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Examining Workplace Performance and Training for Organizational Sustainability in the Fashion Industry

Stephanie Lynne Bilderback
Walden University

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Walden University

College of Management and Human Potential

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Stephanie L. Bilderback

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Walden University
2025

Abstract

Examining Workplace Performance and Training for Organizational Sustainability in the

Fashion Industry

by

Stephanie L. Bilderback

MPhil, Walden University, 2022

MS, Austin Peay State University, 2015

BS, Austin Peay State University, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

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Abstract

Underused employee retail training programs in the western U.S. fashion industry are a challenge for improving workplace performance and organizational sustainability. Executive management of retail organizations in the fashion industry is perceived as not maximizing available retail training to improve employee and manager performance for organizational sustainability in the western United States. The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. Appelbaum et al.'s ability, motivation, and opportunity theory and Hackman and Oldham's job characteristics theory grounded the study. Data were collected from 146 executive managers using Netemeyer et al.'s focal measures instrument and Tollin et al.'s company perception survey. Simple linear regression analysis results showed a strong positive link between business preparedness and task management ($\beta = 0.5412, p < 0.001$), while other training components, like knowledge improvement ($\beta = -0.1847$) and training participation ($\beta = 0.0194$), had weaker or inconsistent impacts on performance. Results indicate that organizational culture or leadership style may influence performance outcomes. A key recommendation is for executive management to align training with broader organizational strategies. The implications for positive social change include the potential for executive management to optimize retail training programs that enhance organizational sustainability, improve workforce performance, and support long-term growth in the fashion retail industry.

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Dedication

This dissertation is dedicated to my patient and supportive husband, Andrew Clough. Thank you for always loving and encouraging me through this process. I believe the time we have both sacrificed will be worth the future opportunities the completion of this terminal degree will bring. I love you very much, and I am thankful for you.

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Chapter 1: Introduction to the Study

Retail organizations' management often overlooks the pivotal role played by their employees when they fail to recognize the profound impact of employee performance on the organization's long-term sustainability (Chandra et al., 2023). As the frontline representatives of these organizations, employees wield substantial influence over customer satisfaction, operational efficiency, and, ultimately, the bottom line (Deitz et al., 2021). The significance of this influence cannot be overstated in an industry as dynamic and competitive as retail. A critical examination of the relationship between employee training and its subsequent impact on organizational sustainability is timely and essential.

When employees actively engage in training programs, they acquire new skills, knowledge, and competencies that enhance their job performance and contribute to the organization's overall success. These training programs encompass diverse topics, including customer service, product knowledge, inventory management, and technology adoption (Ahmed et al., 2020). By equipping employees and managers with the tools and insights needed to excel in their roles, these training initiatives hold the potential to revolutionize day-to-day operations within the retail sector (Dhanpat et al., 2020). Despite the abundance of training opportunities available, the precise nature of the relationship between training and its influence on organizational sustainability, particularly within the fashion industry, remains a subject that warrants thorough investigation.

The dynamic and ever-evolving nature of the fashion industry, characterized by rapid shifts in consumer preferences, emerging market trends, and technological

advancements, highlights the importance of continuous employee development and adaptability. How training initiatives are designed, delivered, and integrated into daily operations can significantly alter their impact on organizational sustainability (Carter et al., 2020). A notable gap exists in current knowledge regarding the intricate relationship between employee training programs and their impact on the sustainability of organizations within the fashion retail sector. By examining the complex aspects of employee training and its potential role in the future of the fashion retail industry, I conducted this investigation to provide scholars and practitioners with valuable insights. This quantitative correlational study was conducted to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States.

Background of the Study

Within organizations, the perception of retail training is shaped by various factors and has evolved significantly. *Retail training* is defined in this study as the process of coaching and developing behaviors among employees and managers. Before the disruptive onset of the COVID-19 pandemic, the trajectory of retail training remained relatively stable across diverse industries, with discernible trends and areas requiring improvement, as evidenced by data provided by the U.S. Bureau of Labor Statistics (2020). This historical perspective forms the backdrop against which the transformative impact of the pandemic on retail training practices is examined (Reuschl et al., 2022). Contextualizing the pre-pandemic state of retail training allows for a clearer

understanding of the emerging changes and their implications for the fashion retail sector in the western United States.

The advent of the COVID-19 pandemic ushered in a seismic shift in the landscape of retail training. This seismic shift was prompted by the imperative need for organizations to reevaluate the efficacy of retail training programs, especially those designed for in-person experiences (Kim & Coonan, 2023). As consumer behavior shifted increasingly toward online shopping, organizations found it imperative to adapt their retail training strategies to align with this evolving consumer preference, needing a swift and strategic response to the changing retail environment (Gu et al., 2021). The altered landscape necessitated redefining metrics to measure retail training effectiveness as traditional measures became less relevant due to profound transformations.

Amid the dynamic nature of the retail sector, organizations worldwide recognized the need for adaptability. They prioritized equipping their workforce with the skills and knowledge essential for navigating the changing retail landscape wrought by the pandemic (Kaila, 2021). Retail training strategies underwent significant adaptation to encompass in-person and online shopping scenarios for employees and managers (Ivanov, 2021). This integrated approach was developed to unlock the potential to enhance retail sales within physical stores and digital platforms (Casciani et al., 2022). The comprehensive nature of this adaptation reflects an industrywide recognition of the importance of providing employees and managers with the flexibility and versatility needed to excel in an ever-evolving retail environment. The emphasis on adapting

training strategies aligns with achieving sustained organizational success in a rapidly changing landscape.

Training simulations were developed to deconstruct specific behaviors desired by executive management into individual training modules. These modules could be seamlessly integrated into retail training programs for employees and managers, offering flexibility in delivery methods (Codish et al., 2019). The training methods employed encompass a broad spectrum, ranging from traditional classroom sessions to modern e-learning platforms (Turnbull et al., 2021). This diversity of delivery methods caters to diverse training needs, accommodating various learning preferences and schedules (Madhavan et al., 2023). Retail training notably enhances skills, strengthens manager-employee relationships, and fosters a motivated, competent environment, boosting overall organizational performance.

The ability, motivation, and opportunity theory, as proposed by Appelbaum et al. (2000), emphasizing the influence of ability, motivation, and participation opportunity on employee performance in retail training, remains highly relevant. Employees and managers engaging in retail training tend to demonstrate enhanced capabilities for executing tasks and exhibiting desired behaviors, contributing to their overall job performance (Sibian & Ispas, 2021). Such enhancements lead to improved metrics in organizational performance. Employees and managers who do not partake in retail training programs are less likely to fulfill the desired organizational behaviors, which can hinder their job performance and potentially lead to operational challenges.

A deficiency in training participation can elevate organizational turnover rates, potentially causing operational challenges and conflicts among employees and managers in their daily responsibilities. The fashion industry, in particular, has undergone a profound transformation in retail operations, including a shift from predominantly in-person shopping experiences to a hybrid model incorporating online shopping (Bellini et al., 2023). This transformation has been significantly accelerated by the COVID-19 pandemic and the rapid integration of technology-driven retail operations, fundamentally altering the customer shopping experience.

The evolving landscape of the fashion industry underscores the need for ongoing adaptations in retail training strategies. These adaptations should align with retail customers' evolving preferences and behaviors (Bonetti et al., 2023). Retail training programs will continue to evolve globally, ensuring that employees and managers are well-equipped to thrive in the ever-changing retail environment (Butt, 2022). Addressing the gap in research on management perceptions in the western U.S. fashion industry, the study was conducted to examine the use of training to enhance employee and manager performance for sustainability. The exploration addresses the limited research on management perceptions in the fashion industry regarding employee training to improve performance and sustainability in retail organizations in the United States.

Through a comprehensive exploration of the evolving dynamics in the fashion retail sector, the study provides valuable insights into the role of retail training in fostering organizational sustainability and success. A quantitative correlational study could examine the impact of retail training and employee and manager performance as

perceived by executive management in the fashion industry for organizational sustainability in the western United States. By examining these aspects collectively, the study offers practical recommendations to assist organizations in thriving amid the dynamic and complex forces shaping the fashion retail sector.

Problem Statement

The social problem is executive management of retail organizations in the fashion industry is perceived as not maximizing available employee and manager training to improve workplace job performance for organizational sustainability in the United States. Dachner et al. (2021) highlighted the importance of recognizing generational differences in employee development and stress. There is limited research on the perceptions of executive management of retail organizations in the fashion industry using retail training to better understand improving employee performance and manager performance for organizational sustainability in the United States. Purwanto (2023) provided valuable insights into the effectiveness of workplace coaching and its potential to enhance employee growth and development. Purwanto's research shed light on opportunities within organizational processes, reinforcing the significance of coaching and its impact on performance and manager-employee relationships.

This study contributes to addressing a gap in existing research by offering insight into how coaching could be a critical factor in enhancing organizational practices and employee development. Ghosh et al. (2019) explored the impact of formal mentoring programs on organizational attraction and brand development, underlining the importance of mentoring and development programs. Ghosh et al. investigated the positive influence

of formal mentoring programs on employees within organizations through a mixed-methods approach. Grigore (2020) investigated workplace absenteeism during the COVID-19 pandemic, highlighting the impact of stress, fear, and personal factors on employee performance. Underused employee retail training programs in the western U.S. fashion industry are a challenge for improving workplace performance and organizational sustainability. The specific research problem addressed through this study was that executive management of retail organizations in the fashion industry is perceived as not maximizing available retail training to improve employee performance and manager performance for organizational sustainability in the western United States.

Purpose of the Study

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. The independent variable, *retail training*, is generally defined as coaching and developing desired organizational behaviors. The dependent variables are employee performance and manager performance. *Employee performance* is generally defined as fulfilling required tasks within the employee's position. *Manager performance* will be generally defined as the ability to fulfill required tasks within a manager's position.

Research Questions and Hypotheses

The following research questions and corresponding null and alternative hypotheses guided this study:

RQ1: What is the relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States?

H₀1: There is no statistically significant relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

H_a1: There is a statistically significant relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

RQ2: What is the relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States?

H₀2: There is no statistically significant relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

H_a2: There is a statistically significant relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

Theoretical Foundation

This section outlines the theoretical foundation of the research, explaining its origins, essential elements, and connection to the study's objectives and questions. The theoretical framework guiding this study is based on Appelbaum et al.'s (2000) "ability,

motivation, and opportunity” theory, as detailed in their seminal work “Manufacturing Advantage: Why High-Performance Work Systems Pay Off,” and Hackman and Oldham’s (1976) job characteristics theory from their work “Motivation Through the Design of Work: Test of a Theory.” These theories are crucial for developing the research methodology, shaping the research questions, and analyzing the impact of high-performance work systems and job design on employee and organizational outcomes. By applying these frameworks, the research was intended to bridge theoretical insights with empirical evidence, offering a nuanced understanding of the dynamics within high-performance work environments and the role of job characteristics in employee motivation and satisfaction. This approach underscores the importance of integrating ability, motivation, opportunity, and job design constructs to comprehensively explore their collective influence on organizational effectiveness.

Appelbaum et al.’s (2000) theory of ability, motivation, and opportunity outlines a comprehensive framework for understanding organizational employee contributions. The *ability* aspect focuses on employees’ skills and competencies to perform job-related tasks effectively. *Motivation* involves employees’ internal drives and commitment levels toward their work, influencing their performance and productivity. *Opportunity* refers to the organizational environment that allows employees to apply their abilities and motivations meaningfully. Together, these components form a holistic view of how to enhance workforce engagement and organizational success.

Hackman and Oldham’s (1976) job characteristics theory complements this by emphasizing the significance of job design in enhancing employee motivation and

satisfaction. According to this theory, jobs high in skill variety, task identity, task significance, autonomy, and feedback (the five core job characteristics) are more likely to lead to high levels of motivation, performance, and satisfaction. This theory aligns with the study's focus on understanding how job design and high-performance work systems influence employee and manager performance in the retail industry. The integration of Appelbaum et al.'s (2000) and Hackman and Oldham's (1976) theories provided a framework to explore the impact of high-performance work systems and job design on employee and manager performance in the western United States fashion industry. This singular objective guided the research framework, examining how training programs and job design influence key performance indicators and sustainability practices within these retail contexts.

Nature of the Study

This quantitative research was conducted using a correlational design to assess the impact of retail training and employee and manager performance, as perceived by executive management, in the western U.S. fashion industry. The choice of this design is informed by Appelbaum et al.'s (2000) theoretical framework and Hackman and Oldham's (1976) job characteristics theory, which together examine the interplay between ability, motivation, opportunity, and job design in organizational settings. Additionally, the study uses Netemeyer et al.'s (2010) focal measures instrument to support data collection and analysis, ensuring a rigorous and structured approach to understanding training effects. This methodology allows for exploring relationships between variables, intending to provide empirical evidence on the effectiveness of retail

training programs. The purpose of this research design is to provide valuable insights into strategic human resources (HR) practices in the fashion retail sector, considering both high-performance work systems and job design principles.

This correlational research design features one independent variable, retail training, and two dependent variables, employee performance and manager performance. The correlational design is apt for this study as I examined the relationships between retail training and employee and manager performance, including the impact of job design. This approach aligns with the research objectives, assessing how retail training impacts employee and manager performance through the lens of ability, motivation, opportunity, and job design. The theoretical foundation provided by Appelbaum et al. (2000) and Hackman and Oldham (1976) guided the study's approach, emphasizing the importance of these factors in fostering desired behaviors within organizational contexts. Netemeyer et al.'s (2010) focal measures instrument complements the research design by providing the necessary data collection and analysis tools.

Data for this study were gathered using the focal measures instrument by Netemeyer et al. (2010), focusing on retail training's influence on employee and manager performance. A quantitative methodology was applied with the potential of revealing correlations between training initiatives and performance indicators and the impact of job design on these outcomes. The analysis may employ statistical techniques to identify relationships and uncover how training and job design impact performance in the western U.S. fashion industry. This investigation, grounded in Appelbaum et al.'s (2000) theory and Hackman and Oldham's (1976) job characteristics theory, could provide insights into

strategic HR development. The findings may suggest ways training programs and job design can enhance organizational performance and sustainability.

Definitions

Employee performance: The outcomes and behaviors of individuals working within a retail organization. These behaviors include sales performance, customer service, task completion, and adherence to organizational policies and procedures. Employee performance is assessed based on specific criteria relevant to the retail industry and the organization's objectives. Employee effectiveness in fulfilling job responsibilities is reflected in this indicator (Netemeyer et al., 2010).

Focal measures instrument: Developed by Netemeyer et al. (2010), a structured tool used in this study to measure the relationship between retail training, employee performance, and manager performance. This instrument comprises a series of validated survey items and assessment criteria that aid in quantifying and assessing the variables of interest (Netemeyer et al., 2010).

Manager performance: The effectiveness of individuals occupying managerial roles within the retail organization. Manager performance encompasses their abilities to lead, supervise, and coordinate the activities of subordinates, as well as their capacity to make informed decisions, manage resources, and achieve departmental and organizational goals. Manager performance is evaluated based on key performance indicators relevant to their roles and responsibilities (Netemeyer et al., 2010).

Retail training: The structured programs and activities designed to enhance the knowledge, skills, and competencies of employees and managers within retail

organizations. These programs encompass a variety of learning methods, including formal workshops, on-the-job training, mentoring, and e-learning modules. Retail training is instrumental in equipping individuals with the necessary tools and expertise to excel in their roles within the retail industry (Appelbaum et al., 2000).

Assumptions

This study was established on several assumptions critical to its validity and interpretation. Retail training programs in the fashion industry are believed to be effectively designed and executed, providing employees and managers with pertinent skills and knowledge. The accuracy and truthfulness of responses from survey participants, including employees and managers in the fashion retail sector, are also assumed, as these responses are crucial for the reliability of the collected data. The study presupposes that economic conditions in the western U.S. fashion industry remain relatively stable during the research period, allowing for the isolation of the effects of retail training on performance. The perceptions of executive management regarding the impact of retail training and employee and manager performance are also assumed to accurately reflect actual performance outcomes, given that the study relies on these perceptions to evaluate the efficacy of retail training. The consistency of retail training programs across the fashion industry within the western United States is another assumption necessary for generalizing the study's findings. The analysis assumes the absence of major disruptions, such as significant technological advancements or shifts in consumer behavior, which could drastically alter the dynamics of the fashion retail

industry during the study period. These assumptions are critical to the meaningfulness of the study and provide a framework for interpreting its results.

Scope and Delimitations

This study was conducted to examine the relationship between retail training and its impact on employee and manager performance as perceived by executive management in the fashion industry within the western United States. The specific aspects addressed include the effectiveness of retail training programs, their influence on job performance, and the subsequent effect on organizational sustainability. The scope of this research is delimited to retail organizations in the fashion industry in the western United States. The study concentrates on the perceptions of executive management regarding the impact of retail training on performance outcomes. The study does not encompass other regions or industries with different dynamics and challenges. The study is limited to examining retail training as the independent variable and its impact on employee and manager performance as a dependent variable. Other potential factors influencing performance, such as leadership styles, organizational culture, or external economic conditions, are outside the scope of this study.

The populations included in this study are executive management personnel within fashion retail organizations in the western United States who are responsible for or have insights into retail training and performance management. This study excludes lower-level employees, non-retail organizations, and fashion retail organizations outside the western United States. Theories and conceptual frameworks related to other aspects of HR management, such as recruitment, compensation, or employee relations, were not

investigated in this study. Generalizability is addressed with caution. While the findings may provide valuable insights into the relationship between retail training and performance in the fashion industry in the western United States, they may not be directly applicable to other regions, industries, or organizational contexts. The study's results should be interpreted within the confines of its delimited scope and the specific characteristics of the sample population.

Limitations

This study has several limitations that may affect generalizability, validity, and reliability. The focus on the western U.S. fashion industry limits the findings' applicability to other industries or geographical regions. The unique characteristics of this industry and its regional context may not be representative of broader trends in retail or other sectors. The reliance on executive management's perceptions to assess the impact of retail training on performance introduces potential biases. These perceptions may not fully capture the actual outcomes of training programs, leading to the study's construct validity limitations. The self-reported nature of the data may introduce social desirability bias, where respondents might provide socially acceptable answers rather than truthful responses. The study's cross-sectional design limits its ability to establish causal relationships between retail training and performance outcomes. A longitudinal approach would provide a more robust understanding of the dynamics between training and performance over time.

The use of a convenience sample for participant recruitment may lead to selection bias, limiting the study's external validity. The sample may not represent the entire

population of executive management in the fashion industry, affecting the generalizability of the findings. The study's reliance on survey instruments for data collection may introduce measurement errors. The validity and reliability of the instruments depend on their ability to capture the constructs of interest accurately. Any instrument design or administration limitations could affect the study's findings. Future research should consider expanding the scope to include other industries and geographical regions, employing a longitudinal design to establish causality, using more objective measures of performance outcomes, and employing a more representative sampling strategy to address the limitations. Additionally, further validation of the survey instruments could enhance the reliability and validity of the data collected.

Significance of the Study

The quantitative methodology of this study is significant for advancing theoretical and practical understanding within the western U.S. retail sector, seeking to integrate variables with industry practices. By investigating how retail training impacts employee and manager performance, this research intends to unearth fundamental drivers of organizational sustainability. Carefully designed training programs may enhance performance, potentially revealing insights into sustainable business models. This work could offer evidence-based strategies to encourage positive societal shifts, intending for more sustainable and efficient retail operations. Ultimately, this detailed analysis seeks to contribute substantially to discussions on management effectiveness and sustainability strategies in retail organizations within the fashion industry of the western United States.

This study's investigation into retail training and performance was intended to provide significant insights into the strategic importance of such programs for enhancing employee and manager performance, contributing to the sustainability of retail organizations in the fashion industry. This research was conducted to examine the correlation between retail training and the performance of employees and managers, potentially informing best practices within the retail industry. The potential for these findings to influence policy, shape management strategies, and encourage a culture of continuous improvement and sustainability within the retail sector is immense. By aligning training programs with sustainability goals, executive management in retail organizations may unlock new paths to success and resilience. This research may enrich the academic dialogue around retail management by highlighting the potential symbiotic relationship between effective training programs and organizational sustainability as perceived by executive management.

Significance to Theory

This study's theoretical implications could be significant, potentially enhancing the academic understanding of retail training's impact on employee and managerial performance as perceived by executive management. This study addresses a critical gap in the literature by examining how retail training influences the performance of employees and managers within retail organizations, potentially refining or challenging existing theories. Such exploration could offer fresh empirical evidence, enriching retail training and performance theoretical frameworks. The insights gained are expected to deepen the discourse on training's role within organizational contexts, contributing to a

broader comprehension of retail industry dynamics. This contribution is pivotal for advancing theoretical discussions on workforce development and its impact on performance and sustainability in the retail sector.

The potential of this study to expand theoretical understanding in the retail sector is profound, mainly through its examination of retail training's effect on employee and managerial performance. This exploration fills a notable void in current academic literature and enhances comprehension of training's integral role in organizational success. The findings could catalyze refining or challenging prevailing theories, contributing significantly to theoretical discourse. By providing empirical evidence, this research intends to enrich the framework of knowledge surrounding the efficacy of retail training. Ultimately, this endeavor seeks to foster a deeper theoretical appreciation for the nuanced mechanisms through which training initiatives influence organizational dynamics and performance outcomes.

Significance to Practice

This study holds potential transformative value for the retail industry, potentially reshaping training, performance management, and talent development strategies. By examining the impact of retail training on employee and managerial performance, the research seeks to provide essential insights for practitioners, HR professionals, and organizational leaders. The anticipated findings could inform the creation and execution of more effective training programs, enhancing productivity and performance and fostering organizational success in a competitive market. A significant improvement in employee engagement and managerial effectiveness could result from the anticipated

findings. Ultimately, these improvements could contribute substantially to the growth and sustainability of retail organizations.

The implications for practice from this study extend beyond merely enhancing performance, offering a roadmap for retail organizations to navigate the intricacies of the current business landscape. Insights gained could spark a strategic reevaluation of training methodologies, highlighting their importance in boosting performance and sustainability within the retail sector. These findings can shape policy, guide strategic decision making, and encourage a culture of ongoing improvement and adaptability within the industry. By implementing the strategies recommended by this research, retail businesses could achieve operational efficiencies and cultivate a more resilient and adaptive organizational culture. In conclusion, this study highlights the crucial role of strategic training programs in driving retail organizations toward sustainable success and innovation in the industry.

Significance to Social Change

This study's potential implications for positive social change are noteworthy, as it aligns to promote the worth, dignity, and development of individuals, organizations, and societies. By enhancing employee and manager performance through retail training, this research may improve human and social conditions within the retail industry. The findings may empower individuals by providing opportunities for skills development, career advancement, and personal growth. By highlighting the significance of effective training practices and performance management, this study fosters an organizational culture that values employees' and managers' well-being and professional development.

This study examines the potential of retail industry efforts to positively impact individuals, communities, and organizations, potentially contributing to positive social change and sustainable development. The implications for positive social change include executive managers optimizing retail training programs to enhance organizational sustainability, improve workforce performance, and support long-term growth in the fashion retail industry.

The significance of this study lies in its focused examination of how retail training influences employee and manager performance, directly addressing the research problem, purpose, and research questions. This approach seeks to contribute to theoretical advancements by delineating the intricate relationships within these areas. The study may provide practical insights for retail industry practitioners, guiding the development of effective training programs and performance management strategies. The research investigates the potential contributions of retail training to the growth and development of individuals, organizations, and societies within the retail sector without presupposing the outcomes of the ongoing study. The research focuses on contributing significantly to theoretical knowledge, practical application, and social change by addressing various vital aspects, enriching the knowledge base, and potentially improving outcomes in the western U.S. retail industry.

Summary and Transition

In Chapter 1, I introduced the research problem, questions, and the study's significance, setting the stage for a detailed examination of how retail training impacts employee and manager performance in the western U.S. fashion retail industry. I

established the rationale for exploring this relationship and provided a foundation for the subsequent chapters. The research questions and hypotheses outlined in this chapter guided the study, with the actual investigation and detailed analysis set to occur in Chapter 4. The chapter also highlights the importance of examining retail training's role in enhancing performance within the fashion industry. This sets the stage for a comprehensive investigation into the dynamics between training and performance in the retail sector.

Upon concluding Chapter 1, the focus shifts to Chapter 2, in which I present a comprehensive literature review on retail training, employee performance, and manager performance. In this chapter, I critically assess theoretical frameworks, empirical studies, and practical insights relevant to the research topic. I synthesize and analyze the literature to identify gaps, controversies, and trends, laying the groundwork for the empirical research in Chapter 3. The literature review in Chapter 2 intends to advance understanding of factors influencing performance in the retail industry. The theoretical foundation identified guides the formulation of research questions and the development of hypotheses for the study.

The significance of the study within the broader context of organizational sustainability and the fashion industry in the western United States will be highlighted. The transition from Chapter 1 to Chapter 2 signifies a shift from establishing the background and research questions to exploring the existing literature. The transition seeks to deepen understanding by critically evaluating existing literature and identifying the singular research gap this study intends to fill. Chapter 2 sets the stage for Chapter 3,

which delineates the methodology used to investigate the relationship between retail training, employee performance, and manager performance as perceived by executive management in the western U.S. fashion industry.

Chapter 2: Literature Review

The situation or issue that prompted this search of the literature is that executive management of retail organizations neglects the role of employees by not considering how employee performance impacts organizational sustainability (Chandra et al., 2023). Employees in retail who attend training sessions organize work tasks more efficiently and usually improve their job performance (Yuan, 2021). The occupational requirements survey indicated that 94.8% of employees in the retail industry required on-the-job training in 2020 (U.S. Bureau of Labor Statistics, 2020). The social problem arises from the perception that U.S. fashion industry retail organizations are not fully using available training resources for employees and managers to enhance job performance and ensure organizational sustainability (Saha et al., 2021). In addressing the current gap in understanding and practice, this study establishes the groundwork for exploring the relationship between retail training, employee performance, and manager performance.

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. The independent variable, *retail training*, is coaching and developing desired organizational behaviors. The dependent variables are employee performance and manager performance. *Employee performance* is fulfilling required tasks within the employee's position. *Manager performance* is fulfilling tasks needed within the manager's position.

Literature Search Strategy

The literature reviewed for this study originates from a wide range of sources. Theory and original ideas from the seminal authors in management, training, motivation, ability, and opportunity have been cited throughout this document. Most references cited are scholarly peer-reviewed articles published within the past 5 years. Research from the body of literature on training procedures in the retail industry pertains to this study. The U.S. Department of Labor (2020) data related to the retail industry and training apply throughout this study. The behaviors of employees and managers in organizations, corporate culture, and the general workforce were also areas of research reviewed.

To conduct an extensive literature search, a range of reputable databases and search engines were accessed in the Walden University library. Critical databases included ProQuest and Google Scholar, which provided access to various scholarly articles, books, and conference proceedings. The search employed a combination of key terms such as *management, training, motivation, ability, opportunity, and retail industry*. Boolean operators, such as *AND* with *OR*, were used to combine and exclude specific terms as needed to refine the search and ensure specificity. In cases where the initial search yielded many results, additional filters, such as publication date and study design, were applied to narrow the selection to the most relevant and recent sources. The literature review covered 5 years to ensure the inclusion of current research trends and insights.

A manual search through the reference lists of relevant articles and dissertations identified in the initial search helped supplement examining the academic databases. This

approach, commonly known as backward-forward citation searching, proved valuable in uncovering additional studies that might not have surfaced in electronic database searches. The backward-forward citation searching method allowed for a more comprehensive literature examination, especially in areas with limited recent studies or dissertations. Additional scholarly sources were identified and reviewed by examining references cited within critical articles and dissertations for their relevance and contribution to the research topic. These search strategies and techniques ensured a comprehensive and up-to-date literature review, drawing upon seminal works, recent peer-reviewed publications, and other relevant sources to provide a robust foundation for the research study.

Theoretical Foundation

The theories and concepts that ground this study include Appelbaum et al.'s (2000) theory on ability, motivation, and opportunity, as well as Hackman and Oldham's (1976) job characteristics theory. Appelbaum et al.'s theory applies to an employee's performance through ability, motivation, and opportunity to participate, while Hackman and Oldham's theory emphasizes the role of job design in employee motivation and satisfaction. Retail training in the western U.S. fashion industry was evaluated using the ability, motivation, and opportunity theory, exploring its impact on employee and manager performance in relationship outcomes alongside the influence of job design per Hackman and Oldham's framework. The intricate mechanisms through which Appelbaum et al.'s (2000) ability, motivation, and opportunity theory and Hackman and Oldham's (1976) job characteristics theory influence performance in the retail sector

were examined, shedding light on their practical implications. Contextual factors in the western U.S. fashion industry were also explored for their interaction with both theory frameworks, contributing to a deeper understanding of their relevance and effectiveness.

According to Appelbaum et al.'s (2000) ability, motivation, and opportunity theory, ability refers to individuals' knowledge, skills, and competencies, whereas motivation refers to the internal factors that drive behavior, such as job satisfaction, intrinsic motivation, and personal goals. Opportunity relates to the external conditions and resources available to individuals that enable them to perform effectively. Hackman and Oldham's (1976) job characteristics theory further suggests that the design of a job, in terms of skill variety, task identity, task significance, autonomy, and feedback, can significantly impact an employee's motivation and satisfaction. Appelbaum et al. suggested that employees' performance will likely be enhanced with high ability, strong motivation, favorable opportunities, and well-designed jobs. In prior research, authors have applied the ability, motivation, and opportunity theory and job characteristics theory in various organizational contexts, demonstrating the theories' utility in explaining performance outcomes.

The choice of Appelbaum et al.'s (2000) ability, motivation, and opportunity theory and Hackman and Oldham's (1976) job characteristics theory as the foundational frameworks for this study is justified, encompassing multiple factors, including retail training and job design, that influence employee performance comprehensively. The research questions of this study build on existing theory by investigating the specific relationship between training, job design, employee performance, and manager

performance within the western U.S. fashion industry. In contributing to the ongoing discourse on training effectiveness, job design, and performance outcomes, the present investigation intended to enhance comprehension. The primary emphasis lies in exploring the ability, motivation, and opportunity framework and job characteristics theory within retail training. Adopting these theories provides a solid foundation for this study, offering a theoretical framework and research-based insights to investigate the role of training and job design in enhancing employee and manager performance in the fashion retail sector. In understanding the selected theories and their alignment with the research questions, this section lays the foundation for an exploration in the conceptual framework.

Literature Review

Training and development among employees and managers are essential to achieving organizational sustainability. With many organizations competing for quality candidates with the capacity to produce better, maintaining high-quality employees and managers within an organization can be challenging (Irangani et al., 2021). There has been a significant improvement in the attendance of training for employees and managers, which could influence the future of an organization and the sustainability of operations (Karman, 2020). In previous studies of training within organizations, information supports the need for employees and managers to participate in organizational training to impact the sustainability of their operations (Xie & Zhu, 2020). Exploring the behaviors of employees and managers aligns with the broader study of human behavior in the literature, drawing from a range of theories proposed by influential authors. The social cognitive theory exemplifies how information about an individual's

knowledge and learning patterns can be influenced by various behavioral factors, such as training and experiences within social situations (Bandura, 1986). Information like this could be applied to regular exercise within organizations to better understand behaviors related to organizational sustainability through employee and manager development.

The theory of human motivation is significant in the training of employees and managers toward organizational sustainability, as shown by Maslow's (1943) hierarchy of needs regarding the behaviors and conditions of an organization. Using the hierarchy of needs can provide direction for employees and managers to discover better needs that align with training processes and programs. The developmental levels of employees vary depending on many circumstances surrounding their role within an organization, which can allow for exploration of the five areas of Maslow's hierarchy of needs when discovering impactful training exercises (Maslow, 1943). The study of training and development with the sustainability of organizations through employees and managers could bring along rationale for processes for many different organizations in the fashion industry.

Training and Sustainability Relevance

Training and sustainability are crucial for organizations in today's dynamic business environment. Despite numerous studies on workplace training and sustainability, their relationship remains unexplored (Yuan, 2021). This research assessed the impact of retail training and employee and manager performance in fashion retail organizations in the western United States, focusing on executive management's perspective for organizational sustainability. Assessing whether these organizations

effectively optimize training for performance enhancement is central to the investigation, thereby providing valuable insights into the effectiveness of both employees and managers. The assessment of training optimization is at the core of understanding and improving overall effectiveness.

In organizational sustainability, the contribution of employee and manager performance to shaping corporate culture is increasingly recognized as crucial. González-Pérez and Ramírez-Montoya (2022) pinpointed the effective use of training resources as essential for cultivating a culture of ongoing learning and development, setting the stage for sustainable organizational growth. Building on this foundation, Suriyankietkaew et al. (2022) emphasized the significance of such a culture in establishing a resilient and sustainable business environment, thus reinforcing and expanding upon the findings of González-Pérez and Ramírez-Montoya. Al-Ghazali and Afsar (2021) found that training programs aligned with sustainability goals enhance an organization's overall performance, echoing and expanding on insights from González-Pérez and Ramírez-Montoya and Suriyankietkaew et al. The collective wisdom of these authors highlights the critical need for investment in training focused on eco-friendly practices and ethical sourcing to achieve long-term sustainability in corporate culture.

Corporate Culture

The significance of training operations in shaping sustainable corporate cultures is gaining recognition in the retail industry. Roy et al. (2020) highlighted the need for a more comprehensive understanding of the factors that influence motivation and ability training in global corporations, identifying a critical area for research. Stan (2019) noted

that the retail industry's evolving training techniques and technology significantly affect corporate culture, aligning with Roy et al.'s emphasis on training importance. Chandra et al. (2023) highlighted challenges in maintaining performance and developing training resources in the fashion industry, reflecting broader issues noted by Roy et al. and Stan's observations. Adopting a systematic approach to training and identifying improvement areas is critical to enhancing productivity and advancing the technological facets of corporate culture.

Technological advancements in today's corporate landscape are reshaping organizational processes and developing corporate culture. Jung et al. (2022) identified that these fast-paced technological changes profoundly affect employees' and managers' job satisfaction, subsequently influencing the broader corporate culture. Building on this insight, Isac et al. (2021) noted that since the 1980s, various industries have experienced similar impacts of technological evolution on their corporate cultures, a trend that aligns with the observations made by Jung et al. Chen et al. (2021) highlighted the critical need for organizations to revise their training methods to keep up with these technological changes, a strategy that supports but expands upon the findings of Jung et al. and Isac et al., emphasizing its importance in strengthening corporate culture. Organizations must engage in training aligned with ongoing technological developments to foster a dynamic and adaptable corporate culture.

Technology in Corporate Culture

The dynamic nature of the modern work environment, driven by rapid technological advancements, significantly influences organizational processes and

corporate culture. Jung et al. (2022) found that these technological shifts profoundly affect employee and manager job satisfaction, impacting the broader corporate culture. Isac et al. (2021) found that, since the 1980s, technological advancements have consistently impacted corporate culture across sectors, contextualizing the effects described by Jung et al. Chen et al. (2021) then underlined the necessity of adapting training methods to these technological changes, critical for reinforcing corporate culture, echoing and expanding upon the broader cultural impacts noted by both Jung et al. and Isac et al. Engaging in training that aligns with technological progress is crucial for organizations to maintain a robust and adaptive corporate culture amid constant change.

In today's digital age, it is vital to understand the evolving relationship between technology and corporate culture. Mikołajczyk (2022) addressed the dual nature of challenges and opportunities that rapid technological advancements bring to organizational work environments. Building on this, Bailey et al. (2022) further explored the transformative effects of emerging technologies on organizational operations and processes, a line of inquiry that complements and extends Mikołajczyk's observations. Nikitaev et al. (2022) examined corporate culture in multinational structures, focusing on technology's influence, adding depth to its role as described by Mikołajczyk and Bailey et al. The findings from these studies highlight the importance of organizations adjusting their corporate culture in response to the evolving technological landscape, which is a crucial strategy for achieving success, remaining adaptable, and promoting a positive ethical climate.

Ethical Environment in Corporate Culture

The critical role of an ethical environment in shaping an organization's corporate culture, particularly its influence on daily processes and decision-making, is well established. Smimou (2020) highlighted how ethical practices significantly impact managers' and employees' interactions and decisions. Echoing and adding to Smimou's observations, Chandra et al. (2023) focused on the fashion industry, emphasizing the importance of an ethical environment for enhancing the performance and productivity of employees and managers. Wilson et al. (2021) built on these concepts, discussing the significance of ongoing training that aligns with ethical standards, a practice that supports and broadens the implications of Chandra et al.'s findings. The insights from Smimou, Chandra et al., and Wilson et al. emphasized the importance of ethical practices in shaping organizational culture and fostering a responsible workplace.

In today's corporate world, there is a growing emphasis on creating moral brand equity that aligns with societal values and lays a solid ethical foundation. Al Halbusi et al. (2022) stressed the critical need for aligning brand equity with societal ethics and expectations, setting a trend in corporate strategy. Following this trend, Dutta et al. (2022) focused on implementing robust talent acquisition policies that prioritize ethically inclined talents, further enhanced by ethics-centered training and development programs, as a concept that complements Al Halbusi et al.'s brand equity approach. Halim et al. (2023) expanded the discussion, noting that focusing on ethics enhances an organization's reputation and the ethical standards of served communities, building upon Al Halbusi et al. and Dutta et al.'s work. Embedding ethical standards in all operations

enhances a culture of integrity and responsibility, boosting employee motivation and contributing significantly to organizational success.

Organizations increasingly focus on establishing moral brand equity that aligns with societal values, forming the cornerstone of their ethical foundation. Al Halbusi et al. (2022) underscored the importance of aligning brand equity with societal ethics and expectations. Dutta et al. (2022) emphasized robust talent acquisition policies focusing on ethical talents, complemented by ethics-centric training programs, building upon Al Halbusi et al.'s principles. Furthering this perspective, Halim et al. (2023) noted that emphasizing ethics boosts an organization's reputation and the ethical standards of its operating communities, extending Al Halbusi et al. and Dutta et al.'s discussion. Embedding ethical standards throughout organizational operations fosters a culture of integrity and responsibility, enhancing employee and manager commitment to goals and overall success.

Corporate Culture Improvements

In corporate culture improvement, emphasizing workforce development, procedural changes, and training initiatives is critical. Crabtree et al. (2020) pointed out the importance of prioritizing self-care within the workforce as a crucial factor in fostering positive shifts in corporate culture. Nayeem and Faheem (2021) expanded upon this idea by highlighting the need for a corporate culture that supports continuous training and raises awareness of discrimination-related issues, thereby building on the foundation of workforce well-being established by Crabtree et al. Butt et al. (2021) identified factors such as supportive work environments, job security, and balanced workload management

as crucial for enhancing workforce experience in corporate culture, complementing Crabtree et al. and Nayeem and Faheem. Integrating workforce development, procedural adjustments, and training initiatives is key to creating a corporate culture that fosters employee engagement, inclusivity, and ethical adherence.

Developing self-awareness and sensitivity is crucial for organizational success in managing cross-cultural interactions. Azevedo and Shane (2019) highlighted the effectiveness of training individuals to identify and question their own and others' assumptions and attitudes, thereby improving cross-cultural interactions. Building on this concept, Feitosa et al. (2022) emphasized the importance of such training for enhancing communication and interaction in diverse environments, furthering the approach initiated by Azevedo and Shane. In a related context, Rodríguez-Sánchez et al. (2020) observed that organizations fostering an open, diverse, and meritocratic culture have tremendous success in talent retention, aligning with the training objectives of Azevedo and Shane and Feitosa et al. Incorporating comprehensive training for HR team members fosters a collaborative, equitable, and diverse environment, which is essential for enhancing workplace ability and motivation.

Ability and Motivation in Workplace Performance

The ability and motivation of employees and managers are critical determinants of organizational sustainability. Baird et al. (2021) focused on aligning individual abilities and motivation with the right opportunities to achieve goals effectively. Lee (2020) added to this by illustrating the critical role of the work environment in shaping both the abilities and motivation levels of employees and managers, thereby

complementing Baird et al.'s approach to goal pursuit. Baird et al. identified that empowering employees and managers with decision-making autonomy and accountability fosters responsibility and enhances performance, aligning with Lee's focus on the work environment. Organizational leaders need to understand and leverage the influence of ability and motivation on performance, integrating these factors into strategies for sustainable outcomes.

In the workplace, the interaction of attitudes, behavior, ability, and motivation is vital in shaping performance. Wahyudi (2022) highlighted the importance of technical skills and the impact of attitudes and behavior on task flexibility, which is crucial for meeting performance targets and adding value to the organization. Niati et al. (2021) emphasized the importance of employee career, influenced by training, motivation, ability, and job performance, linking to Wahyudi's focus on attitudes and behavior. Following this theme, Moore and Khan (2020) observed that organizations valuing employee growth create opportunities for sustainable development and success, resonating with and extending discussions by Wahyudi and Niati et al. Integrating ability, motivation, attitudes, behavior, and career development strategies is crucial for creating a sustainable work environment that enhances performance and yields positive outcomes.

Ability in Workplace Performance

Understanding and enhancing the performance capabilities of employees and managers is vital for organizational success and impacts workplace performance significantly. Birca and Matveiciuc (2021) highlighted the importance of practical training tailored to individual learning methods and behavioral styles, setting the

foundation for effective skill development. Casey et al. (2021) found that customizing training methods to enhance learning experiences improves skills and knowledge in employees and managers, aligning with Birca and Matveiciuc's approach. Extending these ideas, Chuang (2021) highlighted how factors like training timing, instructor expertise, and venue style enhance learning, complementing and expanding Birca and Matveiciuc and Casey et al.'s insights. Acknowledging and integrating various training aspects is key for organizations to nurture employee abilities and improve workplace performance.

For organizations focused on boosting workplace performance, the emphasis on training programs that develop employee abilities is critical. Appelbaum et al. (2000) stressed the significance of the knowledge, motivation, and opportunity theory, highlighting the need for training that equips employees with essential skills for effective performance. Building on this framework, Brunello and Wruuck (2021) observed that investments in ability-focused training led to enhanced productivity, job satisfaction, and overall better workplace performance, aligning with the principles outlined by Appelbaum et al. Mukhuty et al. (2022) advocated customizing training to individual needs and providing resources for skill enhancement, augmenting workplace performance impacts identified by Appelbaum et al. and Brunello and Wruuck. Enhancing individual abilities equips organizations to develop a capable workforce ready to tackle challenges and drive innovation for long-term success.

Ability in the Workforce

Navigating the complexities of workforce performance involves understanding the challenges and opportunities it presents for organizations. Pak et al. (2022) emphasized the criticality of comprehending how personal and work experiences influence the abilities of employees and managers, a factor essential for maximizing their potential within an organization. Zhang et al. (2020) noted that organizations gain insights into performance-enhancing or hindering factors by acknowledging and using experiences, extending Pak et al.'s focus on workforce abilities. Sussman (2021) posited the importance of professional development opportunities, aligning with Pak et al. and Zhang et al. to equip employees and managers with the necessary skills and knowledge. Encompassing insights from Pak et al., Zhang et al., and Sussman, recognizing and developing individual competencies is vital for significant contributions to organizational success.

Setting clear goals for ability development and fostering a culture of continuous improvement is vital to motivating employees and overcoming learning barriers, which are critical for developing a skilled workforce. Song et al. (2020) demonstrated that providing encouragement and support for individuals to enhance their abilities significantly boosts their motivation, engagement, and investment in work. Clack (2021) noted that enhanced capabilities enable employees and managers to contribute to organizational success, creating achievement and motivation, and building on outcomes highlighted by Song et al. Ozkan-Ozen and Kazancoglu (2022) pointed out that obstacles like lack of learning readiness can hinder workforce development, a challenge relevant to

the benefits identified by Song et al. and Clack. Proactively enhancing learning readiness, addressing challenges, and fostering an environment of ongoing improvement are crucial for building a skilled and flexible workforce.

Organizations can achieve considerable benefits by enhancing their workforce's abilities. Rivaldo and Nabella (2023) identified the importance of comprehending factors influencing workability and providing professional development opportunities as a critical strategy for organizations. García-Pérez et al. (2021) stressed establishing clear skill development goals to equip the workforce for a competitive job market, extending Rivaldo and Nabella's strategy. Akdere and Egan (2020) observed that focusing on skill development enhances individual and organizational growth and employability, furthering the concepts of Rivaldo and Nabella and García-Pérez et al. By focusing on overcoming challenges related to learning readiness and enhancing ability, organizations can ensure their workforce is resilient, well-prepared for future demands, and positively motivated.

Motivation in Workplace Performance

Motivation is a critical element in improving performance and job satisfaction within the workforce, impacting both employees and managers. Reeve and Cheon (2021) emphasized that understanding the significance of their roles and having autonomy in tasks leads individuals to demonstrate improved work performance. Dupret and Pultz (2021) emphasized the role of intrinsic motivation in work, noting that it enhances work experiences, aligning with Reeve and Cheon's discussions on autonomy and role significance. Further developing this theme, Reizer et al. (2019) noted the additional

benefits of intrinsic motivation, such as higher energy levels and more efficient task management, thereby extending the insights provided by Reeve and Cheon and Dupret and Pultz. Fostering a motivational environment in the workplace is essential for individual success and the collective growth of the organization.

Motivation in the workplace is critical, not just for individual achievements but also for driving organizational sustainability, a key outcome of effective training programs. Guterresa et al. (2020) pointed out that individual training experiences directly affect work motivation levels. Birca and Matveiciuc (2021) found that training programs tailored to learning preferences significantly enhance motivation to apply new skills, building upon Guterresa et al.'s work on training and motivation. Wiseman et al. (2022) observed that visible motivation in trained individuals could inspire colleagues, initiating organizational growth and development, extending training's implications on motivation, as discussed by Guterresa et al. and Birca and Matveiciuc. Training initiatives enrich individuals and cultivate a continuous learning and improvement culture.

Training's role in elevating workplace motivation is contingent on several essential factors. Na-Nan and Sanamthong (2020) highlighted that factors like trainees' belief in their ability to apply new knowledge and skills, support from the work environment, and visible learning outcomes significantly enhance motivation at work. Expanding on these insights, Han et al. (2020) advocated tailoring training programs to individual learning styles and making them engaging and meaningful. This strategy reinforces and builds upon the factors identified by Na-Nan and Sanamthong to create a more committed and outcome-focused workforce. Khan and Abdullah (2019) noted

training aligned with learning styles boosts motivation in trained and untrained workforce members, extending Na-Nan and Sanamthong and Han et al.'s findings. Strategically applied training enhances workplace motivation, which is crucial for fostering a productive, innovative, and successful workforce.

Motivation in the Workforce

A motivated workforce, where both employees and managers are highly engaged, is crucial for boosting productivity and nurturing a positive organizational environment. Chmielewska et al. (2020) pinpointed personal and professional development as a significant motivational factor in the workplace. Hu et al. (2022) expanded on the concept by emphasizing employee involvement in workforce initiatives and decision-making, noting it markedly increases engagement and motivation, reinforcing Chmielewska et al.'s idea about development as motivation. Parent-Lamarche et al. (2022) observed that a lack of motivation leads to reduced task focus and goal achievement, hindering performance, adding to the discussion on motivation's impact highlighted by Chmielewska et al. and Hu et al. These findings highlight the importance of fostering an organizational culture that prioritizes ongoing skill development and acknowledges each individual's contributions, thereby boosting an employee's sense of purpose, achievement, and motivation to excel.

In today's competitive business environment, a motivated workforce is a critical asset and strategic advantage for organizations. Colaco and Loi (2019) emphasized the importance of employers cultivating a highly engaged and motivated workforce. Ozuem et al. (2022) added that while tools like strategic direction and organizational structures

are essential, operations' effectiveness depends on attitudes and behaviors in organizational culture, extending Colaco and Loi's focus. Flores et al. (2020) further explored this concept, emphasizing the need for an emotionally intelligent workforce with skills like self-awareness, empathy, and motivation, complementing and expanding upon the insights of both Colaco and Loi and Ozuem et al. Fostering critical skills within a motivated culture empowers organizations to realize their workforce's potential and achieve higher productivity, innovation, and success.

Organizational Sustainability

Evaluating training processes in promoting long-term organizational sustainability is a critical focus area. Song et al. (2020) underscored the importance of developing a sustainable organizational climate, emphasizing the need for active employee and manager participation in line with organizational values. Frega (2021) explored how deep engagement and commitment from employees and managers often lead to effective actions toward sustainability, aligning with and deepening Song et al.'s emphasis on participation. Song et al. further demonstrated that this level of engagement significantly strengthens sustainability in everyday operations, affirming and expanding upon the points made by Frega. These insights highlight the value of prioritizing sustainable practices, which offer numerous advantages and drive continuous organizational improvements, thereby boosting the efficiency and effectiveness of training processes.

Training and knowledge are essential in organizational sustainability as critical instruments for management to instill sustainable practices. Birou et al. (2019) focused on the criticality of these elements in cultivating a sustainability culture and their necessity

in driving sustainable practices within organizations. Building on this foundation, Cop et al. (2020) explored how training influences employee behavior, shaping their attitudes, skills, and competencies, which are vital for successfully adopting sustainable practices. The concept introduces additional perspectives by complementing and extending Birou et al.'s discussion. Al-Minhas et al. (2020) emphasized comprehensive, well-structured training programs equipping employees and managers for sustainable behaviors and enhancing long-term success, echoing Birou et al. and Cop et al.'s emphasis on training. Emphasizing training empowers personnel, fosters a sustainable culture in HR, and solidifies the organization's commitment to lasting sustainability.

Sustainability in Human Resources

The field of sustainable practices in HR spans various research areas, including integrating methods from the circular economy and improving employee and manager well-being within organizations. Shah et al. (2021) focused on incorporating sustainable practices from the circular economy into organizational training, highlighting their significance. Shah et al. highlighted the HR department's role in developing practices that shape organizational operations and contribute to sustainability, aligning with Saha et al.'s sustainable integration discussion. Furthering these ideas, Yong et al. (2020) examined the direct impact of training on employee performance and its indirect effect on organizational sustainability, thereby expanding upon the concepts introduced by Saha et al. and Shah et al. Together, these research findings underscore the necessity of cultivating a sustainable organizational culture through specialized training initiatives,

which contribute to both personal career advancement and the reinforcement of ethical practices, ensuring the organization's long-term sustainability.

In advancing organizational sustainability, the integral role of HR professionals is pivotal in optimizing processes and practices. Kareem et al. (2021) focused on these professionals' critical responsibility in synchronizing sustainability efforts with organizational objectives. Yong et al. (2020) emphasized HR departments' role in championing sustainable practices across the workforce, embedding these values in organizational culture, and building upon Kareem et al.'s focus on goal alignment. Saha et al. (2021) addressed the significance of integrating circular economy principles into strategic planning to enhance organizational sustainability, aligning with Kareem et al. and Yong et al.'s discussions on sustainability integration. A collective approach involving various functions enables HR professionals to integrate sustainability initiatives into operations, ensuring a cohesive approach to sustainability.

Sustainability in Implementation

The effective implementation of sustainability processes and practices in organizations critically depends on the active involvement of both employees and managers. Kareem et al. (2021) underscored the critical role of HR professionals in ensuring these sustainability efforts are effective and align with the organization's broader goals. Cop et al. (2020) discussed HR departments' role in leading the adoption of sustainable practices across the workforce, integrating sustainability into organizational culture, and progressing Kareem et al.'s alignment focus. Saha et al. (2021) emphasized the role of departments in incorporating circular economy elements

and sustainable practices into strategic planning, contributing to organizational sustainability and echoing Kareem et al. and Cop et al. A holistic approach fosters cross-functional collaboration, allowing HR professionals to infuse sustainability initiatives into diverse organizational operations efficiently.

Implementing sustainable practices in organizations requires a detailed and comprehensive strategy that engages every organizational tier. Kareem et al. (2021) showed that such an approach improves organizational sustainability and positively impacts employee and manager well-being and work-life balance. Following this concept, Burns et al. (2013) suggested that active participation in sustainability efforts is enhanced when organizations provide training with practical examples and guidelines on sustainable practices, aligning with Kareem et al.'s emphasis on organizational-wide engagement. Çimşir and Uzunboylu (2019) highlighted how training programs equip employees and managers for sustainable practices, fostering a sustainable workforce and extending ideas from Kareem et al. and Burns et al. Fostering a culture of sustainability enhances financial outcomes and positions an organization as socially responsible, benefiting both the environment and society.

Sustainability in Work-Life Balance

Recognizing work-life balance as a critical factor in organizational sustainability is gaining prominence across various industries. Boakye et al. (2021) identified that enhancing work-life balance, which allows more personal time, significantly increases job satisfaction among employees and managers. Following this theme, Çimşir and Uzunboylu (2019) added that organizations with well-defined work-life balance policies

tend to be more appealing to prospective employees, a concept that builds upon the positive effects of work-life balance noted by Boakye et al. Mashavira et al. (2019) noted that managers who respect employees' family lives and interests foster positive relationships in organizations, extending work-life balance discussions by Boakye et al. and Çimşir and Uzunboylu. Emphasizing work-life balance opens avenues for integrated sustainability practices that benefit both employees and the organization.

The COVID-19 pandemic has profoundly altered organizational work cultures, spotlighting the need for sustainable practices. Deshpande and Srivastava (2023) pointed out that the upheaval of traditional work methods led to widespread emotional fatigue, a significant shift in the workplace. Building on this observation, Gálvez et al. (2020) emphasized understanding the role of specific work cultures in attaining social sustainability goals in local work environments as a topic that resonates with the challenges highlighted by Deshpande and Srivastava. Dewi et al. (2020) further emphasized this point by noting the importance of achieving a healthy work-life balance to realize these sustainability goals, adding another dimension to the discussion initiated by Deshpande and Srivastava and Gálvez et al. Understanding the pandemic's impact on work cultures highlights the need to prioritize employee and manager well-being, both professionally and personally, as key to enhancing organizational sustainability.

The significance of work-life balance transcends the immediate well-being of employees and managers, extending to the broader context of organizational sustainability. Lagrana and Bayoneta (2021) pinpointed work-life balance as a crucial aspect in addressing sustainability, especially concerning managing natural resources.

Montiel et al. (2021) explored how work-life balance in organizations leads to sustainable internal practices and environmental interactions, aligning with and expanding upon Lagrana and Bayoneta's focus on resource conservation. Pham et al. (2022) stressed incorporating work-life balance in sustainability initiatives, linking employee and manager welfare with responsible resource stewardship, extending insights from Lagrana and Bayoneta and Montiel et al. Incorporating work-life balance as a core component of long-term sustainability strategies is essential for organizations.

Sustainability in Natural Resources

Sustainable practices in manufacturing, particularly those intended to use natural resources responsibly, are becoming increasingly important across various industries. Saha et al. (2021) showcased the effectiveness of the circular economy in promoting sustainability, highlighting its role in the efficient use of natural resources and reduction of waste in manufacturing. Complementing this, Roscoe et al. (2019) focused on the environmental impacts of production processes, advocating for cleaner practices that conserve resources as a concept that builds upon the sustainable principles discussed by Saha et al. Montiel et al. (2021) proposed that aligning manufacturing processes with sustainability goals is achievable through a culture of continuous improvement, adding a dimension to Saha et al. and Roscoe et al.'s sustainable practices. Research progression highlights the benefits of sustainable manufacturing, showing how organizations can reduce their environmental footprint and pioneer environmentally responsible business practices.

Training in environmental sustainability is crucial for providing employees and managers with the necessary knowledge and skills. Zafar et al. (2019) established that sustainable use of natural resources greatly depends on a knowledgeable and skilled workforce. Building on this foundation, Ahmed et al. (2020) emphasized the importance of comprehensive energy conservation and resource management training at different production stages, reinforcing and expanding upon the necessity of skilled human capital identified by Zafar et al. Erdoğan et al. (2021) explored how natural resources, globalization, human capital, and urbanization collectively affect the ecological footprint, adding depth to Zafar et al. and Ahmed et al.'s discussion on training's impact on sustainability. The studies emphasize the importance of training in developing knowledge and skills for environmental sustainability, impacting the ecological footprint.

As organizations adopt circular economy principles and cleaner production methods to enhance their sustainable practices, the focus on training and development becomes increasingly important. Subramanian and Suresh (2022b) emphasized that effective implementation of these practices requires substantial investment in human capital, underlining the importance of training. Sarwar and Mustafa (2023) elaborated on the role of organizational training in equipping employees and managers for responsible natural resource use and environmental sustainability, aligning with Subramanian and Suresh's focus on human capital development. Flores (2023) observed that integrating sustainability-focused training boosts individual capabilities and fosters an environmental consciousness in organizational culture, extending the narrative on training's role in sustainability from Subramanian and Suresh and Sarwar and Mustafa. These

interconnected insights highlight the essentiality of providing employees and managers with the appropriate tools and knowledge, facilitating informed decision-making, and contributing to a more sustainable and resilient organizational future.

Organizational Training Process

Organizational training practices, which include a range of processes, play a significant role in developing employees and managers. Martínez (2022) stressed the necessity of implementing structured training processes across organizations to ensure uniformity in various departments and among all staff. Similarly, Ahmad et al. (2023) expanded on this by noting that process-oriented training approaches allow for the documentation and standardization of training procedures, which can then be replicated or modified as needed, building upon the consistency emphasized by Martínez. Harsch and Festing (2020) observed that organizations often adopt tailored individualized and group training methods, leading to various outcomes among employees and managers, adding to Martínez's and Ahmad et al.'s training practices discussion. Blending training methodologies addresses skill gaps and aids in professional development, contributing to organizations' continuous learning culture.

The COVID-19 pandemic has significantly accelerated the evolution of training processes within organizations. Gonçalves et al. (2021) observed that organizations have been revising their training methods in recent years to adapt to changing demands and situations, a trend that has become even more pronounced due to the pandemic. Building on this observation, Ozkeser (2019) emphasized the criticality of offering comprehensive training opportunities, either ongoing or periodic, as essential for employees to

effectively respond to global challenges, aligning with the adaptability highlighted by Gonçalves et al. Rasool et al. (2019) explored how staff training programs develop knowledge, skills, and competencies, leading to innovations in products, processes, and knowledge management, refining Gonçalves et al. and Ozkeser's discussions.

Organizations must maintain flexible and current training strategies to foster a workforce prepared for future challenges and opportunities.

The role of training processes in organizations is essential for promoting consistency, adaptability, and continuous improvement, which are crucial to achieving operational excellence and growth. Lee et al. (2019) shed light on how these training processes empower employees and managers to overcome challenges and enhance performance. Apte et al. (2023) observed that the COVID-19 pandemic highlighted the need for agile, adaptable training processes responsive to business environment changes, aligning with Lee et al.'s adaptability and skill enhancement discussions. Aftab et al. (2023) examined training's broader impact on employee development and organizational success, further expanding the importance of practical training processes outlined by Lee et al. and Apte et al. Dynamic and robust training strategies are necessary, indicating an ongoing evolution in organizational training approaches.

Current Organizational Processes

In organizational dynamics, understanding and supporting the mental health of employees and managers, especially considering their diverse backgrounds, is crucial. Thielmann et al. (2022) showed that organizational training and development programs enhance positive job behaviors and job satisfaction, contributing to a healthier workplace

environment. McCarthy and Ford (2020) emphasized training initiatives' dual advantages in improving mental health and developing essential soft skills for job success, resonating with and expanding Thielmann et al.'s identified benefits. Yayla and Eskici İlgin (2021) highlighted the link between mental well-being and personal and professional lives, furthering the narrative on training's impact on mental health and skill development from Thielmann et al. and McCarthy and Ford. Targeted training interventions are essential for fostering positive changes, enhancing motivation, and developing skills in the workforce.

In the context of organizational growth, training, and development are crucial in enhancing the capabilities of both employees and managers. Anderson (2020) emphasized that adequate training and development are fundamental for individuals to perform their roles within expanding organizations effectively. Building on this idea, Agostini and Filippini (2019) also recognized the importance of organizational processes that focus on continually enhancing employee skills through ongoing training activities, extending the concept of effective training highlighted by Anderson. Grass et al. (2020) highlighted the importance of prioritizing training and development to support and empower employees and managers, enabling adaptation and excellence and complementing and expanding upon Anderson and Agostini and Filippini's findings. Together, these studies underline the profound impact of training and development on employee well-being and job performance, calling for a deeper investigation into how evolving training processes can contribute to an organization's overall success.

Training Process Evolution

The advancement of training processes in the contemporary workplace has been pivotal in enhancing the capabilities and motivation of employees and managers.

Alcendor (2021) highlighted the significant shift from conventional classroom-based learning to e-learning, which has introduced many benefits to organizations. Blaga (2019) identified e-learning's flexibility as critical in improving work-life balance, allowing effective management of professional and personal responsibilities, aligning with the transition noted by Alcendor. Li et al. (2022) emphasized e-learning's widespread acceptance and impact across industries, showcasing its integration into professional practices, further expanding on the benefits and versatility explored by Alcendor and Blaga. The shift towards e-learning significantly develops skills and motivation, influencing organizational success across various settings.

As organizations increasingly embrace e-learning in their training methodologies, they intend to boost the skills and motivation of employees and managers while addressing the specific challenges associated with this digital approach. Khrykov et al. (2022) identified the need to address particular challenges in the development of e-learning, especially in regions experiencing rapid growth in this field, setting the stage for understanding e-learning's unique complexities. Building on this understanding, Hosseindoost et al. (2022) noted that e-learning environments could limit direct instructor-student interaction, potentially leading to slower problem resolution, a challenge that aligns with the complexities highlighted by Khrykov et al. Mikołajczyk (2022) illustrated that organizations can overcome challenges by customizing e-learning

strategies to specific workforce and organizational contexts, offering solutions to concerns raised by Khrykov et al. and Hosseindoost et al. The shift towards e-learning in training processes underscores its benefits, including enhanced skill development, improved employee motivation, and increased organizational performance.

Workforce Training Benefits

In organizational training, the observed benefits can differ significantly from one organization to another. Lazzara et al. (2021) demonstrated that comprehensive training across an organization can substantially lower employee turnover, a stark contrast to the results seen in organizations that do not prioritize such training. Chase-Lansdale et al. (2019) showed that training initiatives lead to career progression and wage growth, influencing the workforce and echoing positive outcomes identified by Lazzara et al. Adams and Lincoln (2020) focused on the impact of regular training programs on employees' and managers' professional experiences, underscoring and extending benefits noted by Lazzara et al. and Chase-Lansdale et al. Organizations need to customize training programs to specific needs and goals, enhancing effectiveness in employee retention and overall success.

Organizations actively pursue innovative ways to augment training benefits in the evolving workforce development field. Fernandes et al. (2023) highlighted that successful workforce development hinges on enhancing both employees' and managers' abilities and motivation. Chase-Lansdale et al. (2019) emphasized balancing flexibility and skill in the workforce for mutual employee and organizational benefits, aligning with Fernandes et al.'s focus on ability and motivation. Akudjedu et al. (2023) investigated the

workforce's positive reception of AI, focusing on improvements in quality, safety, and efficiency, introducing a technological aspect to the conversation by Fernandes et al. and Chase-Lansdale et al. Integrating AI technologies into training strategies highlights the need for innovative methods, including traditional techniques, to cultivate a motivated, skilled, and technologically adaptable workforce.

In-Person Training Methods

In the traditional framework of organizational training, in-person methods predominated before the advent of advanced technological solutions. Figge et al. (2022) noted that such training typically entailed travel for employees and managers at their usual workplace or a different location. Hosseini et al. (2022) found that face-to-face training in physical settings can lead to more effective learning outcomes, aligning with and expanding upon Figge et al.'s observations on in-person training logistics. Normandin et al. (2022) noted a shift from in-person to virtual training methods, accelerated by the COVID-19 pandemic, adding a new dimension to the training landscape described by Figge et al. and Hosseini et al. Despite the pandemic's diminishing impact in many areas, the continued relevance of in-person training in various contexts underlines its sustained importance in the broader spectrum of organizational training.

Evaluating the effectiveness of different training modalities, including traditional in-person methods, is crucial for organizations seeking to fine-tune their training strategies. Gross et al. (2023) identified that participants in in-person training often have higher knowledge gains than synchronous virtual training sessions. Valenstein-Mah et al.

(2020) stressed assessing training modalities' efficacy, helping organizations refine their approaches, and resonating with and extending Gross et al.'s findings on in-person training advantages. Singh et al. (2021) explored the strengths and limitations of in-person and other training methods, highlighting the need for informed decisions in training strategies, adding to discussions by Gross et al. and Valenstein-Mah et al. Understanding the impacts of different training modalities is crucial for organizations to effectively cater to diverse learning needs and enhance training program effectiveness.

Classroom

Within organizational training frameworks, classroom environments remain a crucial method. Khanna and Singh (2021) highlighted the effectiveness of these settings in enhancing participation and engagement, successfully meeting the diverse needs of employees and managers. Singh et al. (2021) examined in-person and other training methods' strengths and limitations, emphasizing the importance of informed training strategy decisions, building upon Gross et al. and Valenstein-Mah et al.'s discussions. Aligning these perspectives, Beinicke and Kyndt (2020) explored the growing trend of combining classroom training with e-learning methods, which many organizations adopt to enhance the learning experience. As discussed by Khanna and Singh and further explored by Kuntz and Carter (2021), this intersection of traditional and digital training methods ensures a comprehensive and flexible learning environment for all involved.

Classroom training within organizations extends beyond the confines of the office, often taking place in various settings, including conferences. Shank and Santiago (2022) emphasized the importance of setting clear expectations in these classroom

environments, noting that such clarity significantly enhances the learning process, improving understanding and retention. Tabvuma et al. (2022) pointed out that classroom training environments manage time effectively, facilitating structured learning experiences and complementing and expanding Shank and Santiago's structured learning approach. Iqbal and Ahmad (2021) focused on the effectiveness of classroom environments for reliable knowledge transfer and skill development, adding depth to the conversation by Shank and Santiago and Tabvuma et al. Using conferences as venues for classroom training exemplifies this adaptability, offering unique opportunities for focused learning and networking beyond the usual organizational setting.

Conferences

The utility of in-person conferences for employees and managers is significantly shaped by their specific goals and the opportunities these events offer. Pedaste and Kasemets (2021) noted the logistical aspects involved in attending such conferences, including travel and accommodation arrangements and adjusting to different time zones, factors that can influence the overall conference experience. Warden et al. (2022) highlighted the benefits of conference attendance, such as relationship building, direct learning, networking, and cultural enrichment, extending the discussion on in-person conferences by Pedaste and Kasemets. Blankenship (2021) focused on the value of specialized workshops at conferences, enhancing professional development and further broadening the scope of benefits identified by Pedaste and Kasemets and Warden et al. The collection of perspectives shows that in-person conferences can yield innovative solutions for organizational challenges, benefiting employees and managers.

The professional conference landscape is adapting to changing preferences, with a growing trend towards hybrid formats that blend in-person and virtual elements for training and networking. Devaraj et al. (2022) discovered a general appreciation for hybrid conferences over purely virtual configurations, emphasizing the enduring need for some in-person interaction in training and networking. Defrancq et al. (2022) note that the preference for in-person elements in conferences stems from their unique benefits, such as rich learning experiences and professional networking opportunities, expanding upon Devaraj et al.'s findings. Bouncken and Aslam (2019) focused on conferences' role in facilitating learning and collaboration among professionals, contributing to knowledge exchange and growth, and adding to the evolving formats discussed by Devaraj et al. and Defrancq et al. While the significance of in-person conferences remains clear, the ongoing importance of on-the-job training is also highlighted, as it allows employees and managers to apply their learning in workplace settings directly.

On-the-Job Training

On-the-job training within an in-person setting offers a hands-on and practical approach for employees and managers to master essential aspects of their daily roles. Hibbert et al. (2019) emphasized the value of such training, often involving shadowing experienced colleagues to learn desired behaviors and skills, a method that provides direct, real-time learning experiences. Na (2021) noted the effectiveness of on-the-job training for teams or departments in imparting skills and knowledge, fostering innovation, and aligning with Hibbert et al.'s findings on its practicality. Fragala et al. (2019) explored on-the-job training's impact on enhancing individual capabilities,

contributing to organizational growth and adaptability, and broadening the scope of benefits discussed by Hibbert et al. and Na. Focusing on firsthand experience and real-world application in training prepares employees to tackle workplace challenges effectively and enhances their contributions to organizational success.

In-person, on-the-job training experiences are critical motivators for employees, significantly enhancing their engagement and commitment to work. Iqbal et al. (2020) highlighted that managers and employees greatly benefit from such immersive and hands-on training experiences, providing a foundation for understanding the wide-ranging impacts of on-the-job training. Loewen et al. (2020) observed that skill level mismatches in on-the-job training might lower motivation when expected outcomes are not achieved, adding depth to the discussion by Iqbal et al. Pastore and Pompili (2020) found that on-the-job training increases the likelihood of securing permanent employment, reinforcing its value in career progression as echoed by Iqbal et al., adding context to Loewen et al.'s challenges. Focusing on team or department-specific on-the-job training effectively transfers skills and knowledge collaboratively, promoting collective learning and professional development.

Team and Department Focused

In-person organizational training is frequently targeted towards specific teams or departments, adapting its content to their unique needs. Malatji et al. (2022) emphasized that such tailored training sessions are crucial for employees engaged in daily tasks and managers leading departmental teams, focusing on their specific roles within the team or department. Almusawi and Alubadi (2021) noted the importance of understanding team

or department size for its effects on intrateam relationships and dynamics in face-to-face training, complementing Malatji et al.'s role-specific training insights. Malatji et al. (2022) analyzed the impact of enhancing teaching and learning quality for specific teams, finding that focused training approaches often yield better outcomes, enriching the understanding discussed with Almusawi and Alubadi. Customizing training to meet specific team or department challenges and objectives creates a more effective learning environment, improving individual and collective performance.

The COVID-19 pandemic has precipitated significant changes in in-person training, prompting a substantial shift towards online training formats accessible to employees and managers across organizations. Buljac-Samardzic et al. (2020) identified that, despite the change to online forms, team training remains vital for effective teamwork and organizational performance and has yielded positive outcomes. Malatji et al. (2022) examined how enhancing teaching and learning quality for teams leads to better outcomes, enriching the understanding of training's impact along with Almusawi and Alubadi (2021). Malatji et al. studied the effects of improved teaching and learning for teams, leading to better outcomes and deepening the understanding of training's impact alongside Almusawi and Alubadi. Transitioning to virtual training methods provides flexible and accessible learning opportunities, catering to the dynamic needs of the modern workforce.

Virtual Training Methods

The shift to virtual training methods, driven by technological advancements and the challenges posed by the COVID-19 pandemic, has transformed organizational

approaches to skill development. Pallavicini et al. (2022) identified that the move to virtual training during the pandemic increased stress and anxiety among employees and managers, primarily due to concerns about the effectiveness of remote training impacting their professional roles. Aligning with this finding, Cluff (2022) observed that well-structured virtual training can significantly motivate employees and managers, potentially reducing the stress and anxiety highlighted by Pallavicini et al. and fostering better interpersonal relationships within the organization. Parker and Grote (2022) generalized virtual training's long-term benefits, like flexibility and accessibility, addressing concerns raised by Pallavicini et al. and contributing to the learning experience and organizational success. The evolving landscape of virtual training highlights its growing importance in enhancing learning outcomes and employee engagement in organizational strategies.

Developing virtual training programs entails using various resources, some freely accessible, while others incur significant costs. Postelnicu et al. (2019) highlighted the diverse benefits of integrating virtual training in organizations, including virtual classrooms, online conferences, and streaming platforms, which significantly influence training and knowledge-sharing practices. Yavich and Starichenko (2017) noted the growing reliance on virtual learning environments in modern education, aligning with the broad application of virtual training detailed by Postelnicu et al. Adding another layer to this discussion, Baceviciute et al. (2022) identified the challenges organizations face in developing effective and efficient virtual training programs amid various economic, global, technological, and labor market changes. The study emphasized virtual training's importance in education and motivation, addressing complexities outlined by Postelnicu

et al. and Yavich and Starichenko, and noted virtual classrooms' rise as flexible training platforms.

Virtual Classroom

The shift towards virtual classrooms in training has revolutionized how organizations approach learning, creating a digital union of employees and managers. Warden et al. (2022) stressed the crucial role of emulating the dynamics of in-person classrooms to facilitate collaborative learning in online settings. Shirmila (2022) observed the growing recognition of online training's value and efficiency in organizations, a trend resonating with Warden et al.'s emphasis on interactive learning environments. Postelnicu et al. (2019) highlighted virtual training's unique advantages, such as promoting better work-life balance, addressing a broader range of benefits linked to virtual models discussed by Warden et al. and Shirmila. As virtual classrooms gain popularity, organizations also explore virtual conferences, extending the scope of training and development opportunities offered in these digital formats.

The advent of digital technologies, particularly virtual simulations, has revolutionized classroom experiences, making them more authentic and immediate. Novick et al. (2022) highlighted a significant challenge in this digital shift, noting the heightened risk of cheating in online testing environments and its potential negative impact on the effectiveness of training outcomes. Seufert et al. (2022) expanded virtual training to include classrooms, conferences, and events, offering organizations more methods for knowledge sharing and professional development, addressing issues raised by Novick et al. Westermayr et al. (2021) demonstrated how digital tools transform

contemporary training approaches, providing context to the evolving landscape of virtual training discussed by Novick et al. and Seufert et al. As organizations navigate these technological advancements, they face the task of balancing innovation with the preservation of the learning process's integrity.

Virtual Conferences and Events

The transformation of training and networking through virtual conference environments has enabled global connections in unprecedented ways. Alfaqiri et al. (2022) highlighted the convenience of attending virtual events, noting the elimination of physical and temporal constraints, thereby facilitating participation for employees and managers without the necessity of travel. Halberstadt et al. (2019) emphasized that technological advancements increase event accessibility, promote global collaboration and knowledge sharing, and enrich learning with diverse viewpoints, building upon advantages identified by Alfaqiri et al. Gfrerer et al. (2021) pointed out that participants' perceptions of virtual events are influenced by their organizational experiences and digital readiness, including familiarity with online platforms and technical competencies. The study adds to Alfaqiri et al. and Halberstadt et al.'s insights by highlighting the importance of acknowledging individual engagement differences at virtual conferences for navigating virtual learning and networking.

The virtual environment, with its distinct advantages and perceptual variations, offers unique opportunities for organizational development. Quek et al. (2021) identified that virtual conferences offer a platform for knowledge and experience sharing, leading to increased motivation, belonging, and job satisfaction, highlighting virtual environments'

positive impact on well-being. Lin et al. (2019) noted that virtual settings facilitate interaction and engagement, easing connections, idea exchanges, and professional relationship formation, aligning with Quek et al.'s benefits of virtual collaboration. Providing a different angle, Vilalta-Perdomo et al. (2023) explored how virtual events enable teams and departments to organize specific sessions targeting organizational opportunities, fostering collaborative and interactive problem-solving. This approach enhances virtual teamwork beyond conferences, promoting broader virtual collaboration for remote employee and manager cooperation, thus improving organizational operations dynamics, as discussed by Quek et al. and Lin et al.

Virtual Teams

Virtual team training introduces distinct challenges and opportunities, setting it apart from conventional in-person training approaches. Kleinlogel et al. (2021) identified that designing effective team training in a virtual environment demands attention to situational factors affecting interaction dynamics and training results. Worley et al. (2020) underscored tailoring collaborative learning environments to team members' styles and preferences to enhance engagement and effectiveness, addressing and extending Kleinlogel et al.'s situational considerations. Further elaborating on these themes, Kleinlogel et al. explored how team members' varied personalities, interpersonal skills, and work experiences shape their preferences in virtual training settings, advocating for diverse training methodologies. This insight emphasizes the importance of adapting training strategies to these varied preferences, aligning with the approaches

suggested by Worley et al., and ensuring a more inclusive and effective virtual team training experience.

In the modern business landscape, the role of virtual teams has become a fundamental aspect of organizational functioning. Chai and Park (2022) highlighted that the COVID-19 pandemic significantly accelerated the shift to remote work and virtual collaboration, leading to the widespread adoption of virtual teams across different industries. Bagga et al. (2022) emphasized the need for effective virtual training to help team members adjust to new work environments and enhance performance, building upon pandemic-initiated changes. Mangla (2021) pointed out that virtual team training offers a sustainable model for long-term remote collaboration, providing a broader context to the evolution of virtual teamwork as discussed by Chai and Park and Bagga et al. This perspective highlights the need for organizations to fully embrace and plan for the ongoing relevance of remote collaboration and virtual teamwork in the ever-evolving business environment.

To maximize the effectiveness of virtual team training, organizations need to develop and implement structured programs specifically designed for the virtual environment. Scurati et al. (2021) discovered that effective virtual training programs must address the unique dynamics of virtual interactions, adapt to individual learning styles, and fulfill remote work demands. Degbey and Einola (2020) emphasized incorporating technology and best practices in virtual team training, equipping team members with skills for virtual work environments, and extending considerations highlighted by Scurati et al. Zhang and Chen (2024) shed light on virtual team training's

broader advantages, illustrating its potential to enhance virtual teams' productivity and success in the digital age. This progression shows the importance of well-structured training programs with tools like video streaming platforms, fostering collaboration, knowledge exchange, and effective learning among team members.

Video Streaming Platforms

Video streaming platforms have become indispensable in facilitating virtual training for employees and managers, particularly during the COVID-19 pandemic. Thanasi-Boçe (2021) highlighted that, in the post-pandemic era, these platforms have risen to the forefront as a critical learning medium for organizational professionals. Ospina García et al. (2021) noted the increasing use of platforms like Jitsi, Zoom, Microsoft Teams, Google Meet, and Big Blue Button for training and meetings, illustrating their widespread adoption and versatility. Thanasi-Boçe (2021) discussed challenges in virtual training, like maintaining attention due to varied learning styles and expanding on the practical aspects of using video platforms mentioned by Ospina García et al. Despite challenges, the extensive availability and application of video streaming platforms have been crucial in maintaining the continuity and effectiveness of virtual training during limited in-person interactions.

The surge in the use of video streaming platforms for training, a trend significantly accelerated by the COVID-19 pandemic, has introduced benefits and challenges. Işıl and Ersoy (2022) identified that the prolonged usage of these platforms can lead to user exhaustion and fatigue, highlighting a critical challenge in their application. Maulana (2023) noted that while platforms offer advantages like enhanced

interactivity and real-time communication for virtual training, they also present specific challenges, echoing concerns raised by Işıl and Ersoy. Kretschmer and Khashabi (2020) advocated for a balanced approach in using these platforms, intending to harness benefits while mitigating drawbacks, providing a broader perspective on complexities identified by Işıl and Ersoy and Maulana. For organizations, especially in sectors like retail, effectively navigating these challenges is essential to maintain engaging and efficient virtual training for employees and managers.

Retail Industry Training

The retail industry has significantly transformed its training methodologies to meet shifting demands. Kapur (2019) pointed out the vital role of practical retail training in fostering organizational sustainability, particularly by enhancing employees' and managers' satisfaction and experiences. Echoing Kapur's insights, Deeter-Schmelz (2021) identified the crucial influence of technological advancements in reshaping retail training, integrating both time-honored classroom methods and the emerging trend of e-learning environments. This perspective is further expanded by Kaila (2021), who explored diverse training strategies, including both formal and informal approaches, thus enriching development opportunities for personnel in the retail sector. As these authors illustrated, the ongoing evolution of the retail landscape necessitates a commitment to adaptable and forward-thinking training strategies.

In the dynamic world of retail, adapting training styles and approaches is critical for effectively meeting the evolving needs of employees and managers. Findeisen and Wild (2022) emphasized the diminishing focus on routine tasks, advocating for training

programs that inspire employees toward more efficient task execution. Choi et al. (2022) recognized retail training as a platform for applying and practicing new knowledge in areas like marketing, retail operations, and logistics, complementing the shift highlighted by Findeisen and Wild. Tsai et al. (2022) explored the impact of employees using their training meaningfully to contribute to organizational success, resonating with the findings of Findeisen and Wild and Choi et al. These interconnected insights indicate that as the retail industry evolves, so must its training strategies, evolving to meet workforce demands while promoting growth and development.

The retail industry has undergone substantial changes in its training processes, driven by technological innovations and an emphasis on employee satisfaction. Ying et al. (2021) noted the benefits of employing a variety of training styles, providing growth and development opportunities for employees and managers in retail. Complementing Ying et al.'s findings, Butt et al. (2021) recognized the value of integrating practical operations into training, further boosting developmental prospects. Offering a different angle, Subramanian and Suresh (2022a) stressed the necessity of continuously evolving training methods to align with the industry's changing needs, helping retail organizations build a workforce adept at succeeding in a competitive landscape. Collectively, these insights underscore the importance of training, coaching, and development programs in enhancing the skills and performance of retail industry personnel.

Coaching and Development in the Retail Industry

Coaching and development are integral to the retail industry's training process and are recognized as fundamental intervention methods. Nguyen et al. (2019) pointed

out the effective use of these methods by employees and managers to highlight the significance of desired behaviors and their influence in the workplace, a fundamental aspect of training. Expanding upon this, Li (2022) identified the retail sector's emphasis on critical skills such as communication and problem-solving, a focus that aligns with the behavioral outcomes Nguyen et al. emphasized. Kapur (2019) explored the benefits of coaching and development initiatives in fostering robust employee-manager relationships, enhancing the practical application of skills and behaviors highlighted by Nguyen et al. and Li. This interconnected narrative underscores the synergy between coaching, skill development, and relationship-building as instrumental in boosting the efficacy of training practices in the retail industry.

Ensuring organizational sustainability in the retail industry involves implementing comprehensive programs prioritizing coaching and professional development. González-Pérez and Ramírez-Montoya (2022) laid the groundwork in this area by introducing frameworks to manage customer-induced fear, which directly influences the enhancement of customer service quality. Deeter-Schmelz's (2021) focus on refining customer service quality complements and aligns with González-Pérez and Ramírez-Montoya's strategic goals, collectively emphasizing enhancing customer interactions. Sjödin et al. (2020) explored the evolution of coaching and development practices, uncovering techniques that bolster operational efficiency and employee growth, supporting customer-centric objectives identified by preceding authors. These interconnected insights from González-Pérez, Ramírez-Montoya, Deeter-Schmelz, and Sjödin et al. reveal the critical importance

of integrated coaching and development strategies for sustainable success in the retail sector.

Investing in coaching and development is pivotal for organizations striving to enhance their training effectiveness. Patil et al. (2023) highlighted the importance of well-resourced, comprehensive coaching and development programs, noting their alignment with strategic objectives to boost employee performance and engagement. Kele et al. (2022) observed success in the retail industry from a focused approach to core behaviors in initiatives, enhancing employee capabilities, and complementing Patil et al.'s findings. Contrasting yet complementing these views, Younas and Waseem Bari (2020) generalized the strategic commitment to coaching and development for individual competency enhancement. Patil et al.'s and Kele et al.'s study underscore investing in coaching and development to cultivate a culture of enhancement, innovation, and adaptability in organizations.

Coaching and development are vital in retail training, focusing on growth, skill enhancement, and sustainability. Patil et al. (2023) noted the significant impact of effective coaching programs in improving employee performance and engagement. Kele et al. (2022) found that adapting and expanding coaching initiatives equips employees and managers for dynamic retail environments, correlating with enhanced skills and success, aligning with Patil et al.'s outcomes. Offering a specialized perspective, Dwivedi and Joshi (2021) explored the impact of coaching on communication skills, highlighting its role in fostering superior customer service and positive customer relationships, which addresses retail challenges and promotes adaptability. This exploration complements the

broader skill development focus of Patil et al. and Kele et al., underlining the importance of effective communication practices in driving growth and achieving positive outcomes in the retail sector.

Communication in the Retail Industry

Training in effective communication is crucial for employees and managers in the retail industry, especially for situations that require enhanced awareness and adaptability. Taylor et al. (2021) emphasized the need to address communication barriers for consumers with needs or disabilities, highlighting the exclusion these individuals often face in independent shopping experiences. This focus on inclusivity and overcoming obstacles aligns with Strindlund et al. (2019), who advocated for training to better understand and assist individuals with disabilities, enhancing organizational support capacity. Furthering this discussion, Taylor et al. (2021) also explored the broader impact of such training on business operations, emphasizing its role in enhancing operational efficiency and fulfilling customer human rights obligations. Insights from Taylor et al. and Strindlund et al. illustrate comprehensive communication training's scope in retail, emphasizing its importance in equipping workers to serve consumers with diverse needs.

Effective verbal and nonverbal communication is critical to maintaining smooth organizational dynamics. Dal Mas et al. (2022) emphasized the need for clear and frequent communication within the workforce to ensure efficient operations and a cohesive work environment. Fanggidae and Mumu (2023) noted that training programs aligned to improve communication skills and tackle barriers could boost customer service and promote inclusivity in retail organizations, echoing Dal Mas et al.'s emphasis.

Offering a complementary perspective, Soleimani et al. (2023) focused on integrating personality into training programs, enhancing customer service, and optimizing team interactions. These insights collectively underscore the broader scope of enhancing organizational communication, which involves acknowledging diverse cultural backgrounds within the workforce and tailoring communication strategies to accommodate individual differences effectively.

Personality in the Retail Industry

Training in the retail industry is essential for enhancing employees' and managers' personality traits, which are crucial for consumer interactions. O'Brien et al. (2021) pointed out the necessity of understanding social and situational cues in retail settings to ensure positive customer interactions, a skill increasingly vital in the industry. Ciunova-Shuleska and Palamidovska-Sterjadovska (2019) found that practical training develops traits like extraversion, which is beneficial for managing customer relations, aligning with the situational understanding emphasized by O'Brien et al. Vieira et al. (2020) focused on the significance of optimism in retail employees for handling business situations, resonating with customer interaction skills highlighted by O'Brien et al. and Ciunova-Shuleska and Palamidovska-Sterjadovska. Interconnected insights from these authors illustrate the evolving nature of retail training, highlighting the importance of personality-focused programs to enhance communication skills and address biases, elevating customer experience.

While not widely explored, the connection between personality traits and consumer perceptions in retailing holds significant importance. Olubiyi et al. (2019)

highlighted how personality traits profoundly influence individuals' needs and behaviors in the workplace and broader life contexts. O'Brien et al. (2021) observed a close link between individuals' efforts to fulfill needs and the manifestation of their personalities in their behaviors, paralleling insights into personality's role in shaping behaviors and needs. Menidjel et al. (2021) investigated personality's impact on consumers' perceptions of relationship investment and loyalty in retail, deepening the understanding initiated by Olubiyi et al. and O'Brien et al. These studies underscore the importance of understanding the interplay between personality traits and consumer behaviors, enabling retail companies to tailor strategies effectively to enhance customer relationships and loyalty.

Personality-focused training programs in the retail industry are pivotal for enhancing customer interactions and building stronger relationships. Kaila (2021) pointed out the effectiveness of equipping employees and managers with the necessary skills and personality traits, which leads to enriched overall customer experiences. Balconi et al. (2023) stressed exploring personality's role in retail, especially its influence on consumer behavior and decision-making, extending the narrative on customer interactions established by Kaila. Khayer et al. (2020) leveraged personality attributes to intensify customer engagement and optimize business outcomes, building upon the insights of Kaila and Balconi et al. Collectively, these studies highlight that a comprehensive approach to training, focusing on personality, not only shapes positive consumer perceptions but also drives organizational success.

Bias in the Retail Industry

Training on workplace bias is essential for enabling employees and managers in the retail industry to identify and mitigate areas needing improvement. McCormick et al. (2020) emphasized that unconscious biases among employees and managers can adversely affect organizational consumer interactions. Kappen and Naber (2021) found that thorough training can effectively alter biased judgments in workplace scenarios, aligning with McCormick et al.'s discussion on recognizing and correcting biases. Altmaier (2019) examined how personal experiences and biases, including emotional and physical factors, significantly affect retail situations, suggesting training and technology are crucial for driving positive change. This collective understanding underscores the importance of proactively addressing bias to cultivate a more inclusive and equitable workplace environment.

Diversity training is a widespread investment in organizations, but its actual impact on reducing bias and enhancing diversity is currently under scrutiny. Carter et al. (2020) raised concerns about the effectiveness of diversity training in changing biased attitudes and behaviors despite its prevalence. Echoing this skepticism, Sutton (2022) underlined the increasing importance of effectively addressing diversity and bias issues through training, a perspective complementing Carter et al.'s critique by emphasizing the urgent need for impactful training approaches. Contrasting but building on these viewpoints, Madera et al. (2023) examined how retail organizations could create more inclusive and equitable environments, focusing specifically on workplace bias in training efforts. This approach aligns with Sutton's emphasis on addressing bias and Carter et

al.'s call for practical training, highlighting the necessity of aligning training programs with the goals of inclusivity and equity within the retail industry.

Technology integration enhances operational efficiency and customer experiences in the ever-evolving retail industry. Beinicke and Kyndt (2020) highlighted the significant transformation brought about by embracing advanced technologies like AI-powered chatbots, mobile apps, and data analytics. Building on this technological advancement narrative, Kaila (2021) found that these tools facilitate effective inventory management, personalized marketing, and seamless omnichannel integration, illustrating a forward-thinking approach that aligns with Beinicke and Kyndt's observations. Further exploring the impact of technology, Beinicke and Kyndt also critiqued how digital transformation streamlines internal processes and empowers retailers to offer more customized and convenient services, thus boosting customer satisfaction and loyalty. These interconnected insights from Beinicke, Kyndt, and Kaila emphasize technology's critical and ongoing role in dictating the retail industry's future direction.

Technology in the Retail Industry

The retail industry has undergone significant technological advancements, reshaping the needs and operations of organizations. Bailey (2022) pointed out that these technological shifts have revolutionized work processes and societal dynamics, leading to various beneficial outcomes. Complementing Bailey's observations, Ali Al Zouba and Raju (2021) stressed the necessity of continuous training for retail employees and managers to adapt to these new technologies, highlighting a crucial response to the changes Bailey described. Roy et al. (2020) examined how retail organizations identify

and integrate technologies supporting employees, managers, and consumers, aligning with Bailey and Ali Al Zouba and Raju's identified need for ongoing training and adaptability. The collective findings from Bailey, Ali Al Zouba, Raju, and Roy et al. highlight the transformative impact of technology on training and performance evaluation methods within the retail industry, significantly influencing its future operational landscape.

Performance Evaluations in the Retail Industry

Performance evaluations are crucial in the retail industry, allowing organizations to assess and enhance employee and manager performance through feedback and developmental opportunities. Fu (2021) emphasized sharing appraisal results from collected data with experienced retail workers for training and development. Using the evaluation data for improvement aligns with Dutta et al. (2020) observation that evaluations serve dual purposes: as a tool for performance measurement and a platform for acknowledging achievements and identifying growth areas. Further elaborating on the consequences of evaluations, Sleiman et al. (2020) examined how these outcomes can influence crucial aspects like compensation, bonuses, promotions, and the assignment of more responsibilities. This narrative, from Fu's data collection to Dutta et al.'s dual-purpose evaluation and Sleiman et al.'s impact analysis, highlights performance evaluations' role in motivating workforce excellence and development in retail.

Performance evaluations in the retail industry provide critical feedback and insights, aiding in the sustainability and effectiveness of organizational operations. Fu (2021) underscored the importance of analyzing evaluation results to discern workforce

strengths and weaknesses, thereby pinpointing areas for improvement. Rouyendegh et al. (2020) recognized the value of identifying improvement areas in pinpointing critical success factors in retail and aligning training with crucial competencies. Qian et al. (2022) viewed performance evaluations as a catalyst for continuous organizational improvement, building on the foundations laid by Fu and Rouyendegh et al., motivating skill and performance enhancement. This progression from Fu's analysis to Rouyendegh et al.'s strategic alignment and Qian et al.'s organizational enhancement illustrates how retail performance evaluations create a culture of continuous improvement.

Organizational Ability and Motivation

The ability and motivation of employees and managers significantly influence an organization's overall performance. Alotaibi et al. (2020) observed that factors like psychological empowerment and robust interpersonal relationships substantially enhance both the ability and motivation of employees and managers, leading to better job performance. This concept of improving knowledge and motivation is further explored by Patricio et al. (2022), who identified the critical role of understanding their interplay in training, emphasizing how it is essential for elevating employee expertise and performance. Similarly, Hotha (2023) prioritized the importance of specifically designed training programs that cultivate ability and motivation, enabling employees and managers to surmount challenges and thrive in their roles. This progression of insights, from Alotaibi et al.'s focus on empowerment through Patricio et al.'s analysis of training dynamics to Hotha's emphasis on targeted programs, underscores nurturing ability and motivation for success and growth.

Managers' skill in identifying and capitalizing on employees' abilities and motivations is critical to implementing effective training interventions. López-Cabarcos et al. (2020) emphasized the role of a supportive work environment, including job security and flexible designs, in boosting employees' emotional well-being, which can enhance their potential and readiness for training. Building upon this idea of a conducive environment, Li et al. (2022) demonstrated that promoting employee collaboration and knowledge-sharing contributes directly to improving organizational performance, aligning with the supportive conditions advocated by López-Cabarcos et al. Diverging but complementing these perspectives, Cai et al. (2020) focused on acknowledging and reinforcing the workforce's abilities and motivations, suggesting that tailored training and support are crucial for optimizing workforce potential. This narrative chain, from López-Cabarcos et al.'s supportive environment through Li et al.'s emphasis on collaboration to Cai et al.'s focus on individual potential, underlines fostering a growth-conducive environment for organizational success.

Organizational Ability

Efficient workplace operation is crucial for achieving organizational success for employees and managers. Song et al. (2020) emphasized the significance of understanding task purposes and participating in diverse training, including computer module-based and team-based activities, aligning employee efforts with organizational goals, and enhancing their abilities. Selart et al. (2020) observed that team-based training activities empower individuals by involving them in decision-making, increasing motivation, and complementing skill enhancement, as highlighted by Song et al.

Extending this narrative, Li et al. (2022) explored the impact of heightened abilities on employees and managers, demonstrating how these enhanced skills lead to more effective task performance and contribute to the organization's overall success. This sequence from Song et al.'s diverse training focus, through Selart et al.'s emphasis on decision-making involvement, to Li et al.'s task performance analysis, underscores a skilled, motivated workforce's role in business efficiency, innovation, and adaptability.

A supportive work environment that ensures job security and offers flexible designs is essential in enhancing employees' emotional abilities and facilitating collaboration and knowledge sharing. Papoutsi et al. (2019) identified the positive influence of improving employees' emotional abilities on organizational performance, establishing a foundation for further development. Li et al. (2022) showed that nurturing abilities through training and participative decision-making increase job satisfaction and productivity, building on Papoutsi et al.'s connection between emotional skills and organizational performance. Karman and Savanevičienė (2021) focused on prioritizing workforce ability development for sustained success and continuous improvement, aligning with Papoutsi et al. and Li et al.'s emphasis on ability enhancement and performance impact. Combining insights from Papoutsi et al., Li et al., and Karman and Savanevičienė, the narrative highlights how a supportive environment and tailored development strategies benefit a positive, productive, and engaged workforce.

Organizational Motivation

Team-based activities are increasingly recognized as crucial for fostering relationships and boosting organizational motivation. Song et al. (2020) demonstrated the

benefits of collaborative training exercises, including improved job performance, heightened motivation, and better knowledge acquisition, effectively linking teamwork with skill development and motivation. Zhou et al. (2019) reinforced this connection by showing that participative management practices positively affect employee motivation, aligning with the motivational impact identified by Song et al. Knezović and Drkić (2021) explored how involving employees in decision-making leads to innovation, motivation, and empowerment, adding depth to Zhou et al.'s participative practices and Song et al.'s team dynamics discussions. Collectively, these studies underline the effectiveness of merging team-based activities with participative management to enhance employee motivation and engagement within organizations.

Motivation is crucial to training programs to create a cohesive and resilient workforce. Berraies and Chouiref (2023) highlighted how fostering motivation through team-based activities and participative management can cultivate a culture of continuous learning, collaboration, and employee engagement. Appelbaum et al. (2000) emphasized aligning training, motivation, and organizational dynamics as central to the ability, motivation, and opportunity theory, suggesting a direct impact on performance and job satisfaction. Troisi et al. (2020) used a causal-comparative design to examine the application of the ability, motivation, and opportunity framework in enhancing training strategies, complementing the findings of Berraies and Chouiref and Appelbaum et al.'s theory. These interconnected studies collectively underscore the significance of optimizing training strategies to improve individual and organizational performance,

emphasizing the value of delving deeper into the ability, motivation, and opportunity theory.

Ability, Motivation, and Opportunity Theory

The focus on enhancing ability and motivation in training environments is gaining traction in various industries. Kellner et al. (2019) investigated applying the ability, motivation, and opportunity theory to assess performance in diverse training contexts, establishing a foundation for understanding these essential elements. Kremmydas and Austen (2020) explored how understanding the interplay between ability and motivation enables organizations to create high-performance training environments, aligning with and expanding upon Kellner et al.'s application. Cai et al. (2020) examined behavioral training's role in enhancing creativity among employees and managers in the digital era, adding a new dimension to the ability and motivation conversation by Kellner et al. and Kremmydas and Austen. This interconnected analysis from these authors highlights the critical importance of training programs that strengthen both ability and motivation for practical skill development of employees and managers.

Managerial Skills

The managers' skills significantly influence an organization's development and evolution. Matsuo (2019) observed that managers often need to unlearn outdated practices during transition periods, which mirrors the changing landscape of training approaches and knowledge dissemination within organizations. Hamouche (2023) noted that various industries have adopted practices that help managers retain and apply new knowledge from organizational training and address the challenges identified by Matsuo.

Expanding this discussion, Ghorbani (2023) examined a broader spectrum of managerial competencies, such as effective delegation, decision-making, communication, and emotional intelligence, adding depth to the evolving nature of managerial skills and training. Interlinked perspectives from Matsuo, Hamouche, and Ghorbani highlight the need for ongoing monitoring and development of managerial skills to align with changes in organizational processes and training methods, maintaining effectiveness.

Managerial roles are crucial in organizations, bringing valuable skills and perspectives that contribute to management effectiveness. Camp et al. (2022) focused on the multifaceted nature of these roles, emphasizing the importance of recognizing and using the diverse expertise and viewpoints of managers, a perspective that enables organizations to maximize their managerial talent. Caligiuri et al. (2020) highlighted the advantage of developing a comprehensive skill set among managers, aligning with Camp et al.'s emphasis on varied managerial skills, aiding organizations in navigating challenges. Additionally, Camp et al. (2022) investigated the evolving nature of organizational roles, stressing the need for ongoing development and effective use of managerial skills to ensure that managers are well-equipped for their responsibilities. Weaving through the insights of Camp et al. and Caligiuri et al., the narrative underscores the critical importance of understanding and enhancing managerial skills, especially emotional intelligence, for effective leadership and a positive organizational environment.

Emotional Intelligence

Emotional intelligence is increasingly recognized as critical for managerial competence and organizational effectiveness. Pirsoul et al. (2023) underscored its significance in fostering strong relationships and achieving organizational success, setting a foundation for its broader impact. Khetjenkarn and Agmapisarn (2020) noted that various industries have implemented training programs to develop emotional intelligence in managers and employees, resonating with Pirsoul et al.'s emphasis on relationship-building. Pirsoul et al. (2023) assessed training interventions, noting that focusing on self-awareness, empathy, and communication strengthens employee emotional connections and enhances relational outcomes, contributing to organizational success. This interconnected narrative, linking the insights from Pirsoul et al. and Khetjenkarn and Agmapisarn, illustrates the vital role of emotional intelligence training in boosting managerial effectiveness and fostering a positive organizational environment.

The link between emotional intelligence and managerial performance provides essential insights for shaping effective training programs. Shabanova (2021) pointed out that managers with high emotional intelligence are more adept at empathetic understanding, effective communication, and resolving conflicts. Malik et al. (2023) found that emotionally competent managers foster positive work environments and deeper connections, contrasting with those lacking emotional intelligence who often struggle with engaging employees and achieving outcomes. Further reinforcing this theme, Kaur and Hirudayaraj (2021) explored the critical importance of emotional intelligence in managerial roles for effective relationship-building and organizational

effectiveness, highlighting the challenges faced without these emotional skills. From Shabanova's empathetic and communicative strengths to Malik et al.'s positive work environments and Kaur and Hirudayaraj's organizational impact, emotional intelligence's crucial role in managerial performance and work culture is emphasized.

Organizations that prioritize the development of emotional intelligence in their managers find it highly beneficial, as supported by empirical evidence. Siddiq et al. (2020) noted that managers with heightened emotional intelligence across various industries are likelier to achieve higher project success rates, establishing a link between emotional intelligence and effective leadership. Kaihlanen et al. (2019) observed that emotionally intelligent managers excel in project success and improve training implementation and communication, reinforcing Siddiq et al.'s findings on emotional intelligence's broad impacts. Chigeda et al. (2022) underscored integrating emotional intelligence training into corporate development programs, enhancing managers' capabilities as identified by Siddiq et al. and Kaihlanen et al. These interconnected studies collectively illustrate the significant role of emotional intelligence in improving managers' overall effectiveness and success in diverse organizational settings.

Emotional intelligence is increasingly recognized as a vital skill for organizational managers. Khassawneh et al. (2022) highlighted that targeted training interventions to enhance emotional intelligence could strengthen managers' connections with employees and boost overall effectiveness, setting a precedent for its importance in managerial development. D'Souza et al. (2023) identified emotional intelligence's positive impact on managerial outcomes, advocating for its inclusion in organizational training programs,

building on Khassawneh et al.'s findings. Complementing these perspectives, Kumari et al. (2022) examined how a supportive work environment improves managerial emotional intelligence, which fosters a positive workplace culture, leading to better outcomes and employee well-being. Progressing from Khassawneh et al.'s focus on training through D'Souza et al.'s emphasis on training content to Kumari et al.'s link to workplace culture highlights emotional intelligence's role in enhancing organizational interpersonal dynamics and decision-making.

Decision Making

Decision-making is a critical managerial skill that significantly impacts various industry outcomes. McAuley (2019) observed that managers frequently face a spectrum of employee reactions when implementing organizational changes, ranging from positive to negative feedback. This dynamic is further examined by Giau et al. (2020), who noted that tensions often arise when employees perceive decisions unfavorably, a scenario that resonates with McAuley's findings on the diversity of responses to managerial decision-making. In a contrasting yet complementary perspective, Salas-Vallina et al. (2021) highlighted the effectiveness of collaborative decision-making between employees and managers, demonstrating that such joint efforts usually lead to more favorable outcomes. Research from McAuley's exploration of employee reactions, Giau et al.'s observation of potential tensions, to Salas-Vallina et al.'s focus on collaboration, emphasizes maintaining effective communication in evolving decision-making processes.

A thorough reevaluation of existing training methodologies is essential to bolster the decision-making process in organizations. Gee and Shackman (2023) stressed

pinpointing and correcting the shortcomings in current training methods, urging organizations to implement necessary changes for improved decision-making results. Azevedo and Almeida (2021) highlighted tailoring training strategies to meet the dynamic requirements of decision-makers, ensuring informed decision-making, and aligning with Gee and Shackman's emphasis on enhancing training approaches. While focusing on a different aspect, Alagaraja and Herd (2022) underscored the significance of developing a culture prioritizing strategic thinking, critical analysis, and collaborative problem-solving. Refining training based on Gee and Shackman's suggestions and mirroring Azevedo and Almeida's strategic direction highlights the persistent necessity to enhance decision-making skills. These perspectives underscore how training reforms provide strategic alignment and a supportive decision-making culture to impact decision outcomes, ease transitions, and highlight the role of effective communication in transparent decision-making and employee acceptance.

Communication

Effective communication is a crucial managerial skill that significantly impacts organizational dynamics in all industries. Panteli et al. (2019) highlighted that solid communication skills are essential for managers in any sector to ensure efficient team coordination and collaboration. Mehralian et al. (2020) noted the widespread recognition of communication skills' importance in managerial roles, emphasizing their influence on relationship-building and success, building upon Panteli et al.'s identified necessity. Vandergoot et al. (2019) examined the evolution of training programs, focusing on developing managers' communication skills, providing insight into the growing emphasis

on these skills, as echoed by Panteli et al. and Mehralian et al. This emphasis on communication underscores its pivotal role in transforming organizational relationship-building, collaboration, and overall effectiveness.

Effective managerial communication extends beyond simple information sharing, including active listening, interpreting nonverbal cues, and adapting to diverse contexts. Bryson et al. (2022) highlighted that managers adept in communication can effectively convey their ideas, expectations, and feedback, reducing ambiguity and fostering greater understanding. Vandergoot et al. (2019) highlighted the evolution of managerial training programs with a focus on communication skills, resonating with insights from Panteli et al. (2019) and Mehralian et al. (2020) on the increasing emphasis on such skills. Vandergoot et al. examined developing communication skills through industry-specific training, addressing the practical aspect of enhancing skills identified as crucial by Bryson et al. and Panteli et al. This focus on developing communication skills is critical to strengthening managerial leadership and optimizing internal processes, ultimately boosting organizational performance and fostering transformative relationships.

Transforming Relationships

Transforming employee-manager relationships is a vital managerial skill with far-reaching organizational implications. Lee et al. (2019) underscored the importance of managers fostering reliable and long-lasting relationships with employees, demonstrating how effective coaching and development can turn these interactions into productive partnerships. Vandergoot et al. (2019) linked transformational leadership styles to enhanced outcomes in employee training and development, suggesting leadership type

significantly influences relationship quality, further exploring Lee et al.'s concept. Camp et al. (2022) compared the managers' role in cultivating trust within the employee-manager dynamic, which is critical for organizational success and vital to the transformative relationships discussed by Lee et al. and Vandergoot et al. Managers proficient in transformational leadership are thus equipped to forge effective relationships with employees, fostering a positive work environment, increasing engagement, and ultimately enhancing overall organizational performance.

The transformation of relationships between employees and managers significantly influences an organization's overall dynamics. Camp et al. (2022) highlighted that such a transformation could substantially enhance communication, collaboration, and employee engagement, leading to a more unified workforce. Faraz et al. (2021) identified that increased employee engagement often results from perceptions of managers' genuine investment in their growth and development, echoing and elaborating on Camp et al.'s benefits of improved relationships. Alblooshi et al. (2021) examined work environments from transformed relationships, characterized by open dialogue for idea and feedback exchange, complementing improved communication and collaboration dynamics identified by Camp et al. and Faraz et al. As evidenced by these authors, this synergy between improved relationships, open communication, and a nurturing environment fosters innovation and continuous improvement, ultimately propelling organizational success and enhancing long-term employee well-being.

Maintaining Trust

Establishing and maintaining trust within organizational relationships is crucial across various management industries. McAuley (2019) highlighted the critical role of managers in building trust, specifically through exhibiting positivity and effectiveness, thereby laying a foundation for strong organizational relationships. Vu and Tran (2021) added that trust dynamics between employees and managers are shaped by personal beliefs and experiences, expanding the trust-building scope to include individual perspectives, as suggested by McAuley. Diverging slightly, Soelton (2023) specified trust-related challenges that arise within communication and organizational training and development, offering a more comprehensive view of trust issues within the workplace. This broader perspective, tying into insights from McAuley and Vu and Tran, emphasizes incorporating trust-building strategies into training operations as crucial for nurturing effective employee-manager relationships and impacting overall work performance.

Training Operations

Training operations are pivotal in the growth and development of employees and managers within organizations. Deeter-Schmelz (2021) observed that the specific training content and procedures significantly affect daily work activities and overall performance, establishing the direct impact of training on organizational functionality. Hanelt et al. (2021) posited that as organizations evolve with new performance goals, training methods must adapt to these changing requirements, building on Deeter-Schmelz's relevance of training content and processes. In a contrasting yet complementary perspective, Doyle (2022) addressed the challenges employees and managers encounter

when adapting to changes in training operations, including uncertainties about the implications for their roles. This concern adds depth to the evolving training landscape described by Deeter-Schmelz and Hanelt et al. In response to these insights, it becomes evident that implementing flexible, customized training approaches, proactive communication, and robust support is crucial in facilitating a successful transition to innovative training methods within organizations.

Effective employee training is critical to successfully applying and understanding knowledge in today's workplace. Deeter-Schmelz (2021) highlighted the need to differentiate training requirements for employees and managers based on their unique organizational roles. Echoing and expanding upon Deeter-Schmelz's insights, George and Wooden (2023) emphasized the importance of customizing training to these varying needs, demonstrating that such tailored approaches are vital for maximizing workforce development and enhancing overall performance. Hutasuhut et al. (2021) explored aligning training initiatives with the unique characteristics of different employee groups, contributing to organizational goals, and reinforcing ideas by Deeter-Schmelz and George and Wooden. Collective understanding underscores the significance of a strategic, individualized approach to training for employees and managers, bolstering individual competencies and strengthening the organization's competitive edge in a dynamic business environment.

Manager Training

Managerial training in the fashion industry extends beyond standard employee training, emphasizing team development, motivation, and strategic decision-making.

Fliaster and Sperber (2020) identified that managers in this sector often rely on social media for insights into product development and industry trends, a practice that significantly influences their approach to management. Deng et al. (2021) pointed out that reliance on social media could lead to biases affecting managerial training effectiveness, expanding on the implications of information sources noted by Fliaster and Sperber. In contrast, Camp et al. (2022) stressed the importance of developing training programs focusing on unbiased, task-oriented processes essential for sustainability and business growth in the fashion industry. This perspective complements and contrasts with the insights provided by Fliaster and, Sperber and Deng et al., suggesting a different approach to training that mitigates the potential biases introduced by social media reliance. The integration of these perspectives underscores the need for managers to implement employee training programs that are aligned with organizational goals and free from external biases, thereby enhancing training effectiveness.

Organizations must carefully tailor their training programs to effectively support the distinct roles and challenges managers and employees face. Kaila (2021) emphasized the necessity of customizing training specifically for managers, ensuring they are adequately prepared for leadership and team management roles, which fosters a cohesive and efficient work environment. Patil et al. (2023) highlighted the critical role of employee development programs in promoting individual growth, complementing Kaila's managerial focus by addressing the need for employee advancement to enhance organizational performance. Lei et al. (2021) recognized that development programs are instrumental in providing employees with essential skills for their roles, significantly

contributing to organizational success, aligning with Kaila and Patil et al.'s perspectives. This interconnected approach to addressing managerial and employee training needs allows organizations to establish a holistic and strategically aligned training framework, fostering sustained excellence and aligning with their broader strategic objectives.

Employee Training

In the diverse landscape of organizational training, the approaches and success metrics vary widely across industries. Jardim et al. (2022) pointed out that while some organizations prioritize soft skills like performance management and interpersonal relationships, assessing these skills poses a significant challenge. This focus on soft skills complements and contrasts with the approach noted by Yong et al. (2020), who observed that other organizations often emphasize specific qualifications or skills through a meticulous hiring process. Different approaches to training and skills acquisition by Jardim et al. and Yong et al. are contextualized by Fliaster and Sperber (2020), who highlighted the impact of social media-influenced employee biases on workplace performance. Incorporating skillsets and value alignment into hiring practices is crucial for fostering an organizational culture that addresses diverse needs and influences, underscoring the complexity of aligning training with organizational values and external factors.

Integrating social competence in daily operations is pivotal in enhancing employee communication and their grasp of organizational training. Shalgynbayeva and Tuyakova (2019) highlighted how social competence enables employees and managers to link their work performance with emotional experiences, thus influencing their emotional

intelligence. Uhrich et al. (2021) added that employees with high social competence typically demonstrate superior work performance, underscoring the value of proficient communication and cooperation, extending Shalgynbayeva and Tuyakova's narrative. Contrasting yet complementing this perspective, Sanwal and Sareen (2023) examined the potential of training programs in aiding employees who may lack social competence, focusing on harmonizing team dynamics with organizational training objectives. The discussion initiated by Shalgynbayeva and Tuyakova and developed by Uhrich et al. emphasizes training's importance in enhancing social competence for team alignment and effectiveness, underscoring the need for tailored training approaches to diverse workforce strengths and developmental areas.

Diversity in Training

The diverse composition of employees and managers in the fashion industry, encompassing a range of ages, genders, ethnicities, and experiences, is vital for organizational success. Wiseman et al. (2022) highlighted the extent of this diversity and its crucial role in the industry. Building upon this concept, Surdu et al. (2021) discussed how managing performance diversity often within companies involves the implementation of selective training initiatives, a strategy that addresses the diverse needs identified by Wiseman et al. Rawski and Conroy (2020) explored the impact of specific diversity training on enhancing awareness and shaping organizational culture, expanding on Surdu et al.'s approach and aligning with Wiseman et al.'s diversity framework. These findings emphasize the importance of promoting diversity awareness through training in

the fashion industry, highlighting that an inclusive environment respecting diverse backgrounds is crucial for success and a positive culture.

The frequency and approach of diversity training in organizations notably impact employees and managers, mainly when such training is not conducted regularly.

Wiseman et al. (2022) pointed out that infrequent diversity training can lead to a range of challenges within the workplace, establishing the importance of regular training sessions.

Rawski and Conroy (2020) proposed that more frequent and accessible training programs can effectively mitigate biases and foster a more inclusive environment, responding to issues identified by Wiseman et al. Contrasting with this view, Shook (2022) focused on evaluating specific teaching methodologies to address diversity issues within organizations, offering a different perspective on how to approach diversity training.

Systematic analysis of diversity training data is essential for unraveling relationships between employee behavior, task fulfillment, and workplace diversity, and it is vital for understanding diversity training's impact on organizational success and employee well-being.

Behavior and Task Fulfillment

Organizational training and development initiatives are vital in shaping desired workplace behaviors and achieving task fulfillment. Naizm et al. (2021) highlighted that focusing training on both employees and managers significantly enhances organizational problem-solving capabilities, establishing a direct link between training and workplace effectiveness. Lee (2020) demonstrated how effectively transmitting supportive information during training contributes to developing desired behaviors and task

fulfillment, building upon Naizm et al.'s findings about focused training outcomes. Offering a contrasting perspective, Chen et al. (2022) evaluated the effects of constant work connectivity on employees and managers, noting that it could lead to undesirable behaviors without a proper work-life balance. Training should address continuous connectivity challenges by considering behavior, task fulfillment, and work-life balance to guide research and adapt organizational training to evolving workplace challenges.

Organization Training Results

The specific roles and responsibilities of employees and managers significantly impact the outcomes of organizational training in the retail industry. Madhani (2020) brought attention to the challenges posed by high turnover rates, often exceeding 35%, which create financial and logistical obstacles for effective training, setting the stage for further exploration of training solutions. Brink et al. (2022) found that a substantial number of retail employees are under 25, suggesting that tailoring training programs toward younger management trainees could address some of the challenges identified by Madhani. Chagadama et al. (2022) investigated strategies to reduce turnover and improve training effectiveness, viewing these as vital for industry success and growth, offering solutions to issues raised by Madhani and Brink et al. These studies highlight the interconnected nature of employee demographics, turnover rates, and training strategies, all of which play a crucial role in shaping the effectiveness of training outcomes in the retail industry.

In organizations, the disparity in tenure among employees and managers significantly influences their experiences with training. Coetzer et al. (2023) noted that

employees with shorter assignments often lack essential skills and knowledge, particularly in informed decision-making, which could be effectively addressed through comprehensive training programs. Deslatte and Stokan (2020) observed that organizations often focus training on new hires due to the financial implications of high turnover, a strategy resonating with Coetzer et al.'s identified needs for less experienced employees. However, in contrast to this focus on newer staff, Madhani (2020) explored the challenges of providing ongoing training for long-tenured employees and managers, especially with constrained training budgets. Coetzer et al.'s and Deslatte and Stokan's observations highlight the necessity of a balanced approach in organizational training, acknowledging unique needs across different tenure lengths to support continuous growth and performance among all employees and managers.

Expansion of Organizational Training

The evolution of organizational training for employees and managers should center around preserving and enhancing effective training practices. Song et al. (2020) underscored the critical role of team training in building essential skills and facilitating effective team processes, including interpersonal communication and relatedness, which are necessary for developing comprehensive training concepts. Choi et al. (2021) examined HR's strategic involvement in training processes, stressing proficient information transfer's significance for successful outcomes, extending the discussion of team training's importance initiated by Song et al. Viollaz (2019) emphasized the need for new training processes to focus on factors affecting employee-manager relationships and tailor training to specific goals and practices of each role. The individualized

approach by Viollaz, alongside Song et al.'s team focus and Choi et al.'s strategic considerations, highlights the importance of future-oriented training in enhancing team dynamics, role-specific skills, and a culture of continuous learning.

Expanding training programs for employees and managers throughout their organizational tenure can foster considerable growth at individual and team levels. Song et al. (2020) highlighted team training's role in driving workplace social change, focused on enhancing relationship-building, interpersonal communication, and workforce cohesion, setting a foundation for understanding training's broader impacts. Sriviboon and Jermstittiparsert (2019) noted that extending training across workplace levels opens up career development opportunities, benefiting the entire organization and aligning with the team-based benefits identified by Song et al. Osorio et al. (2020) examined the impact of advanced training and career development programs on company performance, expanding the discussion of training's benefits beyond interpersonal and team dynamics. Progression of insights underscores the importance of continuous, comprehensive training approaches, which are vital for fostering growth and adaptability in various industries, including the evolving fashion industry's distinct requirements.

Expansion of Organizational Training in the Fashion Industry

The training landscape in the fashion industry is rapidly evolving to reflect changes in organizational dynamics and the increasing adoption of diverse training practices. Piazza and Abrahamson (2020) observed that these shifts have profound effects on the variety of roles within the industry, setting a context for understanding the evolving nature of training in this sector. Building on this context, Song et al. (2020)

further explored how the ongoing introduction of new products and services in the fashion industry creates continuous training opportunities. Song et al. analyzed the fashion industry's need for continuous training due to new offerings, complementing Piazza and Abrahamson's (2020) insights into the sector's evolving dynamics. Khan et al. (2020) examined the necessity for managers to regularly update training strategies due to rapid industry changes, complementing Song et al.'s insights on adaptive training and highlighting the need for agility in the evolving fashion industry.

The quest for competitiveness in the fashion industry drives the expansion and refinement of training practices, responding to the rapidly changing market trends. Piazza and Abrahamson (2020) emphasized the need for fashion industry professionals to continually update their knowledge and skills in evolving products, services, and consumer preferences, highlighting training's role in industry adaptability. Alloui and Mourdi (2023a) underscored training programs' pivotal role in maintaining a competitive edge and enhancing customer experiences, showing how training contributes to meeting market demands and consumer trends. Further expanding the discussion, Song et al. (2020) explored training from a broader perspective, stressing the necessity for a comprehensive skill set encompassing customer service, sales techniques, and market trend awareness. The inclusive training approach, aligning with Piazza and Abrahamson and Alloui and Mourdi, enhances fashion industry competitiveness, stressing continuous, diverse, comprehensive practices for workforce adaptation in dynamic markets.

Fashion Industry Evolution

The fashion industry has significantly transformed, adapting to emerging trends and technologies. Popkova and Zmiyak (2019) initiated the narrative by identifying a critical shift from traditional retail to a digital, AI-integrated landscape, marking a pivotal change in the industry's operations. The context set by this shift led Beinicke and Kyndt (2020) to explore innovative training practices like leveraging consumer and employee data for behavior and performance insights, building on the digital transformation theme by Popkova and Zmiyak. Adding a complementary perspective to this evolving story, Kaila (2021) examined the industry's transition to e-commerce and its effects on customer shopping habits and brand interactions. Kaila's exploration of e-commerce, with insights from Popkova and Zmiyak and elaborations by Beinicke and Kyndt, creates a narrative on the fashion industry's digital evolution, emphasizing adaptation and integrating new technologies in retail and training.

The rapid advancements in data tracking, technology, and logistics are significantly transforming training and development practices in the fashion industry. Ahmad et al. (2020) laid the groundwork for this discussion by identifying the positive impacts of these advancements on training employees and managers, setting the stage for understanding the role of technology in training. Porath (2023) provided a contrasting viewpoint, emphasizing the need for training strategies that adapt to the industry's evolving landscape and harness emerging technologies to boost performance, building upon the foundation laid by Ahmad et al. Rathore (2019) investigated how advancements in data tracking open new avenues for insights and opportunities in the fashion industry,

complementing and further elucidating the impact of technology on training practices, as discussed by Ahmad et al. and Porath. These studies collectively highlight the crucial role of data tracking and technology in advancing the fashion industry's training strategies, underscoring their importance in the industry's continuous evolution and technological adaptation.

Fashion Industry Data Tracking

In the digital era, the fashion industry's transformation is significantly marked by the evolution of data-tracking capabilities. Wang et al. (2019) and Ricks et al. (2008) noted the revolutionizing effect of evolution on organizational operations and strategies, highlighting electronic data collection's role in gaining insights into consumer behavior, employee development, sales trends, and financial transactions. Building on Wang et al.'s perspective, Bag and Pretorius (2022) added that the wealth of data is invaluable for refining training programs for employees and managers in the fast-paced fashion industry. Johnson et al. (2021) emphasized using data to tailor training initiatives to industry trends and workforce needs, expanding on themes by Wang et al. and Bag and Pretorius. These studies collectively highlight the importance of data tracking in refining training strategies in the fashion industry, showcasing the industry's adaptability to digital era demands and the evolution of a data-driven organizational approach.

The fashion industry's shift towards data-driven training and development practices signifies a pivotal transformation deeply influenced by rapid technological advancements. Kumar et al. (2023) initiated this exploration by assessing the impact of this shift, underscoring the accelerated pace of technological innovation as a critical

driver. Mikalef et al. (2020) expanded upon Kumar et al.'s observations, emphasizing that organizations are progressively leveraging data analytics to continually update and refine their training programs, ensuring relevance and effectiveness in a fast-changing environment. Rovolis and Habibipour (2024) examined outcomes of data-driven approaches, highlighting their influence on training content, delivery, and employee engagement, linking technological advancement to practical training applications. This collective body of research highlights the increasing importance of data-driven strategies in the fashion industry, revealing their critical role in fostering agility and responsiveness in employee development.

The rapid technological evolution is significantly reshaping the fashion industry's approach to data and training. Wang et al. (2019) spearheaded this exploration by determining how these technological changes are reshaping data collection and analysis, simultaneously opening new avenues for data application. The groundwork by Wang et al. transitions to Bresciani et al. (2021), who analyzed future transformations in data tracking, foreseeing novel opportunities for training enhancement and building upon Wang et al.'s narrative. Kumar et al. (2020) then expanded on these insights, exploring the integration of technologies like AI, machine learning, and augmented reality (AR). Their examination focused on how these technologies redefine employee and manager engagement with training content, echoing and elaborating upon the themes introduced by Wang et al. and Bresciani et al. Together, these studies provide a cohesive narrative on the evolving role of technology in the fashion industry. They highlight its profound

impact on reshaping training and development processes and promise to foster immersive learning experiences, boosting organizational performance and employee satisfaction.

Fashion Industry Technology Changes

In the realm of the fashion industry, the incorporation of technology has initiated significant shifts in both operational and communication methodologies. Wiseman et al. (2022) highlighted the pivotal role of technology in enhancing communication and learning and streamlining the training of employees and managers. Echoing the insights of Wiseman et al., Reddy et al. (2022) investigated the effectiveness of using electronic devices in targeted training, focusing on specific areas of improvement within the workforce. Wiseman et al. (2022) examined technology's impact on training effectiveness, revealing its substantial role in improving learning outcomes and revolutionizing customer engagement through electronic communication and advanced sales techniques. These studies accentuate a significant evolution in employee development strategies in the fashion industry, influencing both logistics and operational approaches and highlighting the transformative role of technology.

Technology's impact on the fashion industry extends beyond altering communication and learning methods, significantly influencing logistics and operational strategies. Huynh (2021) underscored the significance of embracing technological advancements to boost the fashion industry's efficiency and sustainability. Building on Huynh's insights, Ikram (2022) stressed the rise of eco-friendly business models spurred by technological innovation, urging fashion firms to modify their business strategies to fully leverage technology's sustainable potential. Building upon these perspectives,

Ciliberto et al. (2021) also recognized the industry's shift towards sustainable practices, attributing this transition to the role of technology as a critical facilitator of eco-friendly operations. This narrative underscores a broader trend within fashion organizations, where leaders are rethinking their logistics and operational frameworks to keep pace with technological and sustainable advancements, highlighting technology's expansive and influential role in reshaping their logistical and operational strategies.

The role of technology in the fashion industry is multifaceted, profoundly influencing aspects beyond training, communication, and sustainability initiatives. Ren et al. (2022) identified technology as a crucial driver in reshaping the industry's dynamics and strategic approaches. In line with the observations of Ren et al., Choudhury et al. (2021) demonstrated how fashion companies use technology to enhance efficiency, reduce costs, and notably improve customer experiences. Further building on this concept, Hariram et al. (2023) emphasized the transformative impact of technology on fashion logistics and operations, highlighting its role in spurring adaptation and innovation. This body of research collectively emphasizes the comprehensive influence of technology in the fashion industry, shaping every aspect of organizational operations and defining the industry's future trajectory.

Fashion Industry Logistics

Logistics is critical in shaping organizational processes within the fashion industry's dynamic and continuously evolving landscape. Bibri and Krogstie (2020) emphasized the importance of engaging employees and managers in logistics data analysis, noting that such involvement is crucial for companies of various sizes and

complexities. Echoing and extending Bibri and Krogstie's insights, Wang et al. (2019) demonstrated how this focus on data can lead to the development of targeted training programs, enhancing operational efficiency and performance in logistics. Further building upon the ideas of Wang et al., Song et al. (2021) stressed the need for fashion organizations to continually revise and adapt their logistics strategies in response to rapid industry changes to maintain competitiveness and meet consumer demands. This narrative of interconnected research highlights the fundamental significance of logistics in the fashion industry, underscoring its role in optimizing performance, reconfiguring organizational operations, and sustaining a competitive edge.

The fashion industry's dynamic nature accentuates the vital role of logistics in securing organizational success. Song et al. (2021) recognized the strategic importance of involving employees and managers in logistics data analysis to handle the industry's complexities adeptly. Furthering this perspective, Wang et al. (2019) expanded on the concept by illustrating how a data-centric approach in logistics enables fashion companies to customize their training programs, thereby significantly enhancing operational efficiency and performance. In line with the findings of Wang et al., Rao et al. (2021) emphasized the ongoing necessity for fashion organizations to continuously reevaluate and modify their logistics strategies to stay competitive and align with evolving consumer preferences. This collective research narrative highlights the imperative of adaptability in logistics within the fashion industry, highlighting its crucial role in reshaping organizational operations and maintaining a competitive advantage.

The relationship between logistics, training, and organizational success in the fashion industry forms a crucial area of study. Sudirjo (2023) highlighted logistics as a pivotal factor in shaping organizational processes, emphasizing the importance of analyzing logistics data by employees and managers for invaluable insights. Following this line of thought, Kumar et al. (2021) expanded upon Sudirjo's findings, showing how a data-centric approach in logistics enables organizations to tailor their training programs to specific logistical requirements. In alignment with Kumar et al.'s research, Wang et al. (2019) further reinforced the concept by illustrating the resultant improvements in operational efficiency and performance from such customized training. This research progression demonstrates the integral role of logistics in the fashion industry, particularly in enhancing organizational success through informed operational and training strategies.

Retail Industry Evolution

In the evolving landscape of the retail industry, particularly its shift towards online platforms, the adaptation of training methodologies is becoming increasingly crucial. Kaila (2021) pinpointed the need for updated training approaches in light of new consumer interaction methods in the digital realm. Based on Kaila's findings, Deeter-Schmelz (2021) then focused on the specific skills that retail professionals need to develop, highlighting the necessity for skill adaptation in this digital shift. Peterson et al. (2019) further examined the industry's transformation, using causal-comparative analysis to assess its impact on the retail workforce and the need for innovative learning approaches. Together, these studies highlight the significance of evolving training practices to keep pace with the rapid changes in the retail sector.

With the retail industry's transition from physical to online shopping, the need for adaptive training processes for employees and managers has become increasingly evident. Klingenberg et al. (2021) emphasized the role of data analytics as a pivotal tool in guiding these necessary changes in training and the broader evolution of the industry. Kaila (2021) extended the discussion by emphasizing the importance of systematically gathering and analyzing data on training, employee performance, consumer behavior, and market trends, providing insights for industry advancement. Peterson et al. (2019) underscored the criticality of data-driven insights for organizations to tailor training decisions effectively, aligning with industry shifts and consumer demands and bridging skill gaps. Research evolution points to the increasing significance of data-informed training approaches in retail, equipping professionals for various consumer interactions and enabling organizations to tailor training to match industry trends and consumer expectations.

Retail Industry Data Tracking

Data tracking research in the retail industry is crucial for offering valuable insights to both employees and managers. Timofeeva (2019) made a significant contribution in this field by creating automated data management systems, greatly enhancing the efficiency of data collection, processing, and analysis for retail businesses. Expanding on Timofeeva's developments, Battisti et al. (2022) explored how these advanced systems enable organizations to make informed, data-driven decisions, a critical factor in maintaining competitiveness in the retail sector, a concept initially identified by Timofeeva. Diaz Ruiz (2022) highlighted the role of market research

techniques in retail data tracking, noting their effectiveness in yielding insights that drive performance solutions amid evolving market dynamics. The series of studies emphasizes the significance of data-driven market research in retail, helping organizations to adjust strategies, improve training, and deliver superior customer experiences.

Data tracking has become increasingly dynamic and essential with the retail industry's transition towards e-commerce. Jocevski (2020) highlighted that data tracking extends across various retail environments and digital channels, marking the sector's technological progression. Following Jocevski's observations, Blomster and Koivumäki (2022) further accentuated the importance of this expansive data tracking, noting its critical role in enabling organizations to understand and respond to shifting customer preferences and market trends. Febrita and Prasojo (2023) emphasized the value of data in designing effective training programs, ensuring employees and managers are adept at navigating the rapidly evolving retail landscape. This thread of research collectively illustrates the importance of advanced data tracking in developing adaptable training programs and keeping pace with market shifts, consumer expectations, and new technological advancements.

Retail Industry Technology Changes

The retail industry's transformation through technology has markedly affected consumers, employees, and managers, reshaping their experiences. Bharadwaj et al. (2022) emphasized that the enduring value of emotional in-person experiences in retail remains significant in these technological advancements. Building on this insight, Golf-Papez et al. (2022) extended the discussion by noting that many consumers still highly

cherish the personal touch and unique sensory experiences physical stores offer. Ameen et al. (2021) observed that the COVID-19 pandemic hastened the retail shift to e-commerce and digital platforms, prompting retailers to balance technological convenience with crucial emotional customer interactions. This progression of research highlights the necessity for technology in retail to complement and enhance the irreplaceable emotional aspects of shopping experiences rather than replace them.

In the technology-driven retail sector, where rapid evolution is the norm, digital literacy and adaptability have become crucial competencies. Chatterjee et al. (2022) highlighted a significant challenge for organizations: the rapid obsolescence of technology, which demands constant updates and learning. Building on Chatterjee et al.'s research, Hernandez-de-Menendez et al. (2020) noted that retailers are investing in training programs to equip their workforce with the necessary technological skills to navigate this changing landscape. Khanom (2023) added that beyond formal training, fostering a culture of continuous learning and adaptability is essential for employees and managers to keep pace with ongoing technological advancements. This collective research narrative emphasizes the imperative of consistent skill development to address the fast pace of technological change in the retail industry.

Technology's profound impact on retail has reshaped consumer experiences and operational practices. Kateb et al. (2022) highlighted the critical balance retailers must find between leveraging technology and preserving emotional connections with customers in person. In line with the insights of Kateb et al., Moon et al. (2021) focused on how the COVID-19 pandemic has expedited the adoption of digital solutions in the

industry, thereby accentuating the need for enhanced digital literacy among employees and managers. Further building on the findings of Kateb et al. and Moon et al., Colmekcioglu et al. (2022) also emphasized the importance of adaptability in the retail workforce, particularly in response to these rapid technological changes. This research trajectory underscores the persistent challenge of managing technology's rapid obsolescence in retail, necessitating an enduring commitment to learning and skill enhancement to maintain workforce proficiency in the dynamic retail setting.

Retail Consumer Evolution

The retail industry has experienced a profound transformation in recent years, influenced by technological advancements, diverse product offerings, and the emergence of new shopping channels. Hartnett et al. (2021) observed that in this changed landscape, consumers are increasingly drawn to retailers that offer an omnichannel experience, seamlessly integrating online and offline channels for a personalized shopping journey. Extending this perspective, Heymann (2019) reflected on the earlier dominance of in-person shopping and the associated consumer dissatisfaction due to limited choices, setting the stage for the shift towards omnichannel retailing. Building upon Hartnett et al.'s and Heymann's insights, Dubey et al. (2020) further emphasized how introducing technology and the evolution of shopping experiences have reshaped consumer behaviors, altering their expectations and preferences within the retail sector. This chain of research highlights the importance of retailers comprehending the factors driving consumer evolution, as it is crucial in crafting effective marketing strategies and delivering outstanding shopping experiences.

The incorporation of technology into retail has profoundly altered consumer behaviors and expectations. Sutinen et al. (2022) highlighted the empowering effect of online shopping, enabling consumers to browse, compare, and purchase from the comfort of their homes. Building upon this understanding, Gielens et al. (2021) connected this empowerment to a broader shift in consumer behavior, noting the expansion of consumer choices and heightened expectations for service quality and overall shopping experience. Aligning with the insights of both Sutinen et al. and Gielens et al., Hess et al. (2020) observed that retailers increasingly implement a seamless omnichannel approach in response to these evolving preferences. This blend of in-person and digital shopping aligns with consumer expectations for tailored interactions and specific product recommendations. This research sequence highlights how integrating technology in retail is changing consumer behavior and driving retailers to adapt their strategies accordingly.

In the retail sector, the impact of social media and data analytics on consumer behavior has become increasingly prominent. Heymann (2019) stressed that retailers must adopt advanced technology and data strategies to meet evolving consumer expectations and cultivate customer loyalty. Building upon Heymann's insights, Duarte et al. (2022) further highlighted the importance of retailers staying informed about the various factors influencing consumer evolution within the dynamic retail landscape. Sima et al. (2020) explored how adapting to technology, focusing on personalization, sustainability, and ethics significantly shapes consumer preferences, resonating with Heymann and Duarte et al.'s points. This collective research emphasizes the need for retailers to embrace consumer-centric approaches and effectively use technology to

enhance shopping experiences and shape consumer behaviors in the ever-evolving retail industry.

Shopping Behaviors

The shopping behaviors within the retail industry are undergoing significant changes due to technological advancements and a more comprehensive range of shopping options. Merritt and Zhao (2020) observed that while traditional in-store shopping continues to hold firm, the advent of online shopping environments that mimic physical stores has added convenience for consumers. Adding to Merritt's and Zhao's findings, Heymann (2019) pointed out the variation in consumers' technological skills, noting that some may struggle to navigate online shopping platforms. Continuing Merritt's and Zhao's and Heymann's observations, Daunfeldt et al. (2021) further explored the impact of these technological advancements, specifically the significant role of social media advertising and the proliferation of online shopping platforms, in continuously reshaping consumer behaviors. This interconnected research highlights the critical need for retail organizations to understand and adapt to these changing consumer behaviors to meet their customers' diverse preferences and needs effectively.

In retail, social media has drastically altered consumer shopping behaviors. Mason et al. (2021) differentiated how social media has transformed how consumers discover and learn about products, becoming a critical source of information and recommendations. Following up on the insights of Mason et al., Kumar and Venkatesan (2021) examined how retailers adapt to this change by using social media for improved customer engagement and personalized shopping experiences. Echoing the findings of

both Mason et al. and Kumar and Venkatesan, Acquila-Natale et al. (2022) further emphasized integrating social media into an effective omnichannel strategy, which is crucial for seamlessly blending online and offline shopping experiences. The cumulative findings indicate a substantial transformation in the retail landscape, with social media's impact on consumer behavior prompting retailers to update and improve their strategies to align with changing consumer expectations.

Retail organizations increasingly tailor their supply chain and inventory management strategies to meet evolving consumer expectations. Merritt and Zhao (2020) pinpointed the necessity for optimized inventory levels and efficient distribution to meet these changes. Expanding on Merritt and Zhao's insights, Maheshwari et al. (2023) then highlighted the pivotal role of technology in enabling real-time updates on product availability, thus directly responding to consumers' dynamic needs. Rathore (2021) prioritized understanding and adapting to changing shopping behaviors to sustain retail competitiveness and cater to diverse consumer preferences, connecting back to Merritt and Zhao and Maheshwari et al. The collection of studies underscores the need for advanced technology and flexible strategies in retail, setting the stage for exploring the dynamic, consumer-oriented landscape further influenced by the rising prominence of digital platforms.

Influence of Social Media

The impact of social media on consumer shopping behaviors in the retail industry has garnered extensive research focus. Sharma et al. (2021) found that social media platforms have notably altered how consumers engage and make purchase decisions,

using consumer data to customize content to individual preferences. Extending Sharma et al.'s observations, Maheshwari et al. (2023) further highlighted the success of this personalized approach in attracting customers to specific retail brands, demonstrating that custom content significantly enhances consumer engagement. Hermes and Riedl (2021) noted that social media platforms have adapted by facilitating direct transactions, allowing consumers to purchase products within these platforms, streamlining the shopping experience. The collective body of research indicates a rising influence of social media on impulse buying behaviors and decision-making processes within the retail domain.

Social media significantly shapes shopping behaviors, going beyond mere transactional influence. Mathur (2020) emphasized the essential role of these platforms in forming consumer perceptions and raising brand awareness, enabling retailers to showcase products and engage with their audience effectively. Echoing and expanding upon Mathur's insights, Rizomyliotis et al. (2021) noted that such active engagement on social media leads to heightened brand loyalty and a stronger bond between consumers and retailers. Dimitrova et al. (2020) emphasized retailers need to adapt marketing strategies to the evolving social media landscape and emerging platforms, echoing the insights of Mathur and Rizomyliotis et al. The studies underline how understanding social media's impact on consumers is critical for retailers to devise precise marketing strategies, better online experiences, and robust customer bonds.

Training the Consumer

Social media's role in consumer shopping transcends mere transactional interactions. Mathur (2020) identified its crucial influence in molding consumer perceptions and enhancing brand awareness, an essential element for retailers in effectively showcasing their products and engaging with customers. Building upon Mathur's research, Rizomyliotis et al. (2021) added that this increased brand visibility on social media platforms boosts loyalty and solidifies the relationship between consumers and retailers. Extending the insights of Mathur and Rizomyliotis et al., Dimitrova et al. (2020) highlighted the need for retailers to adapt their marketing strategies in line with the evolving nature of social media and its emerging platforms. This sequence of studies collectively emphasizes the critical role of social media in enabling retailers to develop targeted marketing strategies, enhance online shopping experiences, and build strong, lasting customer relationships.

In the retail sector, a comprehensive approach to consumer training is crucial for creating a seamless and enjoyable shopping experience. Silva et al. (2020) highlighted how retailers increasingly use data analytics to decipher consumer behaviors and preferences. Expanding upon the observations of Silva et al., Yang et al. (2022) explored the application of this consumer data, showing how it enables retailers to tailor their training programs and marketing strategies specifically to different consumer segments. Furthering this narrative, Roggeveen and Sethuraman (2020) connected back to the findings of both Silva et al. and Yang et al., noting the growing standardization of personalized product recommendations and shopping guides in retail training initiatives.

This body of research collectively illustrates the significance of data-informed consumer training and marketing in enhancing the overall retail shopping experience.

In the retail industry, the adoption of advanced technologies like AR and virtual reality (VR) is transforming consumer training experiences. Chen et al. (2020) highlighted how these immersive technologies intend to enhance consumer knowledge and satisfaction by providing more interactive and engaging learning opportunities in the retail environment. Building on the insights of Chen et al., Billewar et al. (2022) emphasized the potential of AR and VR to enable consumers to explore products in-depth and access real-time guidance, thereby enriching the training experience. Su et al. (2023) noted AR's and VR's impactful role in retail training, enhancing consumer education, engagement, and shopping experience, aligning with Chen et al. and Billewar et al. The evolving body of research points to the criticality for retailers to stay abreast of consumer preferences and tech developments by implementing effective, engaging training, ensuring consumers make informed choices in the dynamic retail sector.

Corporate Social Responsibility

Corporate social responsibility (CSR) has become essential in reshaping organizations' operational future, particularly in the fashion industry. Feng and Ngai (2020) emphasized the increasing incorporation of CSR in fashion industry training programs to enhance awareness and engagement among employees and managers. Building upon the findings of Feng and Ngai, Mickelsson et al. (2023) further observed the growing significance of CSR in the fashion industry, a shift driven by consumer criticisms of retail practices and their influence on brand experiences. Akram et al. (2021)

highlighted that organizations, acknowledging CSR's pivotal role, are realigning training to embody CSR values, fostering a culture of ethical responsibility, and boosting performance, aligning with Feng and Ngai and Mickelsson et al.'s insights. This sequence of studies demonstrates how embedding CSR principles in training programs enables organizations to meet consumer expectations and contribute substantially to social and environmental causes, thereby positioning themselves as responsible and visionary entities in the market.

Active CSR engagement is transforming the fashion industry's approach to training, marking a significant shift towards sustainability and social responsibility. Nave and Ferreira (2019) inferred the influence of CSR on training programs, highlighting its broader impact on organizational operations and strategic decision-making within the fashion industry. Following this perspective, Oncioiu et al. (2021) built upon the findings of Nave and Ferreira, noting that such comprehensive CSR strategies result in positive outcomes for the industry and broader society. In alignment with the insights of Nave and Ferreira and Oncioiu et al., Thorisdottir and Johannsdottir (2020) further emphasized the fashion industry's role in addressing societal issues and fostering sustainable practices under the umbrella of CSR initiatives. This collection of research highlights the increasing focus on sustainability and responsible business practices, underlining the pivotal role of the circular economy concept in the ongoing CSR discussions, particularly regarding the fashion industry's future.

Circular Economy

The alignment of CSR with circular economy principles is increasingly evident in various organizations. Saha et al. (2021) highlighted the circular economy's emphasis on environmental practices, such as waste reduction and lean manufacturing, necessitating collaborative teamwork to achieve sustainability goals. Echoing the insights of Saha et al., Neri et al. (2023) observed how the clothing industry has embraced these principles due to its high resource consumption, leading to transformative changes in manufacturing methods. Furthering the narrative set by Saha et al. and Neri et al., Abdelmeguid et al. (2022) researched the managerial challenges the fashion industry faces in adopting circular economy practices. This research sequence underlines the increasing focus on integrating CSR with circular economy principles, advocating for innovative approaches that boost environmental sustainability and business performance, thereby cultivating consumer loyalty.

The integration of circular economy principles in the retail clothing industry extends beyond the realm of production. Saha et al. (2021) noted that organizations are actively updating their processes beyond the manufacturing stage to comply with circular economy regulations. Building on the observations of Saha et al., Hooi et al. (2022) emphasized the importance of such a proactive approach, showing a commitment to sustainability and effective resource management. Further connecting to the findings of Saha et al. and Hooi et al., Obeidat et al. (2023) explored the broader impact of these practices, which positively affects employees and managers, fostering a workplace culture oriented towards sustainable practices. This series of studies demonstrates how

adopting environmentally conscious processes and compliance with regulatory standards contribute to ecological improvement and enhance workforce well-being, resonating with the broader sustainable mission of the fashion industry.

Workforce Influence

In organizations where circular economy practices are adopted, the role of the workforce is pivotal in achieving productive and rewarding outcomes. Saha et al. (2021) identified that leaders who successfully integrate sustainable practices aligned with circular economy principles often achieve noteworthy success in their industry. Building on this idea, Kazancoglu et al. (2021) connected the implementation of these practices to the overall attitudes and awareness within organizations, especially regarding their impact on performance and business transformation, a point also emphasized by Saha et al. Aithal and Aithal (2023) highlighted the significance of promoting social values within the workforce to support practices aligned with circular economy principles, resonating with Saha et al.'s and Kazancoglu et al.'s findings. These studies underline the importance of fostering a workplace environment that values sustainability and contributes to a more sustainable fashion industry through responsible and environmentally conscious employment practices.

As organizations adapt to environmental and industry changes, there is a noticeable evolution in workforce practices. Walker et al. (2021) investigated the impact of circular economy practices, highlighting their significant influence beyond production, notably on employee engagement and motivation. Building upon Walker et al.'s findings, Kazancoglu et al. (2021) critiqued how integrating these principles into business

operations enhances a culture of environmental responsibility, reinforcing the points made by Walker et al. Saha et al. (2021) focused on aligning organizational practices with social values, emphasizing its role in fostering a positive work environment and ensuring workforce resilience and adaptability, extending Walker et al. and Kazancoglu et al.'s narrative. This series of studies highlights the essential role of workforce practices in supporting sustainable circular economy initiatives, particularly in how the fashion industry has navigated the challenges of the COVID-19 pandemic.

COVID-19 Pandemic Challenges

The COVID-19 pandemic presented unique and significant challenges for employees and managers across various sectors. Al-Kuwari et al. (2021) emphasized the need for individualized health and safety measures within organizations, given the diverse risks of infection, which affected various industries differently. In line with the challenges identified by Al-Kuwari et al., Kaila (2021) noted in the retail fashion industry a drastic reduction in consumer foot traffic and an increase in e-commerce, prompting a need for ongoing adaptation and improvement in training programs. Donovan (2022) discussed how pandemic-induced job demand changes led many employees to seek new opportunities, challenging organizational sustainability and underscoring the need for workforce resilience and adaptability. These interconnected insights highlight the importance of effectively addressing the diverse challenges employees and managers face during the COVID-19 pandemic.

The pandemic brought about the need for specific measures focused on employee well-being in organizations. Kaila (2021) highlighted how shifts in consumer behavior,

such as the decrease in in-store visits and the increase in online shopping, necessitated updates in retail fashion training, a trend reflective of the broader changes in the industry. In a similar context and connecting to Kaila's observations, Al-Kuwari et al. (2021) reported a significant employee turnover during the pandemic, with workers moving towards opportunities aligned with these new circumstances. Further expanding on the findings of both Kaila and Al-Kuwari et al., Donovan (2022) underscored the challenges organizations face in maintaining economic viability, environmental responsibility, and social equity, emphasizing the critical need for effective adaptation in these areas. These insights from various studies emphasize the necessity of drawing lessons from past experiences to guide future strategies, which are crucial for organizational sustainability and navigating the challenges posed by events like COVID-19 while ensuring employee well-being.

Organizational Sustainability Through COVID-19

The COVID-19 pandemic posed diverse and significant challenges to organizational sustainability across multiple domains. Su et al. (2022) documented the extensive impact of the pandemic, noting its effects on financial operations, training processes, the mental well-being of employees and managers, and the overall sustainability of organizations. Echoing the observations of Su et al., Bravi et al. (2020) noted the varied responses among organizations to these challenges; some experienced positive developments in sustainability efforts, while others found it increasingly difficult to sustain these practices. Muparadzi and Rodze (2021) highlighted the pandemic's acceleration of the shift towards remote work in organizations, addressing employees'

and managers' needs and ensuring business continuity. This collective research underscores the importance of adopting flexible strategies and resilient technological infrastructure to effectively navigate unforeseen challenges and uphold organizational sustainability in times of crisis.

During the COVID-19 pandemic, adapting the workforce was crucial to maintaining organizational sustainability. Donovan (2022) analyzed the need for new working arrangements, stressing that adaptability was vital in effectively managing pandemic-related challenges and ensuring the ongoing viability of organizations. Similarly, Carnevale and Hatak (2020) focused on transitioning to remote work, emphasizing creating supportive environments for employees and managers to promote their well-being and engagement under extraordinary circumstances, resonating with Donovan's emphasis on adaptability. Diverging slightly from Carnevale and Hatak, Settembre-Blundo et al. (2021) argued that prioritizing adaptability and motivation within the workforce addressed immediate challenges and played a vital role in enhancing organizations' overall sustainability and resilience. Collectively, these studies underscore the significant impact of workforce adaptability and motivation on sustaining organizational effectiveness throughout the challenges of the COVID-19 pandemic.

Ability and Motivation Through COVID-19

The COVID-19 pandemic posed a significant challenge for organizations in maintaining their employees' and managers' abilities and motivation. Rozentale et al. (2021) highlighted that sustaining motivation and capability were significant challenges during these unprecedented times. Building upon Rozentale et al.'s insights, Battisti et al.

(2022) observed that, even with the transition to remote work, factors such as salary, job stability, career opportunities, training programs, and social guarantees remained key drivers of work motivation. Chen (2022) underscored the necessity of implementing support techniques to assist employees and managers in adapting to remote work, and maintaining their ability and motivation. These studies underline the critical need for organizations to adopt innovative strategies to ensure that their workforce stays motivated and skilled during such challenging times.

Organizations implemented various training techniques to sustain employee engagement and focus in response to the rapidly changing landscape of the COVID-19 pandemic. Zayed et al. (2022) evaluated the effectiveness of these techniques and found that they were instrumental in providing employees with the necessary skills and knowledge for the evolving work environment. Echoing Zayed et al.'s findings, Vahdat (2022) highlighted the critical role of practical training in maintaining employees' ability to perform tasks and stay motivated during times of uncertainty. Taking a slightly different perspective from Vahdat's study, Enstroem and Schmaltz (2023) proposed that training should be tailored to meet employees' specific needs, enhancing their adaptability and productivity. This body of research collectively underscores the necessity for significant adaptations in training methods during the pandemic, demonstrating their vital role in ensuring organizational effectiveness in a shifting work landscape.

Training Adjustments Through COVID-19

The COVID-19 pandemic brought about a critical transformation in the training landscape, requiring organizations to adjust to the nuances of a virtual work environment. Ferreira et al. (2021) noted that the shift to remote work introduced challenges such as social isolation, communication barriers, and employee motivation. Echoing the insights of Ferreira et al., Graves and Karabayeva (2020) highlighted how organizations responded by recognizing the importance of implementing effective training methods to support their employees and managers in these new virtual settings. Further expanding upon the findings of both Ferreira et al. and Graves and Karabayeva, and Meduri and Jindal (2021) observed an increase in training budgets during the pandemic to address these specific challenges and ensure continuous development and productivity. These adaptations in training methodologies throughout the pandemic underscore the potential for future enhancements in organizational training strategies, emphasizing fostering greater resilience and adaptability.

The onset of the COVID-19 pandemic led organizations to significantly reevaluate their training methods to support employees and managers effectively in a virtual work environment. Wang et al. (2021) pinpointed critical challenges associated with the transition to remote work, including social isolation and communication issues, which threatened to impact individual motivation and performance. Building upon Wang et al.'s observations, Meduri and Jindal (2021) demonstrated how organizations responded by prioritizing customized training and increasing budgets to maintain engagement and effectiveness in virtual settings, thereby emphasizing the vital role of

training during the pandemic. Sreenivasan et al. (2023) explored the long-term implications of training adjustments during COVID-19, suggesting these shifts could blueprint future strategies for a more agile and resilient workforce. This research collection showcases how the fashion industry and various organizations adapted their strategies to overcome the uncertainties of the pandemic and maintain organizational resilience.

Fashion Industry Adaptation Through COVID-19

The COVID-19 pandemic led to substantial changes within the fashion industry, particularly affecting manufacturing and sales operations. Pourhejazy and Ashby (2021) investigated how apparel companies responded with extensive adaptations, including reshoring, which had significant cost-related consequences for the industry. Echoing Pourhejazy and Ashby's findings, Rodríguez-López et al. (2021) reported notable burnout among employees and managers due to demanding working conditions and strict COVID-19 safety regulations. Further extending this line of inquiry, Fairlie and Fossen (2021) highlighted the closure of many retail locations as a pandemic response, resulting in increased job losses within the industry. This series of studies details the multifarious hurdles faced by the fashion industry during the pandemic, covering shifts in business practices, workforce health and morale, and significant economic effects.

Retail Industry Adaptation Through COVID-19

The onset of the COVID-19 pandemic precipitated significant changes within the retail industry. Rodríguez-López et al. (2021) detailed the extensive closures of retail locations and the consequential substantial job losses as businesses grappled with the

economic fallout of the pandemic. Aligning with the observations of Rodríguez-López et al., Murphy (2021) highlighted how the pandemic's impact on employment had a disproportionate effect on women, who faced higher unemployment rates than men, mirroring the patterns seen across the broader workforce. Offering a different perspective from Murphy's focus on the general economic impact, Chan et al. (2023) revealed that the pandemic also profoundly affected retail workers' mental health, leading to increased burnout and significant shifts in job responsibilities. Collectively, these studies underline the importance of thoroughly understanding and assessing the changes in the retail industry during the COVID-19 pandemic, providing vital insights for future research to enhance resilience and adaptability in the face of similar crises.

During the COVID-19 pandemic, the retail industry faced unprecedented challenges and disruptions, leading to significant shifts and impacts. Rodríguez-López et al. (2021) documented the profound effects on the industry, notably retail closures and job losses, which were particularly acute among women, leading to increased burnout and additional job responsibilities. Echoing and building upon the findings of Rodríguez-López et al., Klein and Todesco (2021) underscored the importance of understanding these transformative dynamics within the retail sector. They advocated for focused research to enhance resilience and develop strategies to navigate similar future crises. In line with Klein and Todesco's emphasis on adaptation, Mickelsson et al. (2023) highlighted the significant behavioral shifts observed in consumers in response to the pandemic, which fundamentally altered their purchasing patterns and consumption habits. These studies highlight the intertwined nature of industry disruptions, underscoring the

need for comprehensive strategies to address challenges faced by businesses and consumers, setting the stage for examining consumer adaptation during unprecedented times like COVID-19.

Consumer Adaptation Through COVID-19

The COVID-19 pandemic brought about a major shift in the consumer shopping experience, disrupting routine practices and necessitating significant business adaptations. Moon et al. (2021) emphasized the need for retailers to reconfigure their operations to align with consumers' evolving needs and safety concerns in this new environment. Building on the insights of Moon et al., Rayburn et al. (2022) detected the fundamental shift in consumer behaviors, noting how these changes have reshaped established shopping habits and patterns. Stewart and Stewart (2021) observed a 325% surge in online sales for full-assortment grocers during the pandemic's early stages, reflecting retailers' need to rapidly adapt to consumer inventory fluctuations, a trend also noted by Rayburn et al. These consumer adaptations during the COVID-19 pandemic will likely have enduring effects, setting new standards and expectations in the retail shopping experience.

The COVID-19 pandemic led to a significant transformation in consumer shopping, prompting a reevaluation of established routines and consumer expectations. Di Crosta et al. (2021) noted that the pandemic acted as a catalyst, shifting consumer behavior towards less emphasis on non-essential purchases. Expanding upon Di Crosta et al.'s observations, Stewart and Stewart (2021) reported a significant rise in online sales for full-assortment grocers in the early stages of the pandemic, highlighting a swift shift

to digital shopping channels. John and Thakur (2021) suggested that changes in shopping habits and preferences, noted by Di Crosta et al. and Stewart and Stewart, are likely to persist, shaping the retail industry's new normal post-pandemic. Research compilations emphasize scrutinizing COVID-19's impact on consumer behavior, offering insights for businesses to adjust strategies to shifting demands, subtly segueing into post-pandemic development analysis.

Post-Pandemic Development

The COVID-19 pandemic has catalyzed considerable changes in business operations and everyday life, leading to ongoing and transformative shifts. Srinivasan and Eden (2021) emphasized emerging new practices driven by digital transformation in the post-pandemic era. Echoing and expanding upon Srinivasan and Eden's findings, Westoby and Harris (2020) explored how this digital transformation, despite its advantages, has significantly changed familiar experiences across various sectors of society. Pocock and Shams (2021) examined shifts in business models, focusing on adapting to flexible scheduling and remote work to better align with the changing needs of employees and managers. These changes, necessitated by the pandemic, have demonstrated a lasting impact on work arrangements and business practices, indicating their continued influence in shaping the post-pandemic landscape.

Several practices that gained prominence during the pandemic are expected to continue shaping daily life and business operations even after its conclusion. Kuofie and Muhammad (2021) noted trends like increased distance education, frequent road trips, continued social distancing, mask usage, reliance on television, video conferencing,

reduced business travel, and a focus on hand hygiene. Echoing Kuofie and Muhammad's observations, Bouzakhem et al. (2023) accepted how these changes have significant implications for employees and managers, influencing business operations and personal strategies for navigating professional and personal lives. Similarly, Santana (2021) emphasized the need for effective management recognition of these ongoing influences in the post-pandemic environment and highlighted the importance of guiding future research in work-life balance, employee well-being, and organizational adaptability. As the world moves into the post-pandemic phase, there is an increasing emphasis on understanding individual motivation and adaptability in this changing landscape.

Ability and Motivation Post-Pandemic

The COVID-19 pandemic and its subsequent post-pandemic phase have significantly influenced the abilities and motivations of employees and managers. Sanders and De Cieri (2021) explored the challenge that organizational leaders face in evaluating the adaptation of employees and managers, focusing on the interconnected aspects of their abilities and motivations within the transformed work environment. Moore et al. (2022) stressed recognizing differences and similarities among employee groups, especially considering work environment changes in the post-pandemic scenario, building upon Sanders and De Cieri's research. Further expanding on Moore et al.'s findings, Rozentale et al. (2021) identified motivational factors as key determinants of employee capabilities and job performance in this new era. This research highlights the need for organizations to enhance synergy between ability and motivation, which is crucial for cultivating a workforce adept at navigating post-pandemic challenges.

A comprehensive understanding of its impact on organizational sustainability has become crucial in the post-pandemic phase. Perkins et al. (2022) explored how salary, working conditions, social guarantees, job stability, career prospects, training opportunities, and job nature significantly influence employee motivation and ability. Building on Perkins et al.'s findings, Wang et al. (2023) suggested that the interaction between ability and motivation during this period has substantial implications for the long-term success and resilience of organizations in the evolving post-pandemic landscape. Supporting the viewpoint of Wang et al., Nawaz and Koç (2019) emphasized the need to recognize and address these factors effectively to ensure organizational sustainability and efficiency in the new work environment. These studies underscore the idea that an organization's success in the post-pandemic era hinges on sustaining itself and thriving and innovating in this dynamic new normal.

Organizational Sustainability Post-Pandemic

The post-pandemic landscape has brought about significant transformations across various industries, requiring organizations to adapt continuously. Buhalis et al. (2022) emphasized the increasing need for organizations to actively listen to customer needs, reevaluate their geographic locations, and reconsider their product and service offerings to stay relevant in this changing environment. Building on Buhalis et al.'s insights, Agustriyana and Setyadi (2021) prescribed how organizations engage with customers to understand their evolving preferences and requirements while reassessing their physical locations and aligning their offerings with current market demands. Adding another dimension to this discussion, Divya and Vallabhan (2021) noted a significant

trend toward online learning and career planning, indicative of a fundamental shift in how organizations prepare their workforce for future challenges. These studies highlight the importance of adaptability and proactive strategy implementation for businesses to navigate the new normal successfully.

In the context of the post-pandemic era, there is a growing recognition of the opportunities for enhanced organizational sustainability, particularly in strategic recruitment efforts. Twaissi and ALawad (2023) highlighted resilience as a critical trait for sustaining organizational success in this evolving landscape. Cristina González and Ángel Pérez-Urbe (2021) noted that prioritizing resilience leads organizations to reassess and modify operational strategies, including recruitment, to meet evolving market and societal demands. Mer and Viridi (2023) explored how organizations revise recruitment strategies to attract and retain talent capable of thriving amidst the unique challenges of the post-pandemic world. This research series underscores the importance of integrating resilience and adaptability into recruitment practices, a crucial factor for ensuring organizational sustainability.

Recruitment Post-Pandemic

Recruitment strategies and practices have undergone significant changes in the wake of the post-pandemic era. Gonçalves et al. (2021) underscored the need for adaptability and flexibility in job candidates, identifying these traits as essential for dealing with the uncertainties and changes in various industries. Building on Gonçalves et al.'s insights, Vaiman et al. (2021) noted a shift in recruitment priorities, with the ability to quickly adapt to evolving situations becoming as crucial as possessing specific

skill sets and meeting job requirements. In line with the findings of both Gonçalves et al. and Vaiman et al., Sahoo et al. (2023) further emphasized the importance of having a workforce capable of thriving in dynamic and unpredictable environments. These strategic shifts in recruitment practices equip organizations with resilient and versatile teams, positioning them to confront the challenges in a post-pandemic world effectively.

In the post-pandemic landscape, there has been a notable shift in talent management, emphasizing aligning recruitment criteria with organizational needs and cultural values. Divya and Vallabhan (2021) observed a trend toward recruiting candidates based on their fit for specific job roles and alignment with the organization's core values and long-term objectives. Expanding upon Divya and Vallabhan's insights, Kumar (2022) highlighted the importance of hiring individuals who resonate with the organization's culture and aspirations, pointing out that this alignment can significantly boost employee retention and contribute to overall success. Landers and Sanchez (2022) noted that evolving organizational needs have led recruitment practices to prioritize candidates with the right skills, adaptability, and cultural fit for navigating dynamic challenges. These developments emphasize the growing significance of employee retention in the post-pandemic era, with organizations keen on retaining top talent in a competitive and rapidly changing environment.

Employee Retention Post-Pandemic

In the post-pandemic era, the emphasis on employee retention has emerged as a strategic imperative for organizations, leading to necessary modifications in their operational approaches. Saura et al. (2022) found that adopting remote work has become

a critical factor in retaining employees during this period. Building upon Saura et al.'s findings, Mandviwalla et al. (2021) recognized the advantages of remote work, incorporating it into their operational strategies to retain employees and managers effectively. Kumar and Singh (2021) noted that widespread remote work implementation has altered work dynamics across industries, prompting a reevaluation of employee retention strategies. As a result, these developments have led to considerable adjustments in HR practices, intending to enhance employee retention in the evolving post-pandemic landscape.

In the post-pandemic landscape, virtual training has become essential for organizations to promote employee retention and support a better work-life balance. Elembilassery et al. (2021) found that providing virtual training opportunities allows organizations to meet employees' professional development needs while accommodating their responsibilities and preferences. In contrast to Elembilassery et al.'s focus on professional development, Mitchell (2023) highlighted the significance of nurturing and supporting employees as a vital component of talent retention. Mitchell emphasized evaluating job roles for their suitability for remote work as a crucial element of future retention strategies. Khor and Tan (2023) explored optimizing remote work possibilities, highlighting that conducive remote work environments can encourage long-term employee commitment to the organization. These insights underscore the heightened importance of employee training and development in the ever-changing post-pandemic business environment.

Training Post-Pandemic

In the current era, the convenience of accessing training materials and resources allows employees and managers to engage in self-paced learning and tailor their learning experiences to their individual needs. Rozentale et al. (2021) found that this flexibility in training empowers them to take control of their professional development, customizing their learning to meet their unique requirements, which leads to a more effective and personalized training experience. Contrasting with the focus of Rozentale et al., Hames et al. (2020) assessed the effectiveness of virtual training, emphasizing that incorporating interactive elements and multimedia tools can significantly enhance engagement and knowledge retention. Ashour et al. (2021) explored the expansion of virtual training offerings post-pandemic, noting their provision of diverse learning opportunities, thereby promoting professional development and adaptability. The shift towards these advanced training methods reflects the significant transformation of business practices as organizations navigate the post-pandemic landscape.

Business Practices Post-Pandemic

The COVID-19 pandemic has led to significant shifts in the business landscape, prompting a thorough reevaluation of global operations by organizations. Karjalainen et al. (2022) observed that the extensive losses experienced across various industries during the pandemic have catalyzed the search for innovative strategies to bolster future resilience. Offering a different perspective from Karjalainen et al., Bias et al. (2020) focused on the pandemic's impact on key business aspects such as infrastructure, human capital, and preparedness plans, underscoring the necessity for continuous adaptations in

the post-pandemic world. Expanding on the insights of Bias et al., Vinod and Sharma (2021) explored the increased reliance on digital channels, highlighting their emergence as a critical business practice during the pandemic and predicting their continued importance in the future. These developments reflect how organizations have been increasingly using digital technologies to support remote work, enhance customer engagement, and streamline operations, adapting to the new realities of the business world.

In the pandemic, digital transformation has risen as a crucial survival, resilience, and adaptability strategy in the ever-evolving business landscape. Nayal et al. (2022) identified that while organizations faced intense challenges during COVID-19, there was an expectation to develop strategies that surpassed mere digitalization, focusing on broader aspects of organizational resilience. Building on Nayal et al.'s insights, Zahedi-Seresht et al. (2023) examined the need for a comprehensive approach to organizational preparedness that equips businesses to face future unforeseen challenges, extending the concept of resilience beyond digital transformation. Şişu (2023) explored the growing emphasis on employee training and development, linking its importance to equipping the workforce for a digitally centric business world, echoing Nayal et al. and Zahedi-Seresht et al. These studies highlight the merger of digital transformation and strategic initiatives like workforce training for organizational longevity, setting the stage for identifying gaps in the literature on effective integration and long-term impacts.

Gaps in the Literature

The existing literature lays a foundation by illustrating the link between training methods and organizational sustainability, revealing a discernible gap in understanding which methods best enhance sustainability in the complex fashion industry. Hur and Cassidy (2019) highlighted a gap that becomes more apparent against the backdrop of the fashion industry's distinct challenges, such as environmental practices and ethical dilemmas, as outlined by Yasin et al. (2023). Within this intricate landscape, Ghobakhloo et al. (2021) suggested the need for rigorous research to pinpoint effective training approaches that resonate with the industry's dynamic nature. The researcher's identified gap invites a deeper inquiry into how tailored training strategies can align with and propel the industry's commitment to sustainable practices (Ghobakhloo et al., 2021; Hur & Cassidy, 2019; Yasin et al., 2023). Exploring this specialized research area may illustrate the dynamic role of training in both adapting to and influencing sustainability trends within the fashion industry.

Recent literature recurrently explores technology integration into corporate culture and training that reveals a notable gap in understanding how to optimally merge digital tools and platforms into training programs to foster sustainability within the fashion industry. Casciani et al. (2022) emphasized this gap, signaling the need for a deeper dive into the nuanced interplay between technology integration and sustainable practices in fashion. Recognizing the urgency to fill this void, Wamsler (2020) called for comprehensive research to navigate this critical juncture of training and sustainability. In tandem, Mukendi et al. (2020) advocated exploring which technologies most effectively

underpin sustainable practices in the fashion industry while showing the accompanying challenges and benefits. Such concerted research endeavors are pivotal to demystifying the role of technology in advancing sustainability within the fabric of the fashion industry.

The COVID-19 pandemic has fundamentally altered the fashion and retail industries, prompting a swift adaptation of training practices by organizations. However, despite these rapid changes, Sigahi et al. (2023) pointed out a significant gap in comprehending the enduring effects of these adaptations on organizational sustainability, employee performance, and customer behavior post-pandemic. Recognizing this, Craighead et al. (2020) highlighted the need for further research to shed light on the long-term consequences of the pandemic-induced modifications in training practices. In parallel, Alam (2022) advocated for a comprehensive analysis of how these training adjustments impact sustainability, marking it as a critical area for future inquiry. Exploring these research needs may reveal the ways in which training initiatives strengthen organizational resilience and sustainability in the face of unprecedented disruptions.

Evidence from the literature indicates that social media and technological advancements influence shifts in consumer behavior within the retail sector. Alloui and Mourdi (2023b) identified a critical knowledge gap in devising effective training programs that enable organizations to adapt to changing consumer preferences and demands. Hanelt et al. (2021) emphasized the need for additional research to bridge this gap, intending for a deeper understanding of customizing training to evolving consumer

needs. Similarly, Sinha (2022) stressed the importance of sustainably aligning training with consumers' dynamic needs. Addressing these areas could notably enhance understanding and support long-term sustainability initiatives within the fashion industry.

The circular economy concept is increasingly recognized as a sustainable approach in the fashion industry. However, Chen et al. (2020) pointed out a significant research gap concerning the influence of training programs on adopting and implementing circular economy practices. Awan and Sroufe (2022) asserted that filling this gap is essential to understanding how training can drive sustainability through circular economy models in fashion. Concurrently, while post-pandemic employee retention in fashion is acknowledged in the literature, Selvaraj and Venkatakrishnan (2023) noted a lack of comprehensive research on training strategies to enhance workforce retention post-COVID-19. Therefore, discovering effective training methods for talent retention and promoting organizational sustainability in the post-pandemic fashion industry is critical for future research and academic contribution.

Summary and Conclusions

I reviewed the theoretical and empirical literature surrounding retail training in the fashion industry, employee performance, manager performance, and ability and motivation surrounding this industry. The findings of this study could potentially enrich the literature and inspire further research on social media and technology's evolving impact on retail sector trends. Liu and Dong's (2021) study marked the inception of an ongoing exploration into the dynamics between employee and manager performance within the retail industry. This study may open areas of improvement that can be

researched in future studies to grow data for the fashion industry (see Ahmad et al., 2020). The assessment of relevant literature to the field could build a strong foundation for future investigation in the fashion industry with retail training.

Retail training is designed to enhance organizational outcomes by empowering employees and managers. Gaining knowledge through training can boost job satisfaction, fostering a more motivated and capable workforce (Silic et al., 2020). Ongoing professional development encourages employees and managers to remain with an organization longer, reducing turnover (Fulmore et al., 2023). The benefits derived from effective training can lead to positive social change within organizations (Rawashdeh & Tamimi, 2020). Consequently, a well-trained workforce contributes to an organization's health and sustainability.

The research method, design, and rationale used to achieve the outcomes of this research are outlined in Chapter 3. The summary of information carried forward into Chapter 3 on the body of research will include retail training, employee performance, manager performance, and ability and motivation in the fashion industry. This study employed a quantitative correlational research design to explore the relationship between these variables, with retail training as the independent variable and employee and manager performance as the dependent variables. Data were collected using the focal measures instrument of Netemeyer et al. (2010) and analyzed to assess the extent of the relationships. This approach enabled a comprehensive understanding of how retail training impacts performance in the fashion industry, addressing the identified research gap.

To bridge the gap in the literature, in Chapter 3, I detail the methodological choices in this study, such as the selection of a correlational design and the rationale for choosing variables like retail training, employee performance, and manager performance. In the chapter, I discuss the population of executive management in fashion retail organizations within the western United States, the sampling techniques employed, and the operationalization of constructs to ensure clarity. Chapter 3 will discuss the focal measures instrument by Netemeyer et al. (2010) used for data collection, and the statistical analyses planned to assess the extent of the relationships. The chapter will also outline procedures for ensuring the validity of the data, along with ethical considerations adhered to throughout the research process. By comprehensively addressing these aspects, Chapter 3 lays a solid foundation for the empirical investigation, facilitating a robust analysis of how retail training impacts performance in the fashion industry.

Chapter 3: Research Method

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. Chapter 3 outlines the methodological approach to exploring this relationship, structured into several key sections. Initially, the section focuses on the research design and rationale, emphasizing the quantitative correlational design employed to steer the investigation. Following this, Chapter 3 addresses the participant selection process, emphasizing the criteria for inclusion and the recruitment strategy. Subsequent sections detail the data collection methods and analytical techniques, ensuring a rigorous approach to understanding the intricate dynamics. This introduction sets the stage for a methodical exploration to uncover insights into how retail training programs influence organizational performance and sustainability in the fast-paced world of fashion retail.

Chapter 3 of this dissertation outlines the research methodology used to explore the impact of retail training and employee and manager performance in the western U.S. fashion retail industry. Chapter 3 is structured into key sections, each addressing an essential aspect of the research process, including the quantitative correlational design, data collection, and analysis methods. This framework provides a clear path for answering the research questions and ensuring the study's reliability and validity. The analysis plan is designed to reveal how training influences performance, offering insights for both theoretical and practical applications. This chapter establishes a solid foundation

for a comprehensive investigation into the relationship between retail training and performance outcomes in the fashion retail sector.

Research Design and Rationale

A clear identification of key variables anchors the study's framework. The independent variable is the nature and extent of retail training programs, while the dependent variables include employee and manager performance in the fashion retail sector. Covariate variables, which are years of experience and role within the organization, are considered to account for external influences on performance outcomes. Mediating variables include employee motivation and job satisfaction, which may influence the relationship between training and performance. Moderating variables could encompass factors such as the size of the retail organization and market dynamics, which might affect the training–performance linkage.

In the research, I employed a quantitative correlational design to examine the relationships between these variables, which are directly aligned with the research questions, and intend to uncover how retail training impacts performance metrics within the specified industry context. This design choice facilitates examining natural relationships without manipulating the study environment, which is essential for capturing real-world dynamics. Time and resource constraints are acknowledged, with the study designed to efficiently use available resources while ensuring comprehensive data collection within a manageable timeframe. These constraints influenced the selection of a correlational design, which, while robust, does not require the extensive resources associated with experimental designs.

Using a quantitative correlational research design aligns with trends in the field of retail management, where uncovering relationships between variables can greatly enhance understanding and contribute to the discipline's knowledge base. This type of study is valuable for identifying patterns and trends that can inform evidence-based management practices, ultimately driving progress in the field. In scenarios where the research involves an intervention, such as implementing a specific training program, the choice of intervention is guided by its relevance to the research questions, practical feasibility, and potential to yield insights. The research design and intervention selection ensured that the study was well-positioned to address the identified research gap and contribute to the retail management field. By adopting this approach, the study can offer a comprehensive understanding of the dynamics, informing future research and practice.

Methodology

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. The independent variable in this study is retail training, which is generally defined as coaching and developing desired results within the organization. The dependent variables are employee performance and manager performance, with organizational sustainability as the covariate that will be statistically controlled. Data will be collected using two primary instruments: the focal measures instrument (Netemeyer et al., 2010) and the company perception survey (Tollin et al., 2015). The focal measures instrument will be used to assess employee and manager

performance, while the company perception survey will provide insights into executive management's perceptions of work design. Both surveys will be administered to a sample of executive management from retail organizations in the fashion industry in the western United States. The proposed sample size for this study is calculated as $N = 122$, based on a power analysis using G*Power 3 with an expected correlation coefficient $r = .30$, α err prob = 0.01, and power ($1 - \beta$ err prob) = 0.80 as shown in Appendix A. Data analysis involved regression analysis to assess the relationship strength between the dependent and independent variables, and Pearson's r was used to determine if there is a significant relationship between the two continuous variables.

Population

The population for the study encompasses the individuals from whom the researcher seeks to derive insights through scientific inquiry (Vogt & Johnson, 2011). The population for this study consists of executive management at retail organizations in the fashion industry in the western United States. The population for this study consists of executive management at retail organizations in the fashion industry in the western United States, a sector that employs over 1.8 million people across various segments (Joint Economic Committee, 2019). This population was chosen because these individuals are in a position to provide insights into the perceived effectiveness of retail training and employee and manager performance, which is central to the research questions of this study. The focus on the fashion industry is due to its significant contribution to the retail sector and its dynamic nature, which demands constant adaptation and training. Despite its vast size, the fashion retail industry in the western

United States added 45,000 jobs in January, as the Bureau of Labor Statistics reported in 2024. I calculated a sample size of 122 executive managers based on a power analysis using G*Power 3, as noted in Appendix A. This analysis was conducted with an expected correlation coefficient of $r = .30$, an alpha error probability of 0.01, and a power of 0.80. This sample size was deemed sufficient to provide reliable and generalizable results for the study.

The selection of executive management as the population was strategic, as these individuals have a wide-ranging understanding of the training processes and the performance outcomes within their organizations. The executive managers' perceptions and experiences are vital in evaluating the effectiveness of retail training programs and their impact on organizational sustainability. By focusing on this specific population, I sought to gather in-depth and relevant data that can contribute to understanding training practices in the fashion retail industry and their implications for employee and manager performance.

Sampling and Sampling Procedures

The sampling strategy for this study was non-probabilistic, specifically using random sampling. This approach is justified as it allows for the selection of executive management from retail organizations in the fashion industry in the western United States who are best positioned to provide insights into the perceived effectiveness of retail training and employee and manager performance. The sample was drawn from retail organizations in the fashion industry located in the western United States. The inclusion criteria for participants were individuals who held executive management positions

within these organizations and had direct knowledge of or involvement in retail training programs. Exclusion criteria were management from non-retail sectors or those not in training programs. A power analysis was conducted using G*Power 3 to determine the appropriate sample size, as noted in Appendix A. The analysis was based on an expected correlation coefficient of $r = .30$, an alpha error probability of 0.01, and a power level of 0.80. The results indicated that a sample size of 122 participants would be sufficient to detect a statistically significant relationship between retail training and employee/manager performance. This effect size was chosen based on previous research in the field, which has demonstrated a moderate relationship between training programs and performance outcomes (Scherbaum et al., 2022). The alpha level of 0.01 was selected to reduce the likelihood of Type I error, and a power level of 0.80 ensures a reasonable chance of detecting a true effect if it exists.

Procedures for Recruitment, Participation, and Data Collection (Primary Data)

Recruitment for this study involved emailing executive management at the headquarters of a single retail organization in the western United States fashion industry to request their participation. Contact was made with the training director within the organization to obtain the email addresses of executive managers to participate in the study. Demographic information such as age, gender, years of experience, and position within the organization were collected to provide context for the data analysis. Informed consent was obtained from all participants prior to data collection. Participants were provided with a consent form outlining the study's purpose, the voluntary nature of their participation, confidentiality measures, and their right to withdraw at any time without

penalty. Participants electronically signed and acknowledged the consent form before participating in the study. Data were collected using two primary instruments: the focal measures instrument (Netemeyer et al., 2010) and the company perception survey (Tollin et al., 2015). Participants were asked to complete a combined survey that included both instruments, administered online at their convenience, with all data managed and securely stored through Google Forms. Participants received my contact information through the consent form for any questions or concerns about the study. Follow-up procedures included sending a summary of the study's findings to participants who expressed interest in the results and conducting training and presentations for retail organizations if requested by the executive management after the study's conclusion. Additionally, participants were invited to participate in future research studies if interested.

Pilot Study

A pilot study was conducted for this study, which was an introductory investigation to validate the research questions, instruments, and data collected. The pilot study's purpose was to refine the data and test them using the focal measures instrument and the company perception survey. By doing this, potential issues could be identified to measure the effectiveness of the survey information on the impact of retail training and employee and manager performance with fashion retail organizations in the western United States. The pilot study included a smaller subset of the target population consisting of a small group of executive managers at retail organizations within the fashion industry in the western United States. Integrating this pilot study allowed for a

controlled environment for testing, demonstrating the functionality of the survey through Google Forms, response rate, and engagement of participants.

The pilot study was conducted to identify issues with recruiting qualifying members to participate. Testing the survey instrument benefitted the data collection through question alignment and technology requirements. Confidentiality was maintained throughout the pilot study. Data were collected using the same methods as the main study to prepare for that process. Adjustments could be made to the main study because of the information collected during the pilot study.

Questions could be eliminated from the main study pending the outcome of the pilot study. Questions could also be adjusted with flow or section depending on the outcome of the pilot study. By making these adjustments, the main study aligned with a more logical flow that could improve the experience for the participant. The execution of the pilot study analysis further validates the main study's successful aspects. Examining the pilot study strengthens the primary research and predicts validity in exploring the relationship between retail training and performance outcomes in the fashion industry in the western United States. Walden University's Institutional Review Board (IRB) approval number to conduct this study was 08-14-24-0759654.

Instrumentation and Operationalization of Constructs

This study used two primary instruments for data collection: the focal measures instrument developed by Netemeyer et al. (2010) and the company perception survey developed by Tollin et al. (2015). The focal measures instrument is appropriate for this research as it assesses employee and manager performance, which are the dependent

variables in this study. Permission to use this instrument was obtained. Previous studies have established the instrument's reliability and validity, with values indicating strong internal consistency and significant correlations with related constructs. The instrument has been employed in various organizational settings, allowing for comparing results across different populations.

Similarly, the company perception survey is well-suited for evaluating executive management's perceptions of work design, relevant to the study's focus on the impact of retail training on performance. Permission for its use was secured in writing. This survey has demonstrated reliability and validity in prior research, with scores reflecting adequate internal consistency and construct validity. Previous studies have used the survey to explore organizational behavior and management perceptions, providing a solid basis for its application in this research. The operationalization of constructs includes defining retail training as coaching, developing desired results within the organization, and measuring employee and manager performance using the focal measures instrument.

The company perception survey focuses on task fulfillment, job satisfaction, leadership effectiveness, and team management skills. The instrument's ability to answer the research questions was confirmed by aligning with the study's theoretical framework and operationalizing key constructs. In addition to the primary instruments, the study included demographic surveys to gather background information on participants, including age, gender, and years of experience in the retail industry. These data provide background for the analysis and help identify information that may impact the relationship between retail training and performance outcomes. The instrumentation and

operationalization of constructs in this study are designed to provide a comprehensive framework for examining the impact of retail training and employee and manager performance in the fashion retail industry. By using established instruments with proven reliability and validity, the study intends to generate meaningful insights to inform best practices for retail training programs and contribute to the broader understanding of training and development in the retail sector.

Data Analysis Plan

The data analysis in this study was conducted using the reliable and widely recognized Stata software (Version 18). Stata software has been used to analyze data in prior studies, such as dissertations. The ease of use of the Stata tool is sufficient for cleaning, sorting, and performing data-related tasks with the data. Stata displays the ability to show statistical analysis, output reporting, and advanced modeling of the collected data to display the results for future research. The data set was cleaned and prepared to be the foundation for the upcoming statistical analyses in the study to be performed.

Pearson correlation test examines the relationship between retail training and employee performance, as perceived by executive management in the fashion industry in the western United States. This statistical test is appropriate for determining the strength and direction of the linear relationship between two continuous variables. The correlation coefficients resulting from these analyses indicate the extent to which retail training variations are associated with employee and manager performance variations. The

significance of these correlations was evaluated at an alpha level of 0.05 to determine if the relationships are statistically significant.

In addition to correlation analysis, simple linear regression analysis was used to assess the predictive power of retail training and employee and manager performance while controlling for organizational sustainability as a covariate. This analysis will allow for the investigation of the contribution of retail training to the variance in performance outcomes beyond the impact of organizational sustainability. The regression coefficients will show the magnitude and direction of the impact of retail training on performance. The model fit was assessed using R-squared and adjusted R-squared values, which indicate the proportion of variance in the dependent variables explained by the independent variables. The statistical significance of the regression coefficients was tested to determine if retail training is a significant predictor of employee and manager performance.

The data analysis included a check for multicollinearity from the independent variables to validate the reliability of the regression estimates. Multicollinearity occurs when two or more predictor variables in a simple linear regression are highly correlated. If any variables were too closely related, they were removed or potentially combined. Potential covariates and confounding variables were included based on theoretical considerations and empirical evidence from previous research. The rationale for inclusion was clearly articulated to ensure the stoutness of the analysis.

The interpretation of the results concentrates on crucial parameter estimates, confidence intervals, probability values, and their practical implications. The strength of

the relationships between retail training and performance outcomes is discussed in the context of the research hypotheses. The findings are presented in a way that applies to management practices in the fashion industry, with clear recommendations for enhancing retail training programs to improve employee and manager performance. The study's limitations, including possible biases and constraints in the data, are acknowledged. Suggestions for future research will be listed to address unanswered questions and further explore the dynamics of retail training and performance in the fashion industry.

Threats to Validity

This section addresses the threats to validity that may impact the integrity and credibility of the study's findings. This section addresses validity types critical to the study's integrity. The study evaluated external, internal, and construct validity to ensure generalizability and theoretical measurement integrity. Ethical procedures were outlined to ensure the protection of human participants and the ethical handling of data. Identifying and addressing these possible threats enhances the rigor and reliability of the research and ensures the study follows the highest ethical standards.

External Validity

External validity is critical in determining how the findings of this study can be applied beyond the specific settings and populations examined. Recognizing potential threats to external validity is crucial, and this research proposes strategies to alleviate these concerns. A key strategy in this study is to ensure a diverse sample from the western United States fashion industry to enhance the generalizability of the findings. The characteristics of this sample will be specified in the data output. Understanding how

this information is produced can aid future researchers in discovering the outcome of situations like this.

A particular focus on retail training, employee performance, and manager performance within the fashion industry could be a fruitful avenue for exploration. Connecting these areas to broader theories of training and performance, such as Appelbaum et al.'s (2000) ability, motivation, and opportunity theory and Hackman and Oldham's (1976) job characteristics theory, could significantly enhance the applicability of the study. The insights derived from this information could contribute to ensuring the study's findings are reliable within a broader context, informing future fashion industry training operations. The validity of this research relates to how pertinent the outcome of this data is in the real world.

A limit found in the external validity of this study would be the participant inclusion criteria requirement, which is limited to retail employees and managers within the western United States fashion industry. The precise number of retail employees and managers residing in the western United States fashion industry is unknown, and the exact amount cannot be determined. Participants who qualify as retail employees and managers within the western United States must be employed within the fashion industry to participate in the study. Potential participants who did not agree to informed consent were excluded from this study and could not participate in any data collection methods. Google Forms did not show the number of potential participants who declined to participate in the study.

Internal Validity

Internal validity is vital for ensuring changes observed in both employee and manager performance can be associated with retail training. Recognizing potential threats to internal validity is necessary to maintain the research findings' integrity. The retail fashion industry can handle many events that could impact the study results. The study documents these situations to control the effects of events. Documenting these events is beneficial in understanding any changes that could impact the participants' performance.

The study's internal validity could be impacted by the participants learning the material within the data collection process before they are exposed to the consent form. This could be an unethical practice and cause the data to be manipulated. Another aspect of internal validity would be if the data collection process were implemented multiple times to the same participants using the same measures. This could negatively impact the data collection for the retail employees and managers in the western United States fashion industry. The participants could learn the material of the data collection process and answer differently because they were exposed to it multiple times.

Selection bias could impact the participants of the study if the retail employees and managers in the western United States fashion industry were selected specifically for the study. Offering the ability to participate in the study to a random and controlled population would be the best-case scenario for the study's outcome. The study's planning to avoid selection bias would best suit the data collection process. To have a fair outcome, the participants who decided to stay in the study showed a true representation

of the data collection process. Participants who decided to leave the study were excluded from future communications regarding data collection.

Construct Validity

Construct validity is vital in ensuring that the study correctly measures its intended purpose and that the statistical conclusions are valid. In this research, I recognize several possible threats to construct validity and propose strategies to address them. One threat to construct validity is the potential for measurement error, where the instruments used may not accurately capture the constructs of retail training, employee performance, and manager performance. To minimize threats, I used the focal measures instrument by Netemeyer et al. (2010) and the company perception survey by Tollin et al. (2015) to assess performance and management perceptions, respectively. Pilot testing of these instruments will also be conducted to ensure their appropriateness for the study's context.

Social desirability bias, where participants may respond in a manner they perceive as favorable, is a potential threat. I addressed this by ensuring confidentiality for all participants, reducing the pressure to respond in a socially desirable way. Statistical conclusion validity concerns the accuracy of the statistical tests used to infer relationships between variables. I used appropriate statistical techniques, such as regression analysis, to analyze the data and confirmed that the assumptions for these tests were met. I reported effect sizes and confidence intervals, providing a more nuanced understanding of the results.

Ethical Procedures

Ethical treatment of participants within the study was an essential step implemented to adhere to Walden University's IRB process guidelines. The beginning of the process was submitting for approval through the Walden University IRB process and achieving authorization to collect data. The study outlined the design, the methods for recruiting participants and data collection, and how they aligned with ethical guidelines. Upon receiving Walden University IRB approval, Approval Number 08-14-24-0759654, I continued activities that complied with the Walden University's ethical standards and requirements. All information from the IRB approval was documented within the study to confirm adherence to the standards.

Managing the ethics of the study included implementing precautions for participant interactions within the study. The material used to recruit participants to complete the survey did not use jargon to guide them in answering in one way or another. The data were managed and stored confidentially through Google Forms. The data will be destroyed after 5 years, in accordance with IRB guidelines, to protect the participants' privacy. The ethical processes of the study were maintained throughout to protect the participants in the study.

The process for participants to understand ethical procedures consists of educating them on the confidentiality of the information and data and adherence to Walden University's IRB guidelines. The research followed all guidelines from the Walden University IRB and complied with their requirements to complete the study with human participants. The request for IRB approval aligns with data collection from human

participants and ethical standards. Participants of this study were required to fill out a consent form that builds the credibility of the data collection.

Concerns in this process could break ethical guidelines if data were collected without consent. There was no pressure to participate in the research as the consent form outlined the data collected and use throughout the study. Participants were not forced to provide information and had clear and unbiased information surrounding the study's purpose and outcome. By providing information such as this, the ethical procedures were followed, and participants could withdraw from participating in the study at any time. All participants were aware of the sensitive information being collected throughout the course of the study and were reassured about the confidentiality of the collected data.

Summary

The research methodology discussed in Chapter 3 included a quantitative correlational research design to explore the impact of retail training and employee and manager performance in the fashion retail industry of the western United States. The study is grounded in Appelbaum et al.'s (2000) ability, motivation, and opportunity theory and Hackman and Oldham's (1976) job characteristics theory. The research was conducted to determine the relationship between retail training as the independent variable and employee performance and manager performance as the dependent variables. Data collection was conducted using two primary instruments: the focal measures instrument by Netemeyer et al. (2010) and the company perception survey by Tollin et al. (2015). These instruments were selected for their relevance to the study's constructs and their established reliability and validity in previous research. The focal

measures instrument was used to assess employee and manager performance, while the company perception survey was used to evaluate executive management's perceptions of work design. The study's population consisted of executive management at retail organizations in the fashion industry in the western United States, with a calculated sample size of 122 participants. The data analysis involved regression analysis and Pearson's correlation coefficient to examine the strength of the relationship between the variables. The findings of this research are expected to provide valuable insights into the effectiveness of retail training programs and their impact on employee and manager performance. These findings could inform best practices for retail training and contribute to improving organizational sustainability in the fashion retail industry.

Chapter 4 begins by reviewing the study's purpose, the research questions, and the hypotheses. There is a discussion about the pilot study results and any impact on the main study. Chapter 4 focuses on the presentation and analysis of the data collected in this study. The results are expressed in the context of the theoretical framework and the existing literature to answer the research questions and achieve the study's objectives. The summary has transitional details from the findings and an introduction to Chapter 5.

Chapter 4: Results

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. The research addressed the problem of many retail organizations not entirely using available training programs to enhance performance. The lack of use of these training programs affects organizational sustainability within businesses. The study employed a correlational design to examine the influence of retail training on employee and manager performance.

Chapter 4 presents the results of the data collection process, which used responses gathered through the focal measures instrument by Netemeyer et al. (2010) and the company perception survey by Tollin et al. (2015). This chapter includes an overview of the pilot study, details of the data collection methods, and the study results. Additionally, I summarize key findings based on the data collected and provide a comprehensive breakdown of the statistical analyses performed. Each section is structured to provide clarity on how the data answer the research questions and test the hypotheses.

The results are analyzed to identify any correlations between retail training and the performance of both employees and managers. These findings are discussed in relation to the research questions and hypotheses outlined in Chapter 1. The data analysis serves as a foundation to inform the interpretation and implications of the findings in Chapter 5. This structure ensures that the conclusions drawn from the results directly address the primary research goals of the study.

Pilot Study

The purpose of the pilot study was to see how well the survey worked for measuring workplace performance and training about sustainability in the fashion industry. Three friends participated in the pilot study by filling out the survey, which was sent by email. The pilot participant's backgrounds helped provide a range of responses on training programs, business performance, and perceptions of their companies based on the survey questions. The pilot study results were not included in the data analyzed in the main study. The pilot study involved the three friends to ensure the survey instrument was precise, reliable, and suitable for capturing the intended data. This small sample size was chosen to provide initial feedback on the survey's content and structure, allowing for adjustments before full-scale data collection. The survey covered six areas: (a) demographic information, (b) retail training, (c) self-assessment of job performance, (d) business performance, (e) company perception, and (f) open-ended feedback.

The pilot study revealed important takeaways, such as the need for more consistent training programs and better team management support. The information provided by the participants in the pilot study confirmed the effectiveness of the survey. The feedback from the pilot study did not require any significant changes to be made to the survey to conduct the main study. Overall, the results from the pilot study showed that the survey questions were relevant and appropriate for exploring the role of retail training in employee performance and manager performance within the fashion industry. These insights helped ensure the survey accurately captured the necessary data, laying the foundation for the main study's data collection and analysis.

Data Collection

Data collection for this study occurred between August 28, 2024, and September 5, 2024, using Google Forms as the online survey platform. Participants submitted responses at various times throughout the day, ranging from early morning to late evening, which provided a continuous flow of data. The study specifically targeted executive managers in the fashion retail industry within the western United States, who are responsible for overseeing training programs and organizational sustainability efforts. Collecting data from these key decision makers offers valuable insights into how retail training impacts organizational performance, laying a strong foundation for analyzing the relationship between training programs and employee and manager performance.

The recruitment process involved email and social media invitations to executive managers with reminder invitations through social media and email. The proposed sample size for this study was calculated as $N = 122$, based on a power analysis using G*Power 3 with an expected correlation coefficient $r = .30$, α err prob = 0.01, and power ($1 - \beta$ err prob) = 0.80 (Appendix A). A total of 146 responses were collected, exceeding the proposed sample size of 122 participants. Because the survey link was distributed through social media invitations and emails, the exact number of individuals who received the link is unknown, making it difficult to calculate an accurate response rate. However, the number of responses gathered was sufficient for the analysis and aligned with the study's proposed sample size.

The oversubscription indicates a strong interest in the topic from the target population and provides a more comprehensive data set for analysis. There were no

significant discrepancies in the data collection process compared to the original plan, although some minor variations occurred. For example, a few participants submitted their responses later than anticipated, and there were slight fluctuations in response timing throughout the data collection period. These minor discrepancies did not affect the integrity of the data or the overall analysis and were in line with expectations for an online survey distributed through social media and email. All responses were captured within the planned data collection period, and the survey tool functioned without technical issues.

The sample consisted of executive managers from the fashion retail industry, with the majority having 7-10 years of experience in their current roles. Business sizes within the sample ranged from sole proprietorships to large teams of 16 or more employees. Participants' educational backgrounds varied from high school diplomas to graduate degrees. Although nonprobability sampling was used, which limits the generalizability of the results, the sample reflects a diverse range of experiences and business sizes within the fashion retail industry. This diversity helps provide a reasonably representative perspective on the effectiveness of retail training programs, even though the findings may not be fully proportional to the broader population.

The sampling approach used in the study, which involved sending invitations via social media and email, represents a form of nonprobability sampling. Executive managers in the fashion industry who are responsible for overseeing training programs were targeted. The recruitment strategy included an initial invitation via email and social media posts to encourage broader participation. While these efforts helped exceed the

target sample size of 122 participants, nonprobability sampling may affect the study's external validity. The extent to which findings from this study can be generalized to the broader population of executive managers in the fashion retail industry was examined.

The use of nonprobability sampling inherently introduces some limitations in terms of generalizability. Because the sample was not randomly selected, the results may not fully represent the entire western U.S. retail fashion industry population.

Additionally, individuals more interested in training programs and organizational sustainability may have been more interested in participating in the survey study, which introduces self-selection bias. This bias can affect the findings as participants could have stronger opinions or experiences with training programs. Despite these limitations, the data gathered still provide valuable insights into how retail training impacts employee and manager performance, setting the stage for further analysis in the following section. There were no significant discrepancies in the data collection process compared to the original plan outlined in Chapter 3. Minor variations, such as slight fluctuations in response timing and the delayed submission of a few responses, were anticipated, given the use of social media and email invitations. These variations did not affect the data integrity, and all responses were captured within the planned collection period.

Results

This study explored the relationship between retail training and performance outcomes within the fashion retail industry in the western United States. The information in this study was used to investigate how retail training, as perceived by executive

management, correlates with employee and manager performance. The following research questions and corresponding null and alternative hypotheses guided this study:

RQ1: What is the relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States?

H_01 : There is no statistically significant relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

H_a1 : There is a statistically significant relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

RQ2: What is the relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States?

H_02 : There is no statistically significant relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

H_a2 : There is a statistically significant relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States.

A quantitative correlational design was employed to examine the noncausal relationships between the independent variable, retail training, and the dependent

variables, employee and manager performance. This design allowed for the examination of how these variables relate without implying any direct causation. Pearson's correlation coefficient was selected as the statistical tool to measure the strength and direction of these relationships. By using this method, the study aimed to provide insights into the potential influence of retail training on performance outcomes.

The independent variable, retail training, was assessed using five key components, each capturing different aspects of training effectiveness. Knowledge improvement was measured by the survey component: "Training programs have improved my knowledge of products and sales techniques." Training participation was evaluated through the statement: "I frequently participate in training sessions." Business preparedness was gauged by asking respondents whether "Training has adequately prepared me to manage my business effectively." Additionally, performance enhancement was assessed with the item: "Training has enhanced my performance regarding product presentation and customer engagement." Finally, organizational planning was measured through the statement: "Training has improved my ability to plan and organize business activities."

Similarly, the dependent variable, employee performance, was evaluated through three components. The first was product policy, measured by asking, "How do you rate your performance in regard to knowledge of products, company policies, and competitors?" The second, merchandising engagement, was assessed by asking, "How do you rate your performance in regard to store merchandising, proper product display techniques, and customer engagement?" Lastly, customer service was measured by

asking, “How do you rate your performance with regard to meeting formal performance requirements when serving customers?”

Manager performance, another dependent variable, was also measured using three components. Task management was assessed through the question: “How do you rate your performance in regard to managing all required tasks specified in your business operations?” Time planning was measured by asking, “How do you rate your performance in regard to management of time and planning?” Leadership effectiveness was evaluated through the statement: “How do you rate your effectiveness in demonstrating strong leadership in managing your business activities?”

Two demographic variables were considered in the study. Business tenure was measured by asking, “How many years have you been in your current business?” Education level was assessed through the question, “What is your highest level of education?” A total of 146 responses were collected for every variable, with each participant providing data on all measures. This comprehensive data set allowed for a thorough analysis of the relationships between retail training and performance outcomes. Using Stata for the statistical analysis, I efficiently processed and examined the data, ensuring accurate and reliable results for the study.

The first aspect of manager performance evaluated was task management. Table 1 shows the Pearson correlation coefficients between the independent variable, retail training, and task management. The correlation analysis showed no strong relationships between task management and retail training components, which might suggest that other factors are at play in influencing task management performance. The coefficients

between task management and variables like knowledge improvement (-0.164) and training participation (0.018) indicate weak relationships, suggesting that retail training might not significantly impact task management performance in this sample.

Table 1

Pearson Correlations: Dependent Variable Task Management

Variables	TM	KI	TP	BP	PE	OP
Task management (TM)	1					
Knowledge improvement (KI)	-0.164	1				
Training participation (TP)	0.018	0.417	1			
Business preparedness (BP)	0.124	0.616	0.482	1		
Performance enhancement (PE)	-0.069	0.704	0.491	0.765	1	
Organizational planning (OP)	0.053	0.539	0.452	0.692	0.693	1

This relationship was further explored, and Table 2 provides additional regression analysis results for the impact of retail training on task management. The relationship between knowledge improvement and task management remains weak, as shown in Table 2, with a coefficient of -0.1847 for one model and -0.3288 for another, indicating a more pronounced negative relationship in the second case. Business preparedness, however, demonstrated a stronger positive correlation with task management in the second model, with a coefficient of 0.5412, suggesting that better-prepared managers tend to perform more effectively in task management. The analysis shows a statistically significant negative correlation between business tenure and task management (-0.4742), highlighting that managers with longer tenures may experience challenges in task management. Other components, such as performance enhancement and training participation, show weak relationships with task management, suggesting that while

business preparedness may positively influence task management, factors like business tenure and knowledge improvement have more complex and sometimes negative effects.

Table 2

Dependent Variable: Task Management (TM)

	TM (1)	TM (2)	TM (3)	TM (4)	TM (5)	TM (6)
KI	-0.1847** (0.0928)					-0.3288** (0.1265)
TP		0.0194 (0.0910)				0.0152 (0.1005)
BP			0.1475 (0.0982)			0.5412*** (0.1570)
PE				-0.0794 (0.0964)		-0.3290* (0.1670)
OP					0.0631 (0.0987)	0.1034 (0.1382)
BT						-0.4742** (0.2051)
EL						0.0607 (0.0806)

Note. $N = 146$. Independent variables are knowledge improvement (KI), training participation (TP), business preparedness (PB), performance enhancement (PE), organizational planning (OP), business tenure (BT), and education level (EL).

The second aspect of manager performance evaluated was time planning. Table 3 presents the Pearson correlation coefficients between the independent variable, retail training, and time planning. The correlation analysis for time planning revealed weak relationships between retail training components and time management performance. The coefficients for knowledge improvement (-0.034) and training participation (0.011) indicate very weak correlations, suggesting that these aspects of retail training do not strongly impact time planning performance. There was a slightly stronger, though still weak, positive correlation between business preparedness (0.146) and time planning. The

results indicate that although retail training related to business preparedness may have some influence, the overall relationship is minimal in this sample.

Table 3

Pearson Correlations: Dependent Variable Time Planning

Variables	TP	KI	TP	BP	PE	OP
Time planning (TP)	1					
Knowledge improvement (KI)	-0.034	1				
Training participation (TP)	0.011	0.417	1			
Business preparedness (BP)	0.146	0.616	0.482	1		
Performance enhancement (PE)	0.002	0.704	0.491	0.765	1	
Organizational planning (OP)	0.136	0.539	0.452	0.692	0.693	1

To explore this relationship further, Table 4 shows the regression analysis results for the impact of retail training on time planning. The analysis reveals a weak negative relationship between knowledge improvement and time planning, with a coefficient of -0.0410 in one model and -0.1409 in another. Business preparedness, however, demonstrates a stronger positive relationship, with a coefficient of 0.1869 in one model and 0.3980 in another, suggesting that business preparedness positively influences time planning performance. Additionally, there is a statistically significant negative correlation between business tenure and time planning (-0.4718), indicating that managers with longer tenures may face challenges managing time effectively. Performance enhancement shows a negative correlation in one model (-0.3393), implying a possible reduction in time planning effectiveness. These findings suggest that while some components of retail training, particularly business preparedness, positively impact time planning, other factors, such as business tenure and performance enhancement, may hinder time planning performance.

Results highlight the intricate and multifaceted relationship between retail training and time planning, showing that training effectiveness varies across different components. While business preparedness demonstrates a clear positive influence, the negative correlations with knowledge improvement and performance enhancement suggest that some training components may not directly enhance time management skills. The significant effect of business tenure indicates potential challenges that long-term managers may face in adapting to new or evolving training approaches, particularly in dynamic environments. These findings emphasize the importance of addressing the strengths and limitations of existing training programs to ensure their effectiveness. Future research could explore ways to mitigate the negative impacts of tenure and performance enhancement on time planning performance to optimize outcomes.

Table 4*Dependent Variable: Time Planning (TP2)*

	TP2 (1)	TP2 (2)	TP2 (3)	TP2 (4)	TP2 (5)	TP2 (6)
KI	-0.0410 (0.1012)					-0.1409 (0.1400)
TP		0.0124 (0.0979)				-0.0634 (0.1112)
BP			0.1869* (0.1054)			0.3980** (0.1737)
PE				0.0023 (0.1040)		-0.3393* (0.1848)
OP					0.1738 (0.1054)	0.2540* (0.1529)
BT						-0.4718** (0.2269)
EL						0.1354 (0.0891)

Note. $N = 146$. Independent variables are knowledge improvement (KI), training participation (TP), business preparedness (PB), performance enhancement (PE), organizational planning (OP), business tenure (BT), and education level (EL).

The third aspect of manager performance evaluated was leadership effectiveness. Table 5 shows the Pearson correlation coefficients between the independent variable, retail training, and leadership effectiveness. The correlation analysis for leadership effectiveness shows that none of the retail training components have a strong relationship with this aspect of manager performance. The correlation coefficients for knowledge improvement (-0.024) and training participation (0.156) suggest very weak relationships, indicating that these components of retail training are not significantly associated with leadership effectiveness in this sample. Other components, like business preparedness (0.098), performance enhancement (0.026), and organizational planning (0.078), show

weak correlations with leadership effectiveness, suggesting that retail training may not significantly impact leadership performance in the fashion industry.

Table 5

Pearson Correlations: Dependent Variable Leadership Effectiveness

Variables	LE	KI	TP	BP	PE	OP
Leadership effectiveness (LE)	1					
Knowledge improvement (KI)	-0.024	1				
Training participation (TP)	0.156	0.417	1			
Business preparedness (BP)	0.098	0.616	0.482	1		
Performance enhancement (PE)	0.026	0.704	0.491	0.765	1	
Organizational planning (OP)	0.078	0.539	0.452	0.692	0.693	1

Table 6 provides additional insights through regression analysis on the impact of retail training on leadership effectiveness. The analysis shows a positive correlation between training participation and leadership effectiveness in both models, with coefficients of 0.1840 and 0.2006, suggesting a modest impact from frequent training participation. Knowledge improvement shows a weak negative correlation in both models, with coefficients of -0.0296 and -0.1620, indicating that increased training knowledge may not boost leadership performance. Education level showed a significant positive correlation (0.1837), suggesting it is a stronger predictor of leadership effectiveness than retail training. While training components like participation modestly impact leadership, education plays a more significant role in performance.

Table 6

Dependent Variable: Leadership Effectiveness (LE)

	LE (1)	LE (2)	LE (3)	LE (4)	LE (5)	LE (6)
KI	-0.0296 (0.1014)					-0.1620 (0.1431)
TP		0.1840* (0.0969)				0.2006* (0.1137)
BP			0.1250 (0.1062)			0.1710 (0.1776)
PE				0.0324 (0.1042)		-0.1463 (0.1889)
OP					0.1003 (0.1063)	0.0835 (0.1563)
BT						-0.2445 (0.2320)
EL						0.1837** (0.0911)

Note. $N = 146$. Independent variables are knowledge improvement (KI), training participation (TP), business preparedness (PB), performance enhancement (PE), organizational planning (OP), business tenure (BT), and education level (EL).

The first aspect of employee performance evaluated was product policy. Table 7 shows the Pearson correlation coefficients between the independent variable, retail training, and product policy under the broader category of employee performance. The correlation analysis for product policy reveals varying levels of relationships between retail training components and this aspect of employee performance. Training participation shows a moderate positive correlation with product policy ($r = 0.372$). Evidence from the study indicates that frequent participation in training sessions is associated with better performance in product knowledge, company policies, and understanding of competitors. Business preparedness has a weak positive correlation with product policy ($r = 0.174$), suggesting that adequate training in business management

may have some influence on product policy performance. The other components, including knowledge improvement ($r = 0.075$), performance enhancement ($r = 0.146$), and organizational planning ($r = 0.083$), show very weak correlations, indicating limited direct impact on product policy performance.

Table 7

Pearson Correlations: Dependent Variable Product Policy

Variables	PP	KI	TP	BP	PE	OP
Product policy (PP)	1					
Knowledge improvement (KI)	0.075	1				
Training participation (TP)	0.372	0.417	1			
Business preparedness (BP)	0.174	0.616	0.482	1		
Performance enhancement (PE)	0.146	0.704	0.491	0.765	1	
Organizational planning (OP)	0.083	0.539	0.452	0.692	0.693	1

To further explore the relationship between retail training and product policy, Table 8 provides additional regression analysis results under the same category of employee performance. The analysis showed that training participation continues to have a strong positive relationship with product policy, with coefficients of 0.3839 in one model and 0.4203 in another, reinforcing that frequent training participation is strongly linked to improved product policy performance. Business preparedness also shows a positive relationship, with a coefficient of 0.1950 in one model, although this relationship weakens in other models. Performance enhancement demonstrates a significant positive effect in one model, with a coefficient of 0.1596, indicating a meaningful impact on performance. Performance enhancement exhibits no notable effect in another model, highlighting potential variability in its influence across different contexts or conditions.

Other factors, such as knowledge improvement and organizational planning, do not show strong relationships, and business tenure has a negative but statistically insignificant correlation with product policy (-0.2276). These findings suggest that while certain aspects of retail training, particularly training participation, are closely linked to better product policy performance, other training components have weaker associations. External influences, such as workplace environment, company culture, and leadership practices, could contribute more substantially to product policy performance than training alone. These findings indicate that additional factors may play a more significant role in shaping employee performance in product policy beyond retail training. Understanding the interplay between these external influences and training effectiveness could provide deeper insights into optimizing employee performance strategies.

Table 8*Dependent Variable: Product Policy (PP)*

	PP (1)	PP (2)	PP (3)	PP (4)	PP (5)	PP (6)
KI	0.0805 (0.0887)					-0.1157 (0.1190)
TP		0.3839*** (0.0798)				0.4203*** (0.0945)
BP			0.1950** (0.0922)			0.1367 (0.1476)
PE				0.1596* (0.0904)		0.0246 (0.1571)
OP					0.0933 (0.0931)	-0.1575 (0.1299)
BT						-0.2276 (0.1929)
EL						0.0767 (0.0758)

Note. $N = 146$. Independent variables are knowledge improvement (KI), training participation (TP), business preparedness (PB), performance enhancement (PE), organizational planning (OP), business tenure (BT), and education level (EL).

The second aspect of employee performance evaluated was merchandising engagement. Table 9 shows the Pearson correlation coefficients between the independent variable, retail training, and merchandising engagement. The correlation analysis for merchandising engagement shows generally weak relationships between retail training components and this aspect of employee performance. Business preparedness shows the strongest positive correlation with merchandising engagement ($r = 0.200$), although this is still considered a weak relationship. Evidence suggests that being well-prepared to manage the business, potentially due to training, is related to improved merchandising and customer engagement performance. Training participation also has a weak positive correlation ($r = 0.135$) with merchandising engagement, indicating that frequent

involvement in training sessions might have a limited association with performance in this area. Other components, such as knowledge improvement ($r = 0.004$) and performance enhancement ($r = 0.065$), exhibit very weak correlations with merchandising engagement, suggesting little to no direct impact. Organizational planning has a negligible negative correlation ($r = -0.014$) with merchandising engagement, implying no meaningful relationship between planning activities and merchandising performance.

Table 9

Pearson Correlations: Dependent Variable Merchandising Engagement

Variables	ME	KI	TP	BP	PE	OP
Merchandising engagement (ME)	1					
Knowledge improvement (KI)	0.004	1				
Training participation (TP)	0.135	0.417	1			
Business preparedness (BP)	0.200	0.616	0.482	1		
Performance enhancement (PE)	0.065	0.704	0.491	0.765	1	
Organizational planning (OP)	-0.014	0.539	0.452	0.692	0.693	1

Table 10 provides further insights through regression analysis on the relationship between retail training and merchandising engagement. Business preparedness emerges as a significant predictor of merchandising engagement, with coefficients of 0.2521 and 0.6030 in different models, indicating that better business preparedness can substantially enhance merchandising engagement. However, other components like training participation and performance enhancement do not significantly impact in most models. Organizational planning, interestingly, has a significant negative relationship in one model (-0.3555), suggesting that planning activities may detract from merchandising engagement in certain contexts. Other factors, such as business tenure and education level, do not show significant relationships with merchandising engagement. These

findings indicate that while business preparedness has a meaningful positive relationship with merchandising engagement, other components of retail training have weaker or negligible associations. These findings suggest that factors beyond retail training, such as business preparedness, might be more critical role in influencing employee performance in merchandising and customer engagement.

These results also highlight the complexity of factors influencing merchandising engagement beyond retail training alone. While business preparedness stands out as a positive factor, the lack of significant impact from training participation and performance enhancement raises questions about the effectiveness of certain retail training components. It is possible that external variables, such as the company's operational strategies or market conditions, may contribute more to employee engagement in merchandising. Future studies could benefit from exploring these external factors and how they interact with training programs to better understand their collective influence on employee performance in merchandising roles.

Table 10

Dependent Variable: Merchandising Engagement (ME)

	ME (1)	ME (2)	ME (3)	ME (4)	ME (5)	ME (6)
KI	0.0046 (0.1000)					-0.1694 (0.1381)
TP		0.1569 (0.0959)				0.1450 (0.1097)
BP			0.2521** (0.1032)			0.6030*** (0.1714)
PE				0.0797 (0.1026)		-0.0795 (0.1824)
OP					-0.0175 (0.1051)	-0.3555** (0.1508)
BT						0.0235 (0.2239)
EL						-0.1150 (0.0879)

Note. $N = 146$. Independent variables are knowledge improvement (KI), training participation (TP), business preparedness (PB), performance enhancement (PE), organizational planning (OP), business tenure (BT), and education level (EL).

The third aspect of employee performance evaluated was customer service. Table 11 shows the Pearson correlation coefficients between the independent variable, retail training, and customer service. The correlation analysis for customer service reveals generally weak relationships between retail training components and this aspect of employee performance. Training participation shows a weak positive correlation with customer service ($r = 0.135$). Findings show that employees who regularly engage in training sessions tend to perform slightly better in meeting customer service requirements, although the effect is minimal. Business preparedness also has a weak positive correlation ($r = 0.117$) with customer service, indicating that being prepared to manage business operations due to training could have a limited association with

customer service performance. Other components, such as knowledge improvement ($r = -0.003$) and performance enhancement ($r = 0.098$), display very weak correlations with customer service, implying little to no direct impact on this performance outcome. Organizational planning shows a near-zero positive correlation ($r = 0.016$) with customer service, indicating no meaningful relationship between planning activities and customer service performance.

Table 11

Pearson Correlations: Dependent Variable Customer Service

Variables	CS	KI	TP	BP	PE	OP
Customer service (CS)	1					
Knowledge improvement (KI)	-0.003	1				
Training participation (TP)	0.135	0.417	1			
Business preparedness (BP)	0.117	0.616	0.482	1		
Performance enhancement (PE)	0.098	0.704	0.491	0.765	1	
Organizational planning (OP)	0.016	0.539	0.452	0.692	0.693	1

To investigate this relationship further, Table 12 provides regression analysis results for the impact of retail training on customer service. The results show that training participation remains weakly related to customer service performance, with a coefficient of 0.1399 in one model and 0.1352 in another. Business preparedness shows a stronger positive relationship in one model (0.1989), indicating that better preparedness could improve customer service performance. Performance enhancement shows positive but weak correlations across models, and organizational planning shifts from a small positive correlation in one model (0.0181) to a small negative one in another (-0.1923), suggesting inconsistent impacts on customer service. These findings suggest that while certain retail training components, particularly business preparedness, show some positive association

with customer service, the overall impact of retail training on customer service is weak. These results imply that other factors beyond the retail training components measured in this study play a more substantial role in determining employee performance in customer service roles.

Results highlight the importance of investigating additional variables that may substantially impact customer service performance more than retail training alone. Factors such as company culture, leadership style, or individual employee motivation may significantly shape customer service outcomes. Examining how team dynamics and communication patterns contribute to service effectiveness could offer deeper insights into performance drivers. The inconsistent effects of organizational planning on customer service also indicate the complexity of this relationship, suggesting that certain planning approaches may either enhance or hinder service performance depending on the context. Further research is necessary to understand better how these factors interact with retail training to improve customer service performance.

Table 12*Dependent Variable: Customer Service (CS)*

	CS (1)	CS (2)	CS (3)	CS (4)	CS (5)	CS (6)
KI	-0.0032 (0.0893)					-0.1772 (0.1277)
TP		0.1399 (0.0855)				0.1352 (0.1014)
BP			0.1321 (0.0933)			0.1989 (0.1584)
PE				0.1079 (0.0913)		0.1489 (0.1686)
OP					0.0181 (0.0938)	-0.1923 (0.1394)
BT						-0.0453 (0.2070)
EL						-0.0724 (0.0813)

Note. $N = 146$. Independent variables are knowledge improvement (KI), training participation (TP), business preparedness (PB), performance enhancement (PE), organizational planning (OP), business tenure (BT), and education level (EL).

Table 13 presents the means and standard deviations for each variable, providing insight into the performance and training levels perceived by executive managers in the western U.S. fashion retail industry. The table shows that the means for the dependent variables like customer service ($M = 5.521$, $SD = 1.03$) and product policy ($M = 5.137$, $SD = 1.028089$) are relatively high, indicating that executive managers generally perceive employee performance in these areas as favorable. For the independent variables, knowledge improvement has a mean of 3.808 ($SD = 0.9635786$), suggesting a moderate level of perceived improvement in knowledge through training programs. These descriptive statistics provide a baseline understanding of the data, revealing variability in

perceptions of training effectiveness and its relationship with employee and manager performance in the western U.S. fashion retail industry.

Table 13

Descriptive Statistics of Study Variables

Variable	Mean	SD
Dependent variables		
Task management	4.719	1.087504
Time planning	4.267	1.17027
Leadership effectiveness	4.822	1.172589
Product policy	5.137	1.028089
Merchandising engagement	4.986	1.16
Customer service	5.521	1.03
Independent variables		
Knowledge improvement	3.808	0.9635786
Training participation	3.288	0.9962613
Business preparedness	3.315	0.9154115
Performance enhancement	3.582	0.9377659
Organizational planning	3.432	0.9165718
Business tenure	2.918	0.4153411
Education level	2.534	1.058068

The results of the Pearson correlation and regression analyses revealed generally weak relationships between retail training components and performance outcomes, indicating that retail training, as perceived by executive management, may not have a strong direct impact on task management, time planning, leadership effectiveness, product policy, merchandising engagement, and customer service. Regression analyses offered further insights, with some components, particularly training participation and business preparedness, showing moderate positive associations with aspects of employee performance, such as product policy and merchandising engagement. However, other components, like knowledge improvement and performance enhancement, demonstrated inconsistent or negative relationships in some models. Descriptive statistics also

highlighted variability in the perceived effectiveness of training and overall performance, with relatively high ratings for employee performance in areas such as customer service and product policy. These findings suggest that while retail training may influence certain aspects of performance, other factors beyond training likely play a more significant role in shaping outcomes. Chapter 5 will further discuss the implications of these results, including limitations and recommendations for future research.

Summary

This study aimed to determine the relationship between retail training and performance outcomes, specifically focusing on employee and manager performance as perceived by executive management in the western United States fashion industry. The research questions addressed were:

RQ1: What is the relationship between retail training and employee performance as perceived by executive management at retail organizations in the fashion industry in the western United States?

RQ2: What is the relationship between retail training and manager performance as perceived by executive management at retail organizations in the fashion industry in the western United States?

For RQ1, the analysis revealed generally weak relationships between retail training components (such as knowledge improvement, training participation, and business preparedness) and aspects of employee performance (like product policy, merchandising engagement, and customer service). Although training participation showed a moderate positive correlation with product policy, most relationships were

weak or non-significant. Regression analysis further supported these findings, showing that other factors may be more critical in influencing employee performance. As a result, H_01 (no statistically significant relationship between retail training and employee performance) was not rejected, suggesting that retail training may have a limited direct impact on employee performance in the areas examined.

For RQ2, the results similarly indicated no statistically significant relationship between retail training and manager performance. The correlations between retail training components and manager performance outcomes (including task management, time planning, and leadership effectiveness) were weak. Although business preparedness showed some positive associations in the regression models, the overall findings did not provide sufficient evidence to reject the null hypothesis. Therefore, H_02 (no statistically significant relationship between retail training and manager performance) was also not rejected, implying that retail training may not significantly enhance manager performance in the areas assessed. The study results indicate that retail training, as implemented by executive management in the western United States fashion industry, has no statistically significant effect on either employee or manager performance. These findings suggest a disconnect between training efforts and performance outcomes.

Chapter 5 presents the discussion of findings, conclusions, and recommendations, including potential reasons for the lack of strong relationships, implications for retail training practices, and suggestions for future research. The interpretation of the findings provides context and deeper insight into the results. The study's limitations are acknowledged to frame the conclusions and guide future research. Recommendations are

offered to enhance training program effectiveness, and the implications for practice are examined to inform strategies for executive managers.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. This study addressed a key concern identified by executive management: the underuse of available training programs to enhance performance and promote organizational sustainability. Data were collected from 146 executive managers through an online survey to examine how retail training impacts task management, time planning, and leadership effectiveness. The survey responses were statistically analyzed using Pearson's correlation and regression techniques to assess the relationships between training and performance outcomes. This approach allowed for an objective evaluation of whether retail training significantly influences these critical performance areas.

The results revealed weak or non-significant relationships between retail training and employee and managers' performance measures. While training participation and business preparedness showed moderate positive correlations with specific areas, such as product policy and merchandising engagement, the overall influence of retail training on broader performance metrics was limited. Despite expectations based on theoretical frameworks like Appelbaum et al.'s (2000) ability, motivation, and opportunity theory and Hackman and Oldham's (1976) job characteristics theory, the results suggest that training alone may not be a substantial performance driver. Other factors, such as

organizational culture, leadership styles, or market conditions, may substantially influence task management, time planning, and leadership effectiveness.

These results challenge the assumption that retail training can significantly enhance employee and manager performance. The study suggests a need for more holistic approaches that consider external factors and align training with broader organizational strategies. These results have important implications for practitioners and scholars in the field, highlighting the complexity of performance improvement in the fashion retail industry. Further investigation is needed to understand how training can be better integrated with other organizational practices to enhance overall effectiveness. A key recommendation is for executive management to align training with broader organizational strategies.

Chapter 5 includes an interpretation of the findings in the context of the existing literature, considering both confirming and disconfirming evidence. An exploration of the study's limitations, including issues related to generalizability and the use of self-reported data, will be included. Recommendations for future research will be presented, focusing on how more comprehensive approaches to training and performance evaluation can be developed. The chapter will discuss implications for positive social change, particularly regarding organizational and societal impacts, such as fostering a well-prepared workforce and promoting sustainable business practices.

Interpretation of the Findings

The findings of this study offer valuable insights into the relationship between retail training and performance outcomes in the fashion retail industry, both confirming

and challenging prior research. Previous studies have consistently highlighted the positive impact of training on employee performance (Elnaga & Imran, 2013). In this study, training participation and business preparedness showed moderate positive correlations with specific areas of employee performance, such as product policy and merchandising engagement. These results align with Appelbaum et al.'s (2000) ability, motivation, and opportunity theory, which suggests that training can improve performance by equipping employees with the necessary skills and providing opportunities to apply their knowledge.

Simple linear regression analysis showed that business preparedness had a significant positive relationship with task management ($\beta = 0.5412, p < 0.001$), and training participation positively impacted product policy ($r = 0.372$) and merchandising engagement ($\beta = 0.2521$). These findings align with Elnaga and Imran's (2013) emphasis on effective training for skill development and Delaney and Huselid's (1996) support for targeted training's positive outcomes. The moderate effects of the study confirmed Garavan's (1999) view that training impacts may be context-specific, even when structured well. The results from this study confirm that targeted training programs can positively influence certain aspects of performance within the fashion retail industry.

Despite these confirmations, the study revealed several findings that diverge from existing literature. One significant finding is the lack of a strong relationship between knowledge improvement through training and critical performance measures such as task management and leadership effectiveness. These findings contradict the commonly held view that knowledge gained through training significantly predicts overall job

performance, as emphasized in prior research. Specifically, the study found that knowledge improvement had a negative association with task management ($\beta = -0.1847$) and time planning ($\beta = -0.0410$). The weak correlations between training participation and outcomes, such as time planning ($r = 0.011$) and leadership effectiveness ($r = 0.156$), indicate that other factors beyond training content may play a more substantial role.

Werner and DeSimone's (2012) insight highlighted that organizational structures must support training to improve performance. The weak link between knowledge improvement and leadership effectiveness reflects Blume et al.'s (2010) finding that training transfer can be limited by the workplace environment and the learner's ability to apply new knowledge. Inconsistent relationships between retail training and broader performance metrics suggest that factors beyond training content play a significant role. These findings challenge traditional views on training effectiveness and highlight the need for further investigation into how organizational culture, leadership dynamics, and external market conditions might interact with training to influence performance.

Existing knowledge is expanded by showing that retail training alone may not suffice to drive significant improvements in leadership or time management performance. The fast-paced and dynamic nature of the western U.S. fashion retail industry may require training programs that are more adaptable to the specific challenges faced by managers and employees in this sector. The analysis indicated a modest correlation between training participation and leadership effectiveness ($\beta = 0.1840$, $p < 0.05$), suggesting that while participation in training programs contributes to leadership, it does not guarantee substantial improvements. The inconsistent impact of knowledge

improvement ($\beta = -0.0296$) on leadership effectiveness highlights the need for more specialized training strategies.

Appelbaum et al.'s (2000) ability, motivation, and opportunity theory emphasize that training must go beyond knowledge transfer to drive behavior change and performance improvement. Elnaga and Imran (2013) highlighted that training alone may not lead to substantial leadership effectiveness without practical application and support. The limited influence of knowledge improvement underscores Stehlíková's (2012) point that experiential learning is vital for effective leadership practices. Traditional training often focuses on technical skills but may not fully prepare retail workers to navigate the complexities of leadership and strategic planning. As Afolabi et al. (2023) suggested, a holistic training approach incorporating real-time problem-solving can enhance leadership and sustain performance in a rapidly evolving industry.

Findings raise questions about the effectiveness of traditional retail training in an industry characterized by rapid change and market volatility. Weak correlations with task management ($r = 0.018$) and time planning ($r = 0.146$) suggest that current training programs may not meet evolving demands. Broader, adaptive, and digital training approaches may be needed for enhanced performance. Concerns align with Chandra et al. (2023), who noted that executive management often overlooks how employee performance affects organizational sustainability. Business preparedness supports Yuan's (2021) finding that training participation enhances task organization and job performance. The underuse of training resources noted by Saha et al. (2021) reflects the

current challenge in the U.S. fashion industry, where training programs may not be strategically aligned with organizational goals.

Incorporating adaptive training approaches with technology and real-world problem-solving could improve training effectiveness and meet evolving industry demands. The shift toward e-commerce and digital platforms makes integrating digital tools like e-learning and adaptive learning technologies essential. Gunasekaran et al. (2004) emphasized the need for e-commerce education and training, noting that organizations must adapt to digital advancements to remain competitive. Extending traditional training methods may be necessary to improve performance outcomes. This approach supports success in an increasingly digital and customer-focused marketplace.

This study's findings support and challenge existing literature on the role of retail training in employee and manager performance. While certain aspects of training, such as participation and business preparedness, demonstrate positive correlations with performance outcomes, the overall impact of training on broader measures like leadership and time management is more limited. Stehlíková (2012) emphasized that training in the retail sector should focus on measurable competencies such as qualifications, behavior, and punctuality to improve business outcomes. These results suggest that retail training, while necessary, is not the sole driver of performance in the fashion industry. This study emphasizes the need for a more comprehensive and flexible approach to training that addresses the unique challenges faced by retail workers and managers, particularly in the rapidly evolving western U.S. fashion industry.

Limitations of the Study

This study has limitations concerning generalizability, trustworthiness, validity, and reliability. The geographical scope is limited, as the sample was limited to executive managers in the fashion retail sector in the western United States. Although the G*Power analysis indicated an appropriate sample size of 122, a larger sample from a more diverse geographical area might enhance the generalizability of the findings. The unique characteristics of the fashion retail industry in this region may not reflect conditions in the other areas or industries, such as non-fashion retail sectors or businesses operating in different environments. Therefore, caution should be exercised when applying these findings to other sectors or geographical locations.

Another limitation of the study stems from the reliance on self-reported data, which can introduce biases such as social desirability bias. Executive managers may have been inclined to report more favorable perceptions of training programs to align with organizational expectations or project a positive image. Although participants were asked to provide honest responses, the subjective nature of self-reported data might not fully capture the true impact of retail training. This limitation could affect the reliability and validity of the findings, as the results may not accurately reflect the actual performance outcomes influenced by training programs.

The study's cross-sectional design further restricts the conclusions that can be drawn about causal relationships between retail training and performance outcomes. Since the data were collected at a single point in time, it is impossible to determine how training might influence performance over a more extended period. Longitudinal data

collection would allow a better understanding of how training impacts performance over time and could help establish stronger cause-and-effect relationships. Future research adopting a longitudinal design could provide deeper insights into the long-term effects of retail training and employee and managerial performance.

The use of convenience sampling introduces limitations related to external validity, as participants were not randomly selected. Selection bias is more likely when those with a greater interest in or positive perception of training programs choose to participate, potentially skewing the results. Although the survey instruments had established reliability, flaws in their design or administration may have influenced the accuracy and consistency of the data. These factors could ultimately affect the overall reliability of the study's findings.

Recommendations

This study contributed to understanding the impact of retail training and employee and managerial performance in the fashion industry, but several areas need further investigation. Future research should broaden its scope beyond the western U.S. fashion industry to include a more diverse sample of retail organizations across different regions and sectors. Expanding the geographical and sectoral focus would enhance the generalizability of the findings and offer a more comprehensive view of how training programs affect performance in varied organizational environments. Given the unique dynamics of the fashion industry and the limitations of this study's sample, it is essential to explore how training impacts performance in other retail sectors and regions.

Future studies could adopt a multi-level approach by incorporating perspectives from various organizational levels, including employees and middle management. This method would enhance the understanding of how retail training programs are perceived and experienced across different hierarchical levels. Tracey et al. (1995) emphasized that the work environment, particularly through factors such as social support and organizational climate, significantly impacts the application of trained skills. Therefore, examining employee and middle management perspectives alongside executive management would allow researchers to evaluate training effectiveness from a broader range of viewpoints, increasing the validity and richness of the data. A longitudinal research design should also be considered to track the long-term effects of training programs on performance. This approach would address the cross-sectional limitation of this study and provide insights into how training influences performance over time, contributing to a stronger understanding of causality.

Future research could also explore the effectiveness of different training programs, such as in-person versus online training and formal versus on-the-job training. This study examined retail training in a general context, but future studies could provide more granular insights by comparing the relative effectiveness of various training methods. Rahman et al. (2015) emphasized that training has a significant impact on salesperson experience, including skills and knowledge, which subsequently enhances organizational productivity and performance. Understanding which training strategies are most successful in improving employee and managerial performance would enable organizations to tailor their programs more effectively. Further research could include

investigating methods more adaptable to the fast-paced, dynamic nature of the retail industry, particularly in the context of evolving consumer preferences and technological advancements.

Exploring external factors that influence training effectiveness is essential for future research. Factors such as technology adoption, consumer behavior changes, and industry disruptions like the COVID-19 pandemic may significantly impact how training programs are designed and implemented. The shift to digital platforms has also been emphasized by Selase and Avenorgbo (2021), who found that e-training infrastructure and methods significantly impacted employee performance, particularly in response to challenges posed by the pandemic. As technology continues to evolve, researchers should examine how digital tools and platforms can be integrated into retail training programs to enhance their efficiency and effectiveness. Understanding how training can help employees and managers adapt to shifts in consumer behavior will be crucial in sustaining organizational performance amidst ongoing industry changes. Future research should expand upon the strengths of this study by incorporating a more diverse sample, adopting a multi-level and longitudinal approach, and investigating specific types of training methods and external influences. Developing these findings will contribute to a more nuanced understanding of how retail training impacts organizational performance and sustainability in a rapidly evolving business context.

Implications

The implications for positive social change include the potential for executive management to optimize retail training programs that enhance organizational

sustainability, improve workforce performance, and support long-term growth in the fashion retail industry. At the personal level, the study suggests that employees and managers in the fashion retail industry could benefit significantly from training programs that emphasize skill development, performance enhancement, and career advancement opportunities. The personal growth resulting from improved training may lead to greater job satisfaction, engagement, and motivation, which aligns with Majid et al.'s (2020) findings that supportive work environments and engagement play key roles in fostering job satisfaction. Employees who feel supported through well-designed training programs are likelier to thrive, contributing to a more fulfilled and engaged workforce. This growth improves individual performance and fosters a more positive work environment, which benefits both the individual and their immediate work circles.

At the organizational level, the study highlights the importance of aligning training programs with strategic goals, particularly in continuous improvement and sustainability. Organizations that invest in developing their workforce are better positioned to adapt to the evolving demands of the retail landscape. Madhani (2021) emphasized that investing in a well-trained and adaptable workforce through methods like the real options approach enables retailers to manage uncertainties and create value by allowing more flexible responses to market shifts. This approach strengthens operational performance and fosters a culture that values sustainability, ultimately positioning organizations to remain competitive in a dynamic market where continuous learning and adaptability are key. Training initiatives integrated into an organization's

broader strategic goals support long-term success and sustainability, particularly in industries as competitive as fashion retail.

On a societal level, the findings of this study could contribute to discussions surrounding corporate responsibility and sustainability. Organizations can play a vital role in fostering sustainable business practices by linking training programs to broader environmental, social, and governance objectives. A well-trained, competent workforce aligned with sustainability goals drives internal business success, reduces turnover, and enhances economic stability within these organizations' communities. By prioritizing sustainability in their training programs, organizations in the fashion retail sector can serve as models for other industries, helping to drive societal progress toward a more sustainable and responsible business environment.

Methodologically, this research creates opportunities for further exploration into the relationship between training, performance, and sustainability in the retail sector. Future studies could build upon this research by investigating the long-term effects of training programs on organizational sustainability and performance outcomes. Theoretically, this study contributes to the literature by reinforcing the link between effective training programs and enhanced workplace performance. The study expands existing knowledge by demonstrating how training programs can contribute to organizations' sustainability efforts. Empirically, the study's findings suggest that organizations that invest in training initiatives aligned with sustainability goals are more likely to succeed in a market that increasingly values eco-conscious and socially responsible practices.

Organizations are encouraged to continually evaluate and evolve their training programs to align with performance and sustainability objectives. Retail organizations that integrate sustainability into their training programs can cultivate a highly skilled workforce conscious of their broader impact on society and the environment. As Molnar and Mulvihill (2003) noted, companies that embrace sustainability-focused organizational learning can accelerate their transition toward the triple bottom line, balancing financial, social, and ecological performance. This rounded approach to training enables organizations to achieve immediate performance improvements while fostering long-term sustainability goals. The recommendations outlined in this study serve as a guide for organizations looking to develop training strategies that support operational success, employee growth, and positive social change at multiple levels.

Conclusions

The purpose of this quantitative correlational study was to determine the relationship between retail training and employee performance and manager performance as perceived by executive management at retail organizations in the fashion industry for organizational sustainability in the western United States. The study confirmed some aspects of existing literature while challenging the assumption that retail training alone is a significant driver of performance improvement. The findings indicated that while training programs can positively impact specific areas, such as product policy and merchandising engagement, their overall influence on broader performance metrics like task management, time planning, and leadership effectiveness was weak. These findings

suggest that other factors, such as organizational culture, leadership styles, and market dynamics, play a more prominent role in shaping performance outcomes.

This study expands the understanding of how retail training fits into the broader organizational development and performance context. While the results highlight the value of well-structured training programs, they also emphasize that other strategic initiatives must complement training. As Metcalf and Benn (2013) suggested, sustainability in organizations requires leaders who can navigate complex adaptive systems and think through multifaceted problems. Retail organizations, in particular, must consider evolving demands such as sustainability and leadership development to ensure their training programs remain adaptable and practical. Consequently, retail training should be viewed as a cohesive element within a more comprehensive approach to workforce development and long-term organizational success, especially when integrated with sustainability goals.

The findings of this study highlight the importance of rethinking how training programs are designed and integrated within retail organizations. A more comprehensive approach, which considers external factors and aligns training with long-term business objectives, is likely to yield more meaningful performance improvements. As Fernández Barcala et al. (2000) emphasized, tailoring training programs to the specific needs of the retail industry, including factors such as market conditions and organizational strategy, is crucial for enhancing the effectiveness of these programs. While retail training remains a vital tool for performance enhancement, its full potential gets realized when integrated

with broader organizational strategies, leadership development, and technological advancements, fostering greater organizational resilience and success.

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Appendix: G*Power 3 Data Result

