REVIEWING LITERATURE AND EXPLORING CONCEPT OF LEADERSHIP FOR LEARNING TO ORGANIZATIONAL VALUES – HR INSIGHTS FROM HOSPITALITY AND RETAIL INDUSTRIES IN HONG KONG

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ABSTRACT

Purpose: The aim of this study is to explore previous and latest literature, as well as examine the concept of leadership for learning to organizational values.

Theoretical framework: This theoretical framework tentatively projects effective leadership to the development of learning aligning with organizational values within an organization, it specifically focuses on hospitality and retailing from HR in Hong Kong. The framework includes the alignment of learning, learning culture, leadership, organizational values, and HR practices.

Design/methodology/approach: The concept of leadership for learning to organizational values were explored by literature with a matrix created, and tentatively formed 6 items for data collection from HR and related professionals, with 116 responses. Exploratory factor analysis was carried out by SPSS software.

Findings: With the factor loading required at least over 0.6 (the actual value of each item was higher than 0.8) as well as the scale over 0.9, the results showed those 6 items as one component of leadership for learning to organizational values.

Research, Practical & Social implications: The study practically implied the importance of leadership to employee, team and organizational learning. The allowed HR be more insightful in future practice and policy, regarding the association of learning, culture, organizational value as well as leadership.

Originality/value: The value of the study significantly explored the interconnection of learning, culture, leadership and organizational values in the specified Hong Kong’s context in hospitality and retailing. It would be potentially valuable for HRM practices and promotional organizational success in the future.

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REVISÃO DA LITERATURA E EXPLORAÇÃO DO CONCEITO DE LIDERANÇA PARA APRENDIZAGEM DE VALORES ORGANIZACIONAIS - PERCEPÇÕES DE RH DOS SETORES DE HOSPITALIDADE E VAREJO EM HONG KONG

RESUMO

Objetivo: O objetivo deste estudo é explorar a literatura anterior e mais recente, bem como examinar o conceito de liderança para a aprendizagem de valores organizacionais.

Estrutura teórica: Essa estrutura teórica projeta provisoriamente a liderança eficaz para o desenvolvimento da aprendizagem alinhada aos valores organizacionais em uma organização, concentrando-se especificamente na hotelaria e no varejo de RH em Hong Kong. A estrutura inclui o alinhamento da aprendizagem, a cultura da aprendizagem, a liderança, os valores organizacionais e as práticas de RH.

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REVIEWING THE LITERATURE AND EXPLORING THE CONCEPT OF LEADERSHIP FOR LEARNING ORGANIZATIONAL VALUES – HR INSIGHTS FROM HOSPITALITY AND RETAIL INDUSTRIES IN HONG KONG

INTRODUCTION

Both hospitality and retail industries are significant in Hong Kong’s service sector. As a destination of tourist and shopping, a large number of visitors, tourists and locals are attracted each year. For hospitality, there are wide-ranged accommodation choices, e.g., luxury and budget hotels, as well as food and beverage options, e.g., restaurants and bars. For retailing, there are different types of shopping choice, e.g., malls, department stores and featured shops. Both industries require their huge workforce and organizations addressing different segments...
and guest needs. With this successful alignment, organizations in hospitality and retailing contribute to the economy with successes. Organizational successes crucially require the knowledge and skills of employees and their teammates, as well as the direction of leadership. Continuous learning is necessary to organizational members adapting to the fast-paced business environment. Leaders, such as managers and supervisors, play a vital role to create and foster a collaborative learning environment to their team members, especially align to the organizational vision, mission and core values. Hence, the issue of leading learning to organizational values is essential and potentially justified, addressing both practical and theoretical contribution.

By addressing practical and theoretical contribution with justification, practical contribution includes more tangible outcomes with applications to the real situation, while theoretical contribution relates to new insights, knowledge and understanding of a specific area. Addressing the concept of leadership for learning to organizational values, managers and supervisors practically play a leader role and direct continuous learning of employees and teammates towards organizational mission, which develop an alignment between individual, group as well as organizational values and objectives, by fostering learning environment and opportunities of hospitality and retailing. Employees acquire new insights, relevant knowledge and skills with appropriate mentality to their job duties and organizational objectives. Their competences meet challenges in the fast-paced business environment. Meanwhile, as a leadership role of supervisors and managers in learning to organizational values, it theoretically contributes to the areas of organizational learning, leadership from the perspective of human resource development. When aligning learning initiatives with organizational values, leaders explore and understand factors affecting learning and development of employees. It also inspires the research and understanding of leadership for learning to organizational values in hospitality and retailing from HR view.

Considering the research problem, it investigates the factors combined as the concept of leading learning to organizational values. Particularly, it aims to explore more valid and reliable components of managers and supervisors leading employee learning towards organizational missions and core values. By identifying leadership practice in the promotion of employee learning toward organizational values, leaders can facilitate learning more effectively. Also, continuous learning allows organizations staying with their competitiveness to accomplish their business objectives in fast-paced environment.
The major objective of this research study is to explore sub-concepts of leading learning to organizational value in Hong Kong’s retail and hospitality industries from HR view, through goals and research questions listed, as below:

- To understand the concept of leading learning to organizational value by exploring sub-concepts from previous, latest and current research studies – What are those sub-concepts of leading learning to organizational value from HR view?
- To assess reliability and validity of the items preliminarily – Which items would be able as the sub-scales of leading learning to organizational value?

LITERATURE REVIEW

Growing importance of innovation in service-oriented industries e.g., retail and hospitality face different challenges, e.g., global economy volatility, consumer behavioural changes, and technological advancement. Thus, organizational learning with capability supported competitive edge of organizations in these two industries (Cheah et al., 2018), and organizations required elements, e.g., structured learning systems with leadership, would be essential for the process of enhancement (Foss & Saebi, 2017).

Both hospitality and retailing are important in Hong Kong context. For instance, referring to C&SD, The Government of HKSAR (2023), HKD 33.1 billion was estimated provisionally in the value of total sales in February 2023, there’s an increase of 31.1% in a comparison with the same month in 2022. Also, as referred to Nijnens et al. (2023), regarding the revenue per available room of High Tariff A hotels, there’s an increase of 88% year-over-year in January 2023.

Hospitality

Leading learning to organizational values would be significant from an HR view in hospitality industry. All employees have to understand the values and culture of their organizations, with appropriate actions aligned. Also, employee training and development contributed to organizational accomplishment with effectiveness, due to the continuous individual and team learning for employee competence in services with distinctive guest experience and satisfaction in the hospitality (Waqanimaravu & Arasanmi, 2020). Through the learning and on-the-job training process, employees could reflect organizational values by providing outstanding service with higher trust from customers toward better organizational image. In addition, employee’s commitment, and satisfaction were risen when aligning to the
organizational value, with higher stability and effective employment costs. It should be combined with Kichuk et al. (2019) inspiration, talented employees who gained opportunities for training and development, would be very essential component for service excellence in the hospitality business. In this situation, HR role would be critical in guiding the learning process, and ensuring all employees in organizational value understanding and implementation, which would lead to the organizational success in hospitality.

For better leadership in learning to organizational values, Waqanimaravu & Arasanmi (2020) pointed out the importance of training and development strategies by managers, due to the strong emphasises of it on the benefits to both employees and organizations. As a result, HR managers should develop training accessibility guidance. Correspondingly, managers should encourage in organizing training programs which echoed particular issues being addressed from the delivery of guest service in hospitality.

Retailing

Leading learning to organizational values is essential from an HR perspective in retail industry. Retail organizations faced highly competitive environment in the market, and it is essential to have a reputative branding. By supporting this, retailers should be able to have talent acquisition with appropriate channels for mature technologies. Also, both attraction and retention should be considered to combine with technologies in human resources with challenges (Shankar et al., 2021). For retention, additional training programs, e.g., during the pandemic period and shortening hours of operations, could be considered for employee health and wellness, by the management of retailers (Butt, 2022). Through the training process, employees would be more able to reflect organizational values with more outstanding service for customer experiences and trust, as well as their company brands and reputations.

Addressing young customers, retailers might focus on merchandising fashionable, distinctive and innovative goods. Marketing promotion, such as by social media, drew customers into stores. Managers should offer training to salespersons in sales and product presentation for customer purchase motivation, and high-technological tools could be adopted to create the better shopping experience, with training in these kind of tools for use by salespeople, by retailers (Chan & Li, 2022). Through the learning process in the workplace, employees could share the company’s beliefs with more effective training effectiveness, stability of employees and customer services. Also, as inspired by Shankar et al. (2021), retailer
technology management would be built on know-how, learning, talent development, and overcoming acceptance obstacles.

**Concept of Leading Learning to Organizational Values**

In view of the reviewed literature as above, it provides a basis to explore the concept of leading learning to organizational values. Also, the concept is partially supported by different scholars’ previous researches (e.g., Armstrong & Foley, 2003; Chan, 2003; Marsick & Watkins, 2003; Goh & Richards, 1997). The literature review of sub-concepts are as follows.

**Sub-Concept 1 – Supervisors or Managers Would Lead Employees in the Discussion of Learning Needs**

By exploring way of managers leading discussion with subordinates in employee learning needs, supervisors or managers would potentially initiate talks with them to discover staff needs under a friendly and collaborative learning environment. Employees exhibiting ability predicted potential skill demands, demonstrated learning desire for new approaches to tasks, and perceived issues happening in the commerce as a learning opportunity (Luu, 2021; Stokes et al., 2015). Employees felt that they were not cared appropriately for when the learning needs, big picture and associated tasks were confused. (Collin et al., 2021).

Managers could begin with open-ended questions that motivate employees to express own job-related concerns and goals. For instance, they could explore short- and long-term learning needs of their employee by one-on-one dialogues and appraisal for performance development. Managers used these kinds of activities for learning promotion, which allowed employees to have regular conversation in the organizations (Wallo et al., 2022) for development of learning needs. Concerning employee’ learning orientation. Knowledge and skills which required for their learning needs and future work, which could be further led for service activities with contribution (Luu, 2021).

Through exploring and understanding learning needs of employees by discussions, managers and supervisors, more concrete continuous learning for competence development of employee, with engagement for evolving demands for business landscape. As stated by Collin et al. (2021), it was very demanding in work life, e.g., continuous learning, both well-being and learning possibilities from employees were critical. Managers and supervisors, as their leaders within the organizations, could enable employees to learn sustainably (Collin et al., 2021) by
innovative ways, such as addressing service delivery with reward as recognition (Luu, 2021), should pay attention particularly, by discussion of learning needs.

**Sub-Concept 2 – Supervisors or Managers Would Give Useful Feedback in Coaching to Identify Possibilities**

Managers and supervisors began coaching by clearly defining employee's objectives, and offering regular feedback on their progress toward the goals. Lyons & Bandura (2022) suggested that managers could help employees in a goal setting, development of personal learning plan, and allocation useful learning materials, by taking initiative to communicate with them in a facilitative manner. Managers or supervisors frequently used comparative evaluation regarding expectations in the workplace and speed up the learning process. Additionally, Chun et al. (2023) inspired that feedback on someone could learn from another one, whose performance was either better or worse, assisting in learning from role models. Also, coaching needed individual and organizational commitment regarding necessary time and resources. (Brandes & Lai, 2022).

Managers and supervisors could coach subordinates by offering specific and actionable feedback for performance improvement and fulfilment of learning objectives. Managerial coaching was an important ability to provide effective feedback. According to Gregory et al. (2008), a coach should be an effective provider of feedback. Relevant and purposeful feedback should be provided with different traits, e.g., credibility, knowledge, honesty, and trustworthiness. Referring to Steelman & Wolfeld (2018), coaching should occur over time with expected performance improvement through learning. Increasing impact was created by accumulated feedback over time as it was information instead of assessment (Lyons & Bandura, 2020). Therefore, coaching with feedback should be maintained with clear objectives, employees could potentially action to achieve these expectations (Self et al., 2019).

Employees could be coached by managers to reflect on their performance, identify areas for development, and create concrete strategies for addressing any gaps. Essentially, coaching feedback was different from advice. The former was information related to previous behaviours to individual learning objectives and performance. The latter was recommendation on whether someone should improve or not, which probably followed feedback (Johnson, et al., 2021). The manager developed a supportive and facilitative process for change and growth of employee by coaching. Feedback helped employees' efforts to deal with problems and get ready for new challenges (Lyons & Bandura, 2022).
Sub-Concept 3 – Supervisors or Managers Would Cultivate a Learning Atmosphere for People Development

By encouraging a culture of continuous learning, managers should create atmosphere for employee learning and development. Managers could focus on fostering knowledge among employees (Mat Nor et al., 2020), and workplace learning by employees though the development of learning-friendly work settings (e.g., Coetzer et al., 2019). Peng et al. (2020) reminded that leaders should create an environment with harmony for teams with service innovation. Furthermore, vicarious learning was essential (Kozlowski, 2018), which a leadership role model potentially enriched team's contribution to organizational performance goals (Zaccaro et al., 2001). Through the learning atmosphere with training programs, coaching and mentorship, managers and supervisors offered employees resources and support for knowledge and skills development.

Employees could share their ideas when managers provided an encouraging coaching environment (Brandes & Lai, 2022). Employees could continue to develop their abilities relating to their professions in response to organizational learning culture, supported by career development. Organizational career development was created with learning atmosphere, employee abilities would be developed positively. (Potnuru et al., 2021). Besides, managers made a substantial influence on streamlining official job processes and structures, with learning environment (e.g., Csillag et al., 2019). The operations and performance of the organization, and its capacity for learning would be impacted by the strategic decision making by senior managers, and resulting changes in HR practices (Csizmadia et al., 2022). Whereas, managers could create opportunities for knowledge sharing and collaboration among team members to promote collective learning and problem-solving. Gupta et al. (2000) considered organizational culture connecting to problems and convincing information sharing among people. Hence, managers should encourage employees to participate in managing knowledges, and blend it within their organizations (Mat Nor et al., 2020).

Sub-Concept 4 – Supervisors or Managers Would Track Both Organizational Actions and Vision to be Consistent in the Learning Process

Managers should track the organizational vision, mission, and values to be consistent to staff learning process. This could be supported by learning and development initiatives with the organization's strategic goals and objectives. Organizations were supported by knowledge-based economy to perform a social function with social learning capacities (Losada-Vazquez,
2022). A learning process influenced identity to lead change (Bushe & Marshak, 2015). Given the view, decision-making procedures depended on integrity and openness to the visionary leadership with organizational development (Losada-Vazquez, 2022). Considering organization levels, vision was brought by top-down communication with certain time period connecting to the employees (e.g., Ashkanasy, 2016). Organizational actions could be supported by employees being given with their competence and capability (Petrilli et al., 2022).

Manager could develop a learning and development plan which identified competence, knowledge and skills being required to achieve organizational goals and vision, with traceability. Turi & Sorooshian (2019) shown employee’s organizational visions could be enhanced, which employee learning and knowledge development for particular competences being addressed by organizations. Employees could learn more by participating in organization shared decision making. The consistency between learning process to organizational vision was also supported by Kaiser et al. (2021), the development of a common organizational vision as a knowledge generation and organizational learning process, which unitized a track of dialectic process transforming individual employees’ visions and their organizational visions into a common organizational vision. Besides, Losada-Vazquez (2022) inspired that top management should lead and allow learning process to be responsible from employee, corporate and social areas, which coordinated with organizational objectives. Addressing this, Petrilli et al. (2022) referred employees, e.g., new joiners, would effectively fit to the organization as a part, if they learnt from organizational actions and information formally and informally. By tracing the organizational vision, mission and values to be consistent with employee learning procedures, managers could create a more cohesive and aligned organization, which was better equipped to achieve its strategic goals and objectives.

Sub-Concept 5 – Supervisors or Managers Would Associate Employee Learning to Organizational Values and Success

By recognizing how organizations emphasized staff development and encouraged ongoing learning, organizations assisted their employees in training, growth, and advancement to desirable actions (Cuenca et al., 2022). Learning orientation was essential with learning commitment and common vision. Managers recognized organization's learning ability as its competitive edge, and that employee learning as investment instead of expenditure. Learning as an essential component to improvement was organization's core belief. Meanwhile, all organizational members agreed on the organization's objectives. Employees could also
determine the organizational direction (Vankireddy & Baral, 2019). In addition, employees and organizations learnt mutually. Concerning the organizational value on workplace knowledge, it was crucial in terms of workplace learning necessity for idea generation and innovation. With workforce knowledge, employees could apply more effectively than others who did not have (Middleton & Hall, 2021). They reshaped their knowledge, skills, expertise, and other characteristics, while organizations also reshaped their job availabilities, duties, incentives, and others (Weller et al., 2019). Hence, managers should connect employee learning to organizational values with successes and return on investment, by demonstrating learning initiatives contributing to the accomplishment of organization's strategic objectives.

Some of the actions were taken by leaders connected to the organization, influencing way of employee interaction (e.g., Cameron, 2010) and fostering a company culture (Cuenca et al., 2022). Also, employee commitment addressed corporate objectives through enhanced efficiency at work including service quality, due to the advancement of organizational training programs for acquisition of essential skills, knowledge, and competences. (e.g., Waqanimaravu & Arasanmi, 2020; Shen & Tang, 2018). Managers could measure the success of staff learning programs by tracking key performance indicators that were aligned with the vision, mission and values, such as increased productivity, improved customer satisfaction, or reduced employee turnover.

Sub-Concept 6 – Supervisors or Managers Would Make the Process of Learning and People Development Available for Future Roles Required

Managers enabled learning process and talent development for future positions, by providing opportunities for learning, assignments and growth. A culture of learning would be developed with career development opportunities. For instance, service managers should pay attention to their employees regarding their learning, capabilities and enrichment. As technology, e.g., artificial intelligence, would influence on service operations and future roles (Blöcher & Alt, 2021). Employees would be benefited with better self-efficacy and resilience from the process of training and development (e.g., Karatepe & Karadas, 2015). Therefore, leadership qualities should be developed essentially, and service employees would be empowered with decision-making opportunity and engaged in the workplace (Park et al., 2019). Whereas, by creating a culture of learning and growth, managers should also encourage employees to develop their skills, competencies, and potential for future roles. According to Chen et al. (2023), employees aimed to improve their abilities new skill acquisitions for dealing
with new scenarios with goal-oriented learning. For continuous leadership and career development, talent pool with succession planning was required for different hierarchical levels of organizational members, best employees should be identified with positive re-enforcement by managers (Kichuk et al., 2019).

Besides, essential tasks helped employees develop new skills and demonstrate their capacity for future roles. When employees gained the necessary knowledge and skills which their organization required, or when positions were changed to better suit employees, matching quality would be enhanced. Training and job design would be focused, etc. (Weller et al., 2019). Also, employees who desired to extend their sphere of influence, which should be identified by managers with supports. For instance, supervisors may encourage their subordinates to consider new work areas for knowledge development and performance, while also assisting them in completing tasks given (Chen et al., 2023). Both individual and organizational results should be addressed, by matching skillsets with upcoming organizational needs through the learning process. The general skillsets would be unitized by organizations in different ways. Those skillsets must be well aligned with company requirements for the best matches (Weller et al., 2019).

**Items From the Concept**

Referring to the literature review, six items for the concept “leading learning to organizational value” are partially or most likely supported with ideas by different scholars’ articles as Table 1.1, as below:

<table>
<thead>
<tr>
<th>6 items (Lau, 2023) below:</th>
<th>Relatively Recent and Scholarly Literature Supporting on Each Item of Concept</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers or supervisors would...</td>
<td>Wallo et al. (2022); Collin et al. (2021); Luu (2021); Stokes et al. (2015).</td>
<td></td>
</tr>
<tr>
<td>1 lead employees in the discussion of learning needs</td>
<td>Chun et al. (2023); Brandes &amp; Lai (2022); Lyons &amp; Bandura (2022); Johnson et al. (2021); Lyons &amp; Bandura (2020); Self et al. (2019); Steelman &amp; Wolfeld (2018).</td>
<td></td>
</tr>
<tr>
<td>2 give useful feedback in coaching to identify possibilities</td>
<td>Brandes &amp; Lai (2022); Csizmadia et al. (2022); Potturu et al. (2021); Mat Nor et al. (2020); Peng et al. (2020); Coetzer et al. (2019); Csillag et al. (2019); Kozlowski (2018).</td>
<td></td>
</tr>
<tr>
<td>3 cultivate a learning atmosphere for people development</td>
<td>Losada-Vazquez (2022); Pettrilli et al. (2022); Kaiser et al. (2021); Turi &amp; Sorooshian (2019); Turi &amp; Sorooshian (2019); Ashkanasy (2016); Bushe &amp; Marshak (2015).</td>
<td></td>
</tr>
<tr>
<td>4 track both organizational actions and vision to be consistent in the learning process</td>
<td>Cuenca et al. (2022); Middleton &amp; Hall (2021); Waqanimatoru &amp; Arasanmi (2020); Vankrieddy &amp; Baral (2019); Weller et al. (2019); Shen &amp; Tang (2018).</td>
<td></td>
</tr>
</tbody>
</table>
Conceptual Framework

The Table 1.2 shows the concept of 6 items as leading learning to organizational value, as below.

Table 1.2 – Conceptual framework of 6 items as component of leading learning to organizational value

Hypotheses

There is the hypothesis (H1), as below:

H1 = The six observed items can be formed as a single component based on their factor loading values and Cronbach’s alpha.

DATA AND METHODOLOGY

The research methods were used in this study, with scale of measurement, target respondents and sampling methods for data collection, validity test by factor analysis and sample response for data analysis.

Scale of Measurement

Respondents from a pilot test, suggesting the 8-point scale was more precise than the 5, 6, or 7-point scales. Also, an 8-point measure was used in prior studies (e.g., Crucke & Decramer, 2016), and it avoided midpoint manipulation (Chyung et al., 2017) as well as neutral indication (Vlačić et al., 2019).
Target Respondents and Sampling Method

Target respondents were HR-related, e.g., HR professionals, or other professionals who also made decisions or tasks relating to HRM in Hong Kong’s retailing and hospitality, by convenience sampling. The participation in survey was voluntary and anonymous. A sample size of 116 responses were collected.

Validity Test by Factor Analysis and SPSS for Sample Response

In this study, exploratory factor analysis was used to test the content validity, which had an effect on and could possibly be combined as a variable for future analysis (e.g., Yong & Pearce, 2013). Also, having communalities within a value of 0.5 tolerance level, an acceptable recovery of population factor continued to be feasible. (i.e., 0.5 to 0.6 would be the acceptable minimum value). Well-defined variables along with a sample ranging from 100 to 200 respondents would be requested (MacCallum et al., 1999). Consequently, six items would be tested by SPSS statistical analysis under this condition. Factor analysis was carried out with a 116-respondent sample size and its factor loading as 0.6 or higher.

RESULTS AND DISCUSSION

The results of data analysis, with Summary Tables 2.1, 2.2 and 3 of tested hypotheses, as well as the discussion are shown, as follows.

Result of Factor Analysis (0.6 or above) for Six Items

Each of those 6 items has a quality score of an Eigenvalue, and the components with greater Eigenvalues, as a minimum value of 1, reflect most likely as a real underlying factor (Table 2.1).

<table>
<thead>
<tr>
<th>Component</th>
<th>Total</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Variance</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>1</td>
<td>4.922</td>
<td>82.026</td>
<td>82.026</td>
</tr>
<tr>
<td>2</td>
<td>.295</td>
<td>4.911</td>
<td>86.937</td>
</tr>
<tr>
<td>3</td>
<td>.275</td>
<td>4.584</td>
<td>91.521</td>
</tr>
<tr>
<td>4</td>
<td>.240</td>
<td>3.998</td>
<td>95.519</td>
</tr>
<tr>
<td>5</td>
<td>.167</td>
<td>2.791</td>
<td>98.310</td>
</tr>
<tr>
<td>6</td>
<td>.101</td>
<td>1.690</td>
<td>100.000</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.
Source: Prepared by the authors by using SPSS (2023)
When performing the factor analysis, the items are included if their loading is 0.6 or greater. Leading Learning to Organizational Values (LV) was a composite variable with these six items, refer to Table 2.2.

<table>
<thead>
<tr>
<th>Component Matrix\a</th>
<th>Accepted (&gt; .6) or Rejected (&lt; .6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>.877</td>
</tr>
<tr>
<td>Item 2</td>
<td>.896</td>
</tr>
<tr>
<td>Item 3</td>
<td>.895</td>
</tr>
<tr>
<td>Item 4</td>
<td>.933</td>
</tr>
<tr>
<td>Item 5</td>
<td>.913</td>
</tr>
<tr>
<td>Item 6</td>
<td>.918</td>
</tr>
</tbody>
</table>

\a 1 components extracted.

Source: Prepared by the authors by using SPSS (2023)

Reliability Test by Cronbach's Alpha

The capability of the measuring tool was to create consistent results with utilisation over time, which referred as reliability. Meanwhile, the coefficient values of Cronbach's alpha ranged between 0 and 1, the scale would be high if the number was equal or over 0.9 (Surucu & Maslakci, 2020).

| Summary Table 3 of Tested Hypotheses – Reliability Statistics of LV |
|------------------------|------------------------|-----------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .955 | 956 | 6 |

Source: Prepared by the authors by using SPSS (2023)

The LV scale had 6 items (α = .96) according to Table 3. With a value greater than 0.6, it’s an acceptable level.

According to the result of data analysis, H1 is accepted. Therefore, those six observed items can be formed as a single component based on their factor loading values and Cronbach’s alpha.

DISCUSSION AND IMPLICATIONS

Referring to the previous literature review of leading learning to organizational values with six items, these are discussed with implications, as below.
Sub-Scale 1 – Supervisors or Managers Would Lead Employees in the Discussion of Learning Needs

The findings highlight the importance of learning need discussion with employees, which are led by managers and supervisors, referring to the concept of leading learning to organizational values. Managers and supervisors should lead discussion in employee learning needs, by active listening to explore their views and guidance and feedback for learning goal development. As inspired by Collin et al. (2021), diverse levels of employee were aware essential learning needs individually and organizationally. Organizations would gain benefits if employees knew what they needed to learn. Hence, organizational strategy for learning would be significant, otherwise employee commitment would be decreased with motivational issues (Wall et al., 1986). Demonstrating commitment to learning was emphasized as an essence to managers' leadership, partially by addressing learning needs daily with supports for employees. Also, it shown a good example with learning and development for new challenges with appreciation (Wallo et al., 2022). Sometime, employees could speak with outside coaches about different learning concerns, if any. However, both of them were not frequently met in a day-to-day practice. Lacking both coaching assistance and essential revealed employee’s developmental aspirations (Collin et al., 2021).

When addressing the discussion of learning need, managers could offer assistance and resources to their employees for new knowledge and skills, e.g., training courses, coaching, and mentorship. Referring to the ideas from Luu (2021), employees would deliver insufficient service quality to guests with the absence of relevant skills and abilities to fulfil situational needs particularly. Hence, they should be guided for improvement by addressing learning needs, as well as focusing on their behavioural change with accomplishment of their works assigned (Wallace et al., 2016). Highly potential individuals valued and responded more to the opportunities. They put more effort on learning, development, ability improvement, fulfilment of guest expectations with recognition and response (Luu, 2021). Besides, an emphasis on understanding manager really did in leading for learning was required additionally, as inspired by Wallo et al. (2022), such as exploring the types of activity which managers promoting employee learning would be essential. This included learning opportunities such as classroom training formally (Bednall & Sanders, 2017) or informally participation in activities for better learning experiences (Billett & Choy, 2013).
Sub-Scale 2 – Supervisors or Managers Would Give Useful Feedback in Coaching to Identify Possibilities

Taken together, this research findings indicate that the concept of leading learning to organizational values consists of useful feedback by managers in coaching to identify e.g., employee possibilities. Working individually with direct reports was the manager. The term "coach" was applied extensively. As part of coaching, the manager took a role as facilitator and instructor. Several types of coaching helped an employee improving skills and performance, shifting to higher level of functioning, and whole-person development (Lyons & Bandura, 2022). Likewise, managers and supervisors offered direction and guidance to assist employees in dealing with challenges and achieving developmental objectives. Based on Lyons & Bandura (2020), feedback served as a tool for learning as opposed to evaluation and grading. Coaching and training in work resulted in reciprocal learning. Collaboration between managers and employees fostered important knowledge discovery and aids in meaning creation by less-formal-and-directed interactions. Eby & Robertson (2020) proposed a management component for a coaching job. Despite challenging, Self et al. (2019) mentioned the necessity of feedback for effective manager-in-training programs, on-the-job training in functional areas, HR practices, and frequent feedback. Coaching time with a supervisor to review progress, communication, and weekly feedback to assess progress were essentially associated.

Referring to Johnson, et al. (2021), a key objective of workplace coaching was to alter employees' behaviour for enhancing organizational efficiency. With the significance of feedback from coaching and learning processes (Lyons & Bandura, 2020), it was ideal for manager to provide employees high-quality feedback in a gentle and insightful way with follow-up. The effectiveness of feedback was supported by a number of studies (Brown et al., 2016). Both employee coaching and performance feedback promoted individual employee development and performance improvement. Additionally, the coaching procedure would foster a good rapport between manager or supervisor and employee (Lyons & Bandura, 2020). Hence, managers could foster a more collaborative and supportive learning environment, which encouraged ongoing learning and progress by providing feedback to their subordinates.

Sub-Scale 3 – Supervisors or Managers Would Cultivate a Learning Atmosphere for People Development

This finding may be explained by the idea that people development was developed by the cultivation of learning atmosphere under managerial leadership. Managers or supervisors...
were significant as role models to create an atmosphere of lifelong learning in organizations. These included learning, definition of self, and motivation (Gibson, 2004). Organizations would increase employee quality by attracting them learn from leaders' behaviors, mindsets, aspirations, and other traits (Peng et al., 2020). Hence, the advancement of employees learning demanded managers to receive training particularly. It assisted them to discover potential learning everyday with necessary skills to influence on learning atmosphere for their staff (Wallo et al., 2022). Also, for generating an effective learning atmosphere, learning and development managers had to define necessary parts to be planned and designed for employee development. Then, managers further decided types of resource and actions were required for learning atmosphere to be available and sustainable to employees (Rothwell et al., 2020). Employees’ mindset, therefore, could be developed positively as learning opportunities.

For reinforcing positive behaviours of employee with continuous learning, managers needed to maintain the learning atmosphere with regular feedback and appreciation. In conjunction with this positive learning environment, employees trusted on organization with effective training and their competence will be further developed (Potnuru et al., 2021). Responding to experiential learning ideas, employees perceived an organizational learning culture positively through coaching and feedback, and they could be motivated to grow with knowledge sharing (Nguyen et al., 2019). Capability development of employees would contribute organizational productivity with better profit (Csizmadia et al., 2022; Kankara, 2019). In this situation, managers should encourage innovation, adaptability, and success of employees, these cultivated collaborative learning atmosphere of organizations.

Sub-Scale 4 – Supervisors or Managers Would Track Both Organizational Actions and Vision to be Consistent in the Learning Process

The results strongly imply that the importance part of leading learning to organizational value should also include the consistency between organizational actions with visions and learning process, and it is required to be followed up by managers and supervisors. They would track both organizational actions and vision to be consistent in the learning process. Employee learning process associated to the organizational policies and procedures consistently. Whereas, some of the factors might cause resistance, such as the individual goals and needs were different from corporate’s new strategy, and this probably prevented employees learning to change (Brandes & Lai, 2022). Insufficient employee learning and lack of managers’ responsibility were also reflected by the career opportunity of employee in competence development.
addressing organizational objectives in a long run (Collin et al., 2021). In this situation, Turi & Sorooshian (2019) noted that the internalise the learning process of employees to create both individual and organizational new knowledge essentially, and organizational knowledge was enriched by employees understanding their actions to be taken. Losada-Vazquez (2022) addressed corporate culture with learning process for realizing environmental dynamic would be addressed with organizational innovation and making decisions with quality. For more efficient learning process, employees got opportunities to know more of their co-workers who had different specialised areas, with a closer relationship (Petrilli et al., 2022). Manager should keep track and evaluate on organizational visions with actions, and the effectiveness of learning process consistently. There would be several managerial implications from Losada-Vazquez (2022), such as strong organizational visions with effective leadership, organizational engagement to learning process alignment from senior management, work meanings with commitment and value alignment from employees, and their supports to be consistent to organizational actions.

Sub-Scale 5 – Supervisors or Managers would Associate Employee Learning to Organizational Values and Success

This idea is further supported by the finding that employee learning should connect to organizational values with success, under the leadership of managers and supervisors. Value illustrated an organization represented identity and its beliefs, these impacted on its decisions and actions (e.g., Esmaeili et al., 2020; Bourne et al., 2019). Likewise, Vankireddy & Baral (2019) showed that an organizational value also impacted on its direction when developing and applying knowledge, and learning with adaptability. Additionally, managers and supervisors could promote individual- and team-based learning if the self-organized systems were available, which enabled learning to be more valuable, potential and sustainable forthcoming (Collin et al., 2021). Also, job rotation allowed human intelligence generation within as organization, such as employee learning. Probably, managers applied their own knowledge for more qualified employees in positions with challenges, which optimized their competences (Weller et al., 2019). In view of this, managers could consider the return on investment of relevant learning activities by comparing the costs and benefits generated, such as improvement performance and productivity.

Learning by sharing knowledge embraced advancement of organizations and fostered culture of creativity and change towards organizational values (Middleton & Hall, 2021). With
the humble culture within organizations, employee growth was asserted with learning continuously (Cuenca et al., 2022). Hence, employees were motivated for training activities with innovation opportunities activities, which could be observed by engagement and interaction with mindset and skills demonstration. Managers, as a leadership role, supported employees by change, role model, and foster their skills development with independent work (Middleton & Hall, 2021). By demonstrating the connection between employee learning and organizational values with success, managers could justify the investment in learning and development whether it would be effective to address the overall strategic direction of organization.

**Sub-Scale 6 – Supervisors or Managers would Make the Process of Learning and People Development Available for Future Roles Required**

Finally, this obtained evidence that future roles should be addressed by the learning process and people development, which are led by managers and supervisors. They allowed learning and talent development for employees to future positions. Weller et al. (2019) inspired that employee training enabled them for organizational culture and processes and provided them with the knowledge, experiences competences required for roles presently or in the future (e.g., Aguinis & Kraiger, 2009). Furthermore, insufficient skills and information induced concerns about employees’ future within their organization (Brandes & Lai, 2022). Thus, regular feedback and coaching can help employees identify areas for improvement, while career development opportunities such as job shadowing and cross-functional projects can expose employees to different areas of the organization and broaden their range of skills.

For instance, employees taking care of guest service would sustain functions with technology, e.g., chatbots. Service managers would come up with new duties for their employees collaborating with technological processes (e.g., Berezina et al. 2019). Hence, by supporting employees with appropriate training for services (Blöcher & Alt, 2021), managers might promote an advancement emphasis, as well as a feeling of responsibility, to assist employees in opening up their own and discovering unexplored potentials (Chen et al., 2023). When implementing these strategies, managers could support organization with a stronger talent pipeline and being well-prepared for future challenges. Employees were able to retain their competitiveness for the future, with possible career development and long-term commitments due to the practice of talent management, from e.g., Cappelli & Keller (2014), it included learning and development and succession planning, etc. Managers could gain benefits
from the practices as well, with effective recruitment, retainment, and employee development (Kichuk et al., 2019).

**Importance of Leadership Role in Learning Towards Organizational Values with HR Insights**

Managerial or supervisory roles in leadership of employee learning from HR views, in the context of organizational learning, managers and supervisors should play important leadership roles in learning for individuals, teams and organizations. Referring to Udin (2023), employee awareness to organizational value and common objectives would be enhanced by, e.g. transformational leadership, through continuous learning and acquisition of new knowledge. Hence, organizational learning culture could be promoted with better employee commitment and performance. Khaddam et al. (2023) also inspired the importance of common values to employee and their supervisors through leadership learning (Atiyeh, 2022). Service quality of hospitality and retailing should be supported by sufficient knowledge and rich experience. Mary S et al. (2023) pointed out the essence of effective training strategy and plan for retail stores’ people, and supported a great number of customers. In this situation, HR insights would be significant as it vitally translated new ideas, knowledge development, as well as integrated learning, career and organizational development to effectiveness (Klimovskikh et al., 2023). These have shown the importance of leading learning to organizational values, in the context of Hong Kong’s hospitality and retail industries from HR insights.

**CONCLUSION**

Going back to the questions and research objective, this study addresses those sub-concepts of leading learning to organizational value from HR view, with several valid and reliable items preliminarily. Under the leadership of managers and supervisors in learning, employees would be led in discussion for learning needs, given useful feedback with possibilities identified, developed with learning atmosphere, tracked for their learning process to organizational actions and vision consistently, associated their learning to organizational values and success, as well as available for future roles required.

In hospitality, leading learning to organizational value would be essential to attaining organizational success, as its business is service-oriented and competitive, quality guest services should be provided constantly. Hence, training programs should be provided to hospitality employees for developing new skills for changing situations with adjustment (Baum,
Employees in the front desk section, as an example, could be trained for competence on addressing different types of guests, their needs and corresponding service delivery (Luu, 2021). In retailing, furthermore, leading learning encourages employees to understand and reflect organizational values and culture. Thus, a sense of belonging and shared vision would be enhanced. For instance, from an increasing capability of sales point, senior management of retailer created more capacity for selling products more efficiently, with innovative training programs appropriately, reassigned back-office support and HR, these could support sales operations, e.g., e-commerce (Butt, 2022).

Several limitations are shown, when doing research for sub-scale validation. First of all, the sample size for sub-scale validation is limited, which may have issues with statistical results of generalizability. Also, there may be a selection bias as respondents are not fully representative, and / or may not be representative to a larger population for validation study, further issue of external validity should be considered. Furthermore, convenience sampling was adopted to gather data in the research, and there is a chance of sampling bias than probability sampling methods. In addition, the research was in a cross-sectional design, only one time point of data was collected. It did not further explore longitudinally and over a time period. Resource availability is limited with time and cost consideration. Last but not least, the scale was primarily evaluated the retail and hospitality in Hong Kong, while it was not assessed in other industries. Respondents would be from these two industries mostly, and HR views.

There are suggestions for future work. Based on the literature review with the concepts of leading learning to organizational value, and the research results of conducting sub-scale validation, further specific recommendations are made to provide for potentially extending studies and enhancing the quality for future. Meanwhile, additional validation studies could be likely conducted for exploring the concept and evaluating sub-scales in other groups, e.g., non-HR practitioners in retailing and hospitality and further assessing their reliability and validity. Also, the subscale structure could be evaluated and refined after another factor analysis. Hence, there are any fundamental areas of the construct amendment potentially. Furthermore, a comparison of sub-scales to other measures of the same construct could be considered, e.g., the relationship between leading learning to organizational values and learning organization, with insights into further areas for research development. Also, individual items within the subscale could be analysed, and identified and improved accordingly. In addition, a future research study could be considered in other contexts, e.g., leading learning in organizational values from HR
view in industries other than retailing and hospitality. The utility and validity of the sub-scale could be assessed in a different context and groups for their population.

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