

Multilevel effects of leader transfer of training on leader and employee well-being



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- **Leader behavior** influence **employee well-being** (Inceoglu et al., 2018).
- **Leadership training** positively **affect** different **employee outcomes** (Avolio et al., 2009; Lacerenza et al., 2017).
 - **Leadership training** has positive effects on **employee well-being** (Nielsen & Taris, 2019).
- **Leader behaviors** impact their own **well-being** (Kaluza et al., 2020),
 - **Evidence** regarding this relationship in the case of **leadership training is scarce** (Urrila, 2021).





Leadership interventions

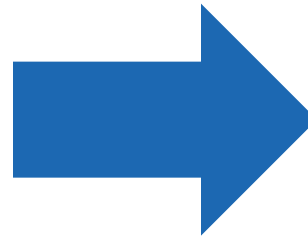
Little is known about the **specific mechanisms** that **lead to improvements** in both leaders' and followers' well-being (Avolio et al., 2009; Nielsen & Taris, 2019).

Realistic evaluation

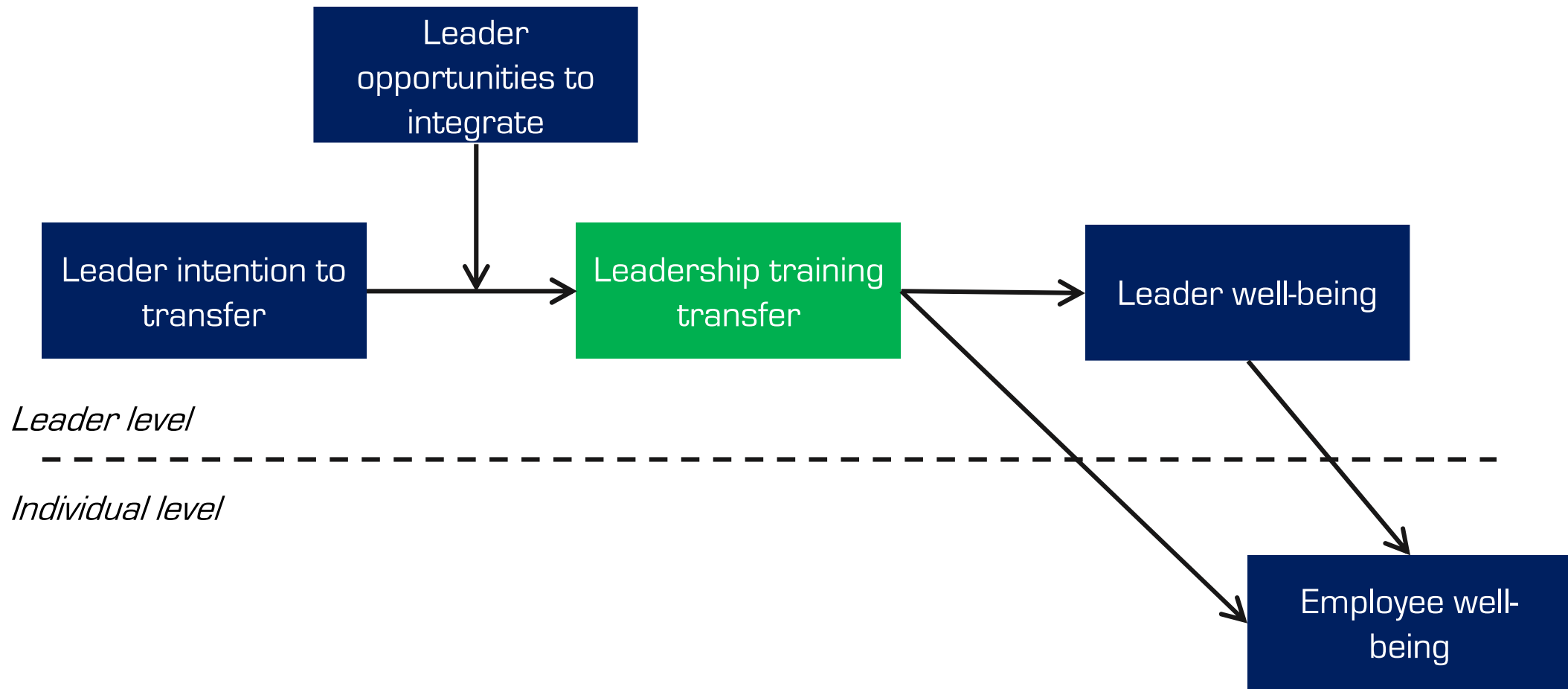
“What works for whom in which circumstances” (Pawson & Tilley, 1997)

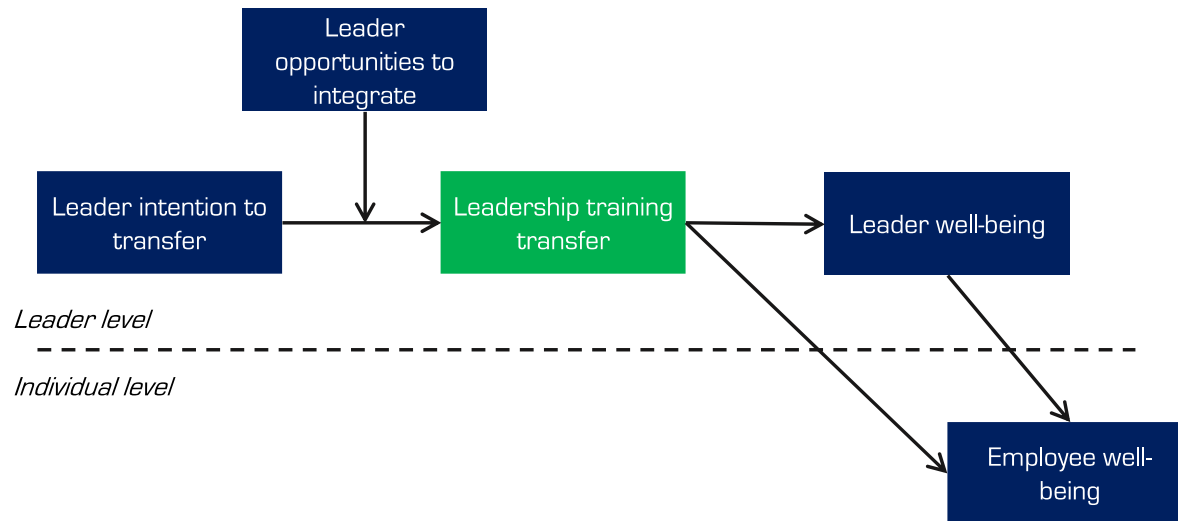
CMD Configurations

Context + Mechanism = Outcome



What **mechanisms** and **context** variables can explain the effects of **leadership interventions** to promote **well-being**?





- Central **mechanism: training transfer**.
- Drawing on the **COR theory**, leadership training will positively impacts both leaders' and employees' well-being.
- **Training activities** may act as a source of **resources**.
- Based on **crossover of resources** (Hobfoll et al., 2018), **leader resources** can be interpersonally transferred to **employees**, increasing their **well-being**.
- Influence of **context** – **Opportunities to integrate**.



Procedure

- 3-wave design (4-6 months time lag)
- Leader reported intention to transfer (T1), opportunities to integrate (T2), training transfer (T2) and well-being (T3)
- Employees reported well-being (T3)

Sample

- Private and public sector organizations in the Czech Republic, Italy and Spain.
- T1: 111 leaders
- T2: 103 leaders
- Match T2-T3: 66 leaders
- T3 collecting data

Interventions

- Activities consist of developing leadership strengths based on positive leadership development and coaching sessions (Malinga et al., 2019), distributed in three to six sessions.

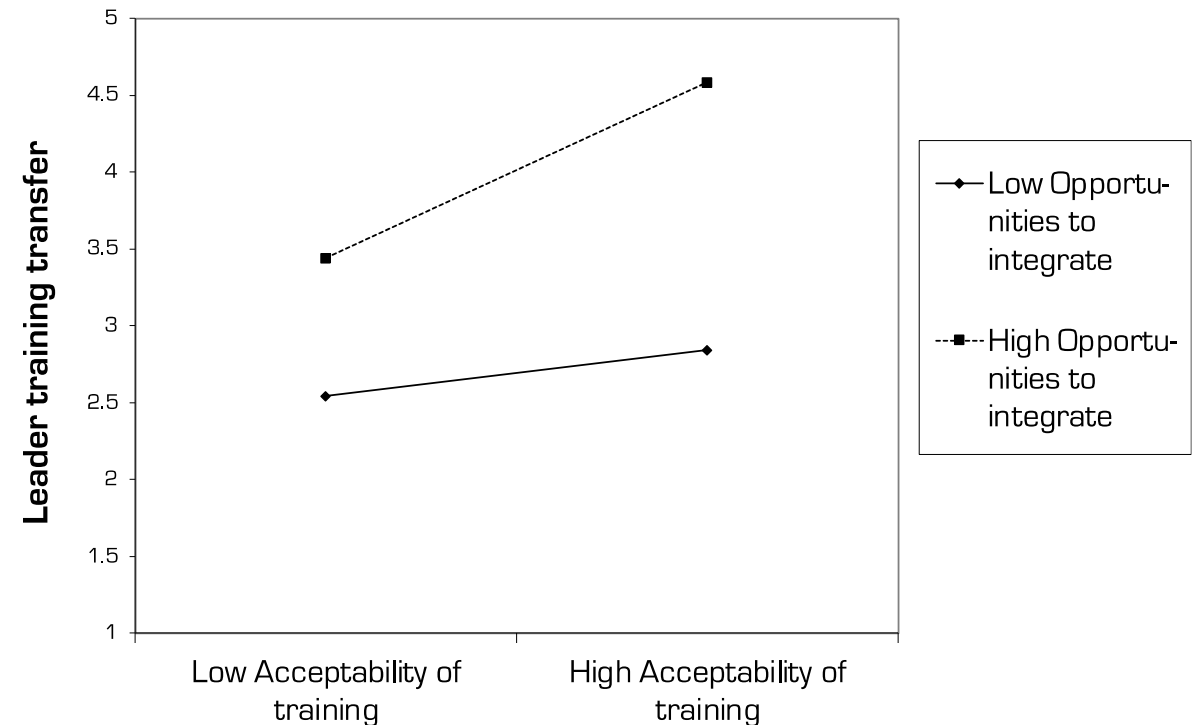
Measures

- **Intention to transfer**, a three-item scale from Yelon et al. (2004), alpha =.82
- **Training transfer**, three-item scale from Grohmann & Kauffeld (2013), alpha =.82
- **Opportunities to use**, three-item scale from Holton et al. (1997), alpha =.82
- **Well-being** – burnout and work engagement (Schaufeli et al., 2006; 2019).

Preliminary results



- Leader intention to transfer (T1) and opportunities to transfer are positive (T2) and significantly related to training transfer (T2) ($r=.22, p < .05$, and $r=.69, p < .01$, respectively). However, interaction effect is not significant ($r = .17, p = .15$)
- Leader acceptability (T1) and opportunities to transfer are positive (T2) and significantly related to training transfer (T2) ($r = .36, p < .01$ $r = .66, p < .01$, respectively). However, interaction effect is not significant ($r=.21, p < .05$)



Potential limitations

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- Study still ongoing... we haven't been able to conduct multi-level analysis (full multi-level moderated mediation model).
- Realistic evaluation: Potential influence of additional mechanisms (e.g., perception of design) and context variables (e.g., demands and resources).
- Unable to compare our data with leaders' and employees' well-being who did not participate in the interventions.





This study contributes to the assessment of the process evaluation framework applied to leader-level interventions.

Based on realist evaluation (Nielsen & Miraglia, 2017), we test specific mechanisms (e.g., leader intention to transfer, training transfer, and elements of the design) that can explain the influence of leader training, and potentially influence their and employees' well-being.

Contribute to organizations and practitioners by suggesting a simple assessment of leadership training and sharing evidence-based training concepts for improving leaders' well-being.

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