as White and that 46.9% of respondents were between the ages 18-24. These characteristics influence the individual's experience in the workplace and also how long they have spent their life working.

Similarly, another limitation was the fact that there weren't strict criteria to be eligible to take the survey which resulted in a large number of responses being unusable. A key factor of the study was training evaluation and some of the responses came from people who either have never worked before or haven't worked in the last year. These responses skewed some of the analyses since the people who currently work and don't receive necessary training get lost in the unemployed responses. It was a challenge to identify who hadn't had job training because of their work environment versus those who are unemployed. One way that this was tried to be corrected was asking for the respondent's employment status in the last year. In the end, it would have been best to either set criteria for survey eligibility or to make use of the data by comparing employed and unemployed respondents in a t-test.

Conclusion

The present study examined the directional relationships between innovative work culture, amount of training, training utility, and CWBs along with the moderating effect of conscientious personality. The mediating relationship of innovative work culture and CWBs through training utility was found to be significant and the direct effect between innovative work culture and CWBs was also meaningful. It is also important to consider the relative effect sizes found for the variables. Table 6 displays the correlations, and this paper examines the significant relationships and what can be inferred from the data. For example, the medium effect sizes between innovative work climate and training utility ($r = .41$),

conscientiousness and age ($r = .29$), CWBs and conscientiousness ($r = -.34$) and CWBs and the subdimension productiveness from conscientiousness ($r = -.37$) all support the hypotheses and conceptual model of the present study. These medium effect sizes along with the other small effect sizes help demonstrate the relationships between each variable and how they interact within the sample. The present study had multiple predictors of CWBs included and some demonstrated stronger predictive power. The variable conscientiousness was a strong predictor of CWBs since a lot of the personality traits and subdimensions contrast bad behavior and negative traits. These variables are close to being exact opposites and so the strong effect size and negative relationship between them makes sense. Another good predictor of CWBs was training reaction (utility) which has an effect size of $-.22$. This is a small effect size relative to the other effects, but it is still supportive of Hypothesis 4b. This is a negative relationship, and we see that when training reaction increased, CWB intentions would decrease.

These findings contribute to the literature on training programs and the emerging concept of innovative work culture. The conceptual model in the present study was found to have exceptional model fit and therefore helped confirm directional pathways and relationships. The regressions, correlations, and the conducted path analysis provided evidence to support 5 hypotheses out of the 7 presented. Due to the predictive ability of the presented constructs, I believe the present study was meaningful and introduced a new perspective and approach to evaluating training.

APPENDIX A
WORK INNOVATION SCALE (WIS)

Please indicate the degree to which you agree with the following statements.

Responses are based on the following 4-point rating scale:

1 = Disagree strongly

2 = Disagree a little

3 = Agree a little

4 = Agree strongly

In my current or previous work environment...

1. Our workplace has or had a vision that was made very clear to the employees.
2. The vision of my workplace often helped the employees in setting their goals.
3. Innovation in my workplace is or was linked to its business goals.
4. I discuss or discussed with my boss regularly on how to get ahead.
5. Our workplace rewards or rewarded innovative ideas regularly.

(McMurray, Muenjohn, & Scott, 2021)

APPENDIX B
KIRKPATRICK'S 4 LEVELS OF TRAINING EVALUATION: REACTION
QUESTIONNAIRE

Please indicate the degree to which you agree with the following statements.

Responses are based on the following 5-point rating scale:

1 = Disagree strongly

2 = Disagree a little

3 = Neutral; no opinion

4 = Agree a little

5 = Agree strongly

In my current or previous job training experience...

1. I was responsible for being fully involved during the training.
2. The training made me want to be more actively involved at work.
3. I understand or understood how to apply what I learned in the training at work.
4. The training material supported my success at work.
5. I received useful information during the training.
6. I was happy to help others with what I learned in the training.

(Borate et al., 2014; Ginting et al., 2020)

APPENDIX C
BIG FIVE INVENTORY-2 (BFI-2)

Please indicate the degree to which you agree with the following statements using the following 5-point scale.

- 1 = Disagree strongly
- 2 = Disagree a little
- 3 = Neutral; no opinion
- 4 = Agree a little
- 5 = Agree strongly

I am someone who...

- 1. Tends to be disorganized (3R)
- 2. Tends to be lazy (8R)
- 3. Is, dependable, steady (13)
- 4. Is systematic, likes to keep things in order (18)
- 5. Has difficulty getting started on tasks (23R)
- 6. Can be somewhat careless (28R)
- 7. Keeps things neat and tidy (33)
- 8. Is efficient, gets things done (38)
- 9. Is reliable, can always be counted on (43)
- 10. Leaves a mess, doesn't clean up (48R)
- 11. Is persistent, works until the task is finished (53)
- 12. Sometimes behaves irresponsibly (58R)

The 3 facets of conscientiousness:

Organization: 3(R), 18, 33, 48(R)

Productiveness: 8(R), 23(R), 38, 53

Responsibility: 13, 28(R), 43, 58(R)

(John et al., 1991)

APPENDIX D
COUNTERPRODUCTIVE WORK BEHAVIOR CHECKLIST (CWB-C SHORT)

How often have you done each of the following things at your current or previous job?

Responses are based on the following 5-point frequency scale:

1 = Never

2 = Once or twice

3 = Once or twice a month

4 = Once or twice a week

5 = Every day

1. Purposely wasted your employer's materials/supplies
2. Purposely worked slowly when things needed to get done
3. Took supplies or tools home without permission
4. Came to work late without permission
5. Stayed home from work and said you were sick when you weren't
6. Purposely damaged a piece of equipment or property
7. Took money from your employer without permission
8. Taken a longer break than you were allowed to take
9. Started an argument with someone at work
10. Left work earlier than you were allowed to

(Spector et al., 2006)

APPENDIX E
TRAINING LENGTH AND FREQUENCY

Below are questions regarding your recent training experience in the last 12 months.

Please select the response that best reflects your training experience.

Have you completed any type of job training in the last 12 months?

- Yes
- No

(Skip Logic: If "No" is selected, skip to end of block)

How long did/do the average training sessions last?

- Less than 30 minutes
- 30 minutes - 1 hour
- 1.5 hours - 2 hours
- 2.5 hours - 3 hours
- 3.5 hours - 4 hours
- 5+ hours

How often did/do you have training sessions?

- Once a year
- Once a quarter
- Once a month
- Once a week
- Other _____

In the last 12 months, what has been the primary format of the training you have received?

- In-person or hands-on
- Remote or virtual module
- Hybrid
- Other _____

(Developed by author)

APPENDIX F
DEMOGRAPHICS AND CARELESS RESPONSE CHECKS

DEMOGRAPHICS

Please select your age range

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
- Decline to state

Which gender do you most identify with?

- Male
- Female
- Non-binary/third gender
- I prefer to self-identify _____
- Decline to state

What is your Ethnicity? (Select all that apply)

- American Indian and/or Alaska Native
- Arab American and/or Middle Eastern
- Asian, Asian American, and/or Pacific Islander
- Black and/or African American
- Hispanic and/or Latino
- White (Non-Hispanic)
- Other _____
- Decline to state

What is the highest degree or level of school you have completed?

- Less than a high school diploma
- High school degree or equivalent (e.g., GED)
- Some college, no degree
- Associate's degree (e.g., AA, AS)
- Bachelor's degree (e.g., BA, BS)
- Master's degree (e.g., MA, MS, MBA)
- Professional degree (e.g., MD, DDS, DVM)
- Doctorate (e.g., PhD, PsyD, EdD)
- Decline to state

What is your current employment status?

- Employed Part Time (Up to 32 hours per week)
- Employed Full Time (32 or more hours per week)
- Unemployed and/or seeking opportunities
- Decline to state

(Developed by author)

CARELESS RESPONSE CHECKS

To ensure participants are not responding carelessly, the following questions will be included within the survey.

The following question will help the researcher check to see if you are reading the survey carefully. Please select the option "Blue"

- Pink
- Blue
- Yellow
- Green

The following question will help the researcher check to see if you are reading the survey carefully. Please select the option "Guitar"

- Cello
- Flute
- Piano
- Guitar

The following question will help the researcher check to see if you are reading the survey carefully. Please select the option "Grape"

- Cherry
- Orange
- Grape
- Lemon

APPENDIX G
IRB APPROVAL LETTER

IRB-FY2023-168 - Initial: Psych Reviewers Admin/Exempt Approval Letter

1 message

do-not-reply@cayuse.com <do-not-reply@cayuse.com>
To: 007744471@coyote.csusb.edu, Ismael.Diaz@csusb.edu

Thu, Feb 9, 2023 at 2:44 PM



February 9, 2023

CSUSB INSTITUTIONAL REVIEW BOARD
Administrative/Exempt Review Determination
Status: Exempt
IRB-FY2023-168

Ismael Diaz Emily Garreton
CSBS - Psychology
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ismael Diaz Emily Garreton :

Your application to use human subjects, titled "Thesis Study: The Effects of Innovative Work Culture and Training Quality on CWBs " has been reviewed and determined exempt by the Institutional Review Board (IRB) of California State University, San Bernardino under the federal regulations at 45 CFR 46. As the researcher under the exempt category, you do not have to follow the requirements under 45 CFR 46 which requires annual renewal and documentation of written informed consent which are not required for the exempt category. However, exempt status still requires you to attain consent from participants before conducting your research as needed.

Your IRB proposal is approved. This approval is valid from February 9, 2023.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and campus guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

Your responsibilities as the investigator include reporting to the IRB Committee the following three requirements highlighted below. Please note, failure of the investigator to notify the IRB of the below requirements may result in disciplinary action.

- Submit a protocol modification (change) form if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study to ensure the risk level to participants has not increased,
- Submit an unanticipated/adverse events form if harm is experienced by subjects during your research, and
- Submit a study closure through the Cayuse IRB submission system when your study has ended.
- Ensure your CITI human subjects training is kept up-to-date and current throughout the study for all investigators.

The protocol modification, adverse/unanticipated event, and closure forms are located in the Cayuse Human Ethics (IRB) System. If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

If you have any questions regarding the IRB decision, please contact Dr. Jacob Jones, Assistant Professor of Psychology. Dr. Jones can be reached by email at Jacob.Jones@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

King-To Yeung

King-To Yeung, Ph.D., IRB Chair
CSUSB Institutional Review Board

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