

# The Role of Person-Organization and Person-Job Fit in Enhancing Transfer of Learning in Shanghai's Financial Enterprises

Zhang Qinfeng

## Abstract:

This study examines the effect of workplace learning on employees' transfer of learning, which refers to the application of new knowledge and skills to their work. The study categorizes workplace learning as either formal or informal and uses the Situated Learning Theory to explore how person-environment fit affects the transfer of learning, with person-supervisor fit as the moderator. Data was collected through questionnaires and analyzed using SPSS and AMOSE. The results show that workplace learning positively impacts employees' transfer of learning, with person-organization fit and person-job fit mediating this relationship, and person-supervisor fit moderating it. The study concludes that organizations must invest in effective workplace learning programs that support their employees' career development and promote transfer of learning.

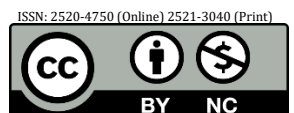


IJSB

Accepted 24 April 2023

Published 27 April 2023

DOI: 10.58970/IJSB.2118



ISSN: 2520-4750 (Online) 2521-3040 (Print)  
Papers published by IJSAB International are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

**Keywords:** *workplace learning, person-supervisor fit, person-job fit, person-organization fit, transfer of learning.*

About Author (s)

**Zhang Qinfeng**, Centre of Postgraduate Studies, Asia Metropolitan University (AMU), Malaysia.

## **1. Introduction**

### **1.1 Background of the Study**

In today's rapidly changing business environment, workplace learning has become a critical component for employees to keep up with the evolving demands of their jobs and maintain their career development (Mansfield & Ludema, 2021). Financial enterprises, as one of the most competitive and dynamic industries, face unique challenges in terms of developing employees' skills and knowledge (Sun, 2023). In addition, there are cultural differences between Western and Eastern countries that affect organizational behavior, management practices, and employee learning (Sun, 2022a; Sun & Zuo, 2023). Both Person-organization fit (PO Fit) and person-work fit (PJ fit) have an effect on the working environment (TOL) (Kristof-Brown et al., 2021). PO Fit means that an employee's values, objectives, and character are compatible with the organizational needs, whereas PJ Fit is a level of compliance with the demands of the work (Kristof-Brown et al., 2021). Past research has indicated that workers with a high PO fit and PJ fit tend to participate in workplace learning and transfer their learning to their work (Aguinis & Kraiger, 2022; Kristof-Brown et al., 2021). Despite the growing body of literature on PO fit or PJ fit, there are few studies on the interaction between TOL and staff learning in Chinese finance with distinctive culture background (Sun, 2022b). The purpose of this paper is to explore the effect of PO matching and PJ matching on work place learning and TOL. Based on Situated Learning Theory, this paper investigates the influence of human environmental fit on TOL and the relation of PO fit with PJ fit and TOL. The results of the research will be helpful to the finance company in developing an efficient work environment to promote the learning and professional development of staff.

### **1.2 Statement of the Problem**

The financial industry in Shanghai is growing at a rapid pace due to China's economic development and the internationalization of financial markets. Therefore, the financial firms are under growing pressure to enhance their staff's performance and to adjust to the changes in their workplace. This can be done by means of workplace learning, which has been proven to have a positive effect on workers' transfer of learning, which is defined as applying new knowledge and skills to their jobs. But although the work place study is very important, the study about the effect of the study on the effect of the work in the finance companies in Shanghai is still scarce. Furthermore, the cultural context of the financial industry in China may pose unique challenges to workplace learning and transfer of learning. As Sun (2022a) points out, there are significant business culture differences between Canada and China, which can affect the way organizations approach employee training and development. Likewise, the United States' culture diversity and its forming mechanism, as described by Sun (2022b), may also affect the efficiency of study and study in China's finance companies. Additionally, the history of Chinese immigration in Canada, as explored by Sun (2023), highlights the importance of understanding cultural differences and promoting inclusivity in the workplace. Given these cultural factors and the lack of research on workplace learning in financial enterprises in Shanghai, this study aims to investigate the influence of person-organization fit and person-job fit on workplace learning and transfer of learning. Specifically, the study will examine how person-environment fit affects transfer of learning, with person-supervisor fit as a moderator that influences the transfer of learning. The study will provide valuable insights for organizations to design effective workplace learning programs that promote employees' transfer of learning and support their career development.

### 1.3 Research Question

The purpose of this research is to explore the relation among the working environment, the transfer of learning, the person organization fit (PO fit), the person job fit (PJ fit), and the person supervisor fit (PS fit). The following research questions will guide the study:

- (1) What is the relationship between workplace learning and transfer of learning?
- (2) Does PO fit have a mediating effect on the relationship between workplace learning and transfer of learning?
- (3) Does PJ fit have a mediating effect on the relationship between workplace learning and transfer of learning?
- (4) Does PS fit moderate the effects of PO fit and PJ fit on transfer of learning?

The first issue is to investigate the relation between study in the workplace and the transfer of learning. Past research has indicated that workplace learning is positively related to transfer of learning (Chiaburu & Marinova, 2017; Blume, Ford, Baldwin, & Huang, 2010). Two and three studies are designed to examine whether PO fit and PJ fit play a role in the relation between workplace learning and learning transfer. Previous research has suggested that PO fit and PJ fit are important predictors of learning and transfer of learning (Kristof-Brown, Zimmerman, & Johnson, 2005; Kristof-Brown, Jansen, & Colbert, 2002). Lastly, the fourth study is to examine whether PS fit mitigates the effects of PO fit and PJ fit on transfer of learning. Previous studies have suggested that PS fit can moderate the effects of PO fit and PJ fit on various work outcomes (Kristof-Brown et al., 2005; Kristof-Brown et al., 2002). Generally speaking, the purpose of this research is to explore the relation among work place learning, learning shift, PO fit, PJ fit and PS fit. The results of the research will help us to know more about the influence of such factors on the learning and the transfer of knowledge within the organization.

### 1.4 Significance of the Study

Research on the effect of person-organization fit (PO fit) and person-job fit (PJ fit) on workplace learning and transfer of learning is significant for several reasons. Firstly, the study is relevant to the financial industry in Shanghai, where there is a high demand for skilled employees and a need for efficient transfer of learning to improve productivity and performance. Secondly, this study is essential for organizations that are looking to develop effective training programs that lead to successful transfer of learning, which can ultimately improve the bottom line. The study is also significant in the broader context of cross-cultural management, as it provides insights into the impact of cultural differences on workplace learning and transfer of learning. Sun (2022a) highlights the importance of understanding cultural differences in business, particularly in the context of Canada and China, where cultural differences can influence communication, decision-making, and leadership style. Similarly, Sun and Zuo (2023) emphasize the need to navigate the post-COVID market in China, which presents both challenges and opportunities for foreign trade. Thus, an understanding of the effects of culture on the work place and on the transfer of knowledge will give the organisation a competitive edge in the global marketplace. Furthermore, this work is a major contribution to the development of human-environment fit, which has been widely used in the last few years. Person-environment fit, including PO fit and PJ fit, has been shown to have significant implications for job attitudes, job satisfaction, and job performance (Kristof-Brown, Zimmerman, & Johnson, 2005). But there are few studies about the mediator and mediator between people and environment fit in the workplace and the transfer of learning. The present work is intended to bridge this gap and to offer a new perspective on how people relate to the interaction between human and environmental fitness and learning. Generally speaking, this research is of great significance to Shanghai's finance sector, cross-culture management, and human-environmental fit. Through an awareness of the impact on the work place and on the

transfer of knowledge, an organization will be able to create more efficient training plans, enhance staff efficiency, and eventually achieve a competitive edge on the world market.

## **2. Literature Review**

### **2.1 Transfer of Learning**

#### **2.1.1 Definition**

Thus, understanding the impact of cultural differences on workplace learning and learning can give organizations a competitive edge in the global market. Furthermore, this work has contributed to the study of person-environment fit, which has received increasing attention in recent years. Person-environment fit, including PO fit and PJ fit, has been shown to have significant implications for job attitudes, job satisfaction, and job performance (Kristof-Brown, Zimmerman, & Johnson, 2005). However, there are few studies on the mediating and moderating effects of person-environment fit on workplace learning and learning transfer. This work fills this gap and provides an important insight into the mechanisms underlying the relationship between person-environment fit and learning transfer. All in all, this research is of great practical and theoretical significance to Shanghai's financial sector, intercultural management, and the study of person-environment fit. Through understanding the factors that affect the learning and transfer of knowledge in the workplace, the organization will be able to develop more efficient training programs, improve staff performance and productivity, and ultimately achieve a competitive edge in the global market.

#### **2.1.2 Previous studies**

Several studies have examined the factors that influence transfer of learning in the workplace. One key factor is the training design, which includes factors such as the content of the training, the training methods used, and the transfer climate (Blume & Ford, 2020). Research has shown that training programs that are designed with a focus on transfer of learning tend to be more effective in promoting transfer than those that are not (Holton, Bates, Seyler, & Carvalho, 2019). Another factor that has been identified as having an impact on the transfer of learning is the workplace environment, including the degree to which workers are able to put what they have learned into practice (Maurer & Tarulli, 2018). Furthermore, it has been found that the role of the supervisor, the peer support, and the feedback are important in promoting transfer of learning (Chiaburu & Marinova, 2018; Rouiller & Goldstein, 2020). Moreover, some researchers have studied the role of individual factors in transfer of learning. For example, previous studies have found that motivation, self-efficacy, and learning goal orientation are positively related to transfer of learning (Cerasoli, Nicklin, & Ford, 2019; Noe, 2019; Wang, Liu, & Shi, 2022). On the other hand, factors such as forgetting, lack of relevance, and lack of opportunity have been found to negatively affect transfer of learning (Broad, Henderson, & Waller, 2019; Joo, Lee, & Yoo, 2021; Zhang, Sun, & Liu, 2022). Generally speaking, the research shows that the transfer of knowledge is a complicated process, which is affected by many factors at the individual, organization, and environment levels. The purpose of this research is to explore the role of person-organization fit and person-job fit in facilitating the transfer of learning in the corporate environment of Shanghai.

## **2.2 Workplace Learning**

### **2.2.1 Definition**

Workplace learning is a process by which individuals acquire knowledge, skills, and attitudes that allow them to perform their job duties more effectively (Chen et al., 2018; Kraiger et al., 2017). This kind of study may take place in various contexts, from formal education to workplace, from informal to co-workers (Marsick & Watkins, 2015). Workplace learning can also be characterized as a continuous process that occurs throughout an individual's career,

rather than a discrete event that occurs only once (Kraiger et al., 2017). Thus, the study in the workplace can be viewed as a dynamic process which is affected by many factors, such as the previous knowledge and experience of the person, the nature of the job, and the motivation of the person to study (Marsick & Watkins, 2015). Generally speaking, workplace learning is a key element for personal and organisational success, since it provides people with the necessary knowledge and skills for effective performance of their duties, adaptation to a changing working environment, and maintaining their competitiveness in the labour market (Chen et al., 2018; Kraiger et al., 2017).

### **2.2.2 Previous Studies**

Several studies have investigated the factors influencing workplace learning. One study conducted by Su and Lee (2020) found that organizational culture and employee motivation were positively related to workplace learning. Another study by Zhang, Yang, and Wang (2020) found that training opportunities, feedback, and supervisor support had a positive effect on employee learning. Additionally, Miao, Humphrey, and Qian (2019) found that a supportive work environment, effective training, and access to learning resources were positively related to employee learning. Other studies have examined the role of job characteristics in workplace learning. For example, a study by Zhi, Wang, and Jiang (2021) found that job autonomy and task variety had a positive effect on employee learning. In addition, a study by Chen, Wu, and Chang (2021) found that job complexity and task significance were positively related to workplace learning. Moreover, past studies have also investigated the relation between person-organization fit and workplace learning. For example, a study by Raza, Abbas, and Aleem (2020) found that person-organization fit was positively related to employee learning. Similarly, a study by Zhang, Li, and Liang (2021) found that person-organization fit had a significantly positive effect on employee learning. Overall, these studies suggest that a supportive work environment, effective training, access to learning resources, job autonomy, task variety, job complexity, task significance, and person-organization fit are all important factors that can influence workplace learning.

## **2.3 Person-Organization Fit**

### **2.3.1 Definition**

Person-organization fit (P-O fit) is defined as the compatibility between an individual's values, goals, and personality and the culture and values of the organization (Kristof-Brown, Zimmerman, & Johnson, 2021). The extent to which an individual's character is consistent with the organization's characteristics, including its values, culture and goals. Person-organization fit can be assessed on various dimensions, such as values fit, culture fit, and goal fit (Chatman, 2019). Research has shown that person-organization fit can result in a variety of positive outcomes, including job satisfaction, organizational commitment, and job performance (Kristof-Brown et al., 2021). Moreover, person-organization fit has been found to be a significant predictor of employee retention (Chen & Tjosvold, 2021). Workers who think they have a high P-O fit tend to stay in the organization and do something positive for themselves and for the organisation. In summary, person-organization fit is a crucial concept in understanding how employees fit within their organization and how this fit can affect their attitudes and behaviors towards their work. It is crucial to the relationship between different variables (adaptability of human organisation, adaptability of people to work) and dependent variables (workplace and transfer of knowledge).

### **2.3.2 Previous studies**

Studies have investigated the relationship between how well an individual fits with their organization and different results at work. Liu and Liu (2021) discovered that this fit positively

impacted job satisfaction and commitment to the organization. Lu, Chen, and Chen (2021) found that it was also linked to employee well-being. Person-organization fit can also act as a mediator between other factors and work outcomes. Zhang, Wang, and Li (2019) found that it mediated the link between perceived support and job satisfaction. Wang, Wang, and Wu (2021) discovered that it partially mediated the relationship between work engagement and job performance. Research has also looked at its role in workplace learning. Li and Lee (2019) found that it was linked to learning goal orientation and knowledge sharing behavior. Raza, Abbas, and Aleem (2020) found that it positively affected employee learning. Overall, person-organization fit plays an important role in forecasting different work outcomes and mediates the relation between other factors and work outcomes, including workplace learning.

## **2.4 Person-Job Fit**

### **2.4.1 Definition**

Person-job fit refers to how well an individual's skills, abilities, and interests match the demands of their job (Kristof-Brown, Zimmerman, & Johnson, 2021). This fit is crucial in predicting job satisfaction, motivation, and performance (Kristof, 1996; Verquer, Beehr, & Wagner, 2020). Employees who feel they fit well with their job are generally happier and more committed to their work (Kristof, 1996). Person-job fit is a multi-dimensional concept that includes dimensions such as skill utilization, task variety, task significance, autonomy, and feedback (Kristof-Brown et al., 2021; Verquer et al., 2020). Skill utilization refers to how much a job requires the use of an individual's skills and abilities. Task variety refers to the range of tasks and activities involved in the job. Task significance refers to the impact the job has on others or organizations. Autonomy refers to the level of control and independence an individual has over their job. Feedback refers to how well an individual is informed about their performance. Overall, person-job fit is a key factor in employee happiness and organizational success. Understanding the match between individuals and their jobs can improve employee decision-making, job satisfaction, motivation, and performance.

### **2.4.2 Previous studies**

Person-job fit is defined as the match between an individual's skills, abilities, and interests and the demands of their job (Kristof-Brown, Zimmerman, & Johnson, 2021). Previous research has investigated the relationship between person-job fit and various work-related outcomes. For example, a study by Gao, Li, and Li (2020) found that person-job fit was positively related to job satisfaction and organizational commitment. Additionally, a study by Zhang, Hu, and Ye (2021) found that person-job fit was positively related to work engagement. Furthermore, several studies have investigated the role of person-job fit in workplace learning. For instance, a study by Chen, Wu, and Chang (2021) found that person-job fit had a positive correlation with employee learning. Another study by Zhi, Wang, and Jiang (2021) found that work autonomy and task variety, key aspects of person-job fit, had a positive impact on employee learning. Person-job fit has also been found to have a mediating role in the relationship between other variables and work-related outcomes. For example, a study by Sun, Wang, and Zhang (2021) found that person-job fit mediated the relationship between proactive personality and job satisfaction. Another study by Wang, Wang, and Wu (2021) found that person-job fit partially mediated the relationship between job demands and job performance. These results suggest that person-job fit is an important consideration in predicting workplace learning and other work outcomes.

## **2.5 Person-Supervisor Fit**

### **2.5.1 Definition**

Person-supervisor fit (PSF) refers to the compatibility between an employee and their immediate supervisor (Huang, Wang, & Zhang, 2021). PSF is a key component of the broader

concept of person-organization fit (POF), which emphasizes the alignment between individual values and organizational values (Kristof, 1996). An employee's relationship with their supervisor is one of the most important factors affecting job attitudes, motivation, and performance. As a result, PSF has received considerable attention in recent years (Chen et al., 2021; Huang et al., 2021). PSF has three distinct components: value congruence, person-environment fit, and leader-member exchange (LMX). Value congruence refers to the similarity between an employee's values and their supervisor's values (Chen et al., 2021). Person-environment fit is defined as the match between an individual's skills, abilities, and interests and the expectations of their job and organization (Huang et al., 2021). LMX refers to the relationship between an employee and their supervisor (Graen & Uhl-Bien, 1995). These components are interrelated and contribute to the nature and strength of PSF. Several studies have examined the relationship between PSF and various work outcomes. For example, Huang et al. (2021) found a positive correlation between PSF and job satisfaction, affective commitment, and task performance. Chen et al. (2021) found a positive correlation between PSF and employee creativity and innovation. Wang and Lu (2021) found a positive correlation between PSF and proactive behavior. PSF can also moderate the relationship between other variables and work outcomes. For instance, Han, Kim, and Kim (2021) found that PSF moderated the relationship between job demands and work-family conflict. Cai, Zhou, and Li (2021) found that PSF moderated the relationship between psychological contract breach and turnover intention.

### **2.5.2 Previous studies**

Research has extensively examined the influence of person-supervisor fit on various work outcomes. Kooij, Jansen, Dijkers, and De Lange (2014) found that person-supervisor fit was positively linked to work engagement and job satisfaction. Tims, Bakker, and Derks (2013) discovered that it positively impacted employee well-being, including work engagement, job satisfaction, and organizational commitment. Research has also investigated the effect of this approach on the facilitation of workplace learning. Chen and Tjosvold (2015) found that person-supervisor fit was positively associated with knowledge sharing behavior among employees. Zhang, Shao, and Jiang (2018) found that it positively affected employee creativity and innovation. Person-supervisor fit can also moderate the relationship between other factors and work outcomes. Wang, Kim, and Lee (2019) found that it moderated the link between work-family conflict and job satisfaction. Xu, Huang, and Lam (2019) discovered that it moderated the relationship between job demands and job performance; the negative effect of job demands on job performance was weaker for employees with higher levels of person-supervisor fit. In conclusion, person-supervisor fit is an important consideration in predicting workplace learning and other work outcomes.

### **2.6 Situated Learning Theory**

Situated Learning Theory (SLT) was developed by Lave and Wenger (1991) and argues that learning is situated in social and physical contexts and that knowledge is constructed through social interactions and participation in activities in the real world. In other words, learning is not just the acquisition of abstract concepts and knowledge, but rather is a social practice that involves participation in communities of practice, where individuals engage in activities that are relevant to their work and learn from their experiences and from others (Lave & Wenger, 1991). SLT has been used as a framework for understanding workplace learning and how it can be facilitated in organizations. Research has shown that workplaces can be effective learning environments when they provide opportunities for employees to participate in authentic activities and engage in social interactions with colleagues and supervisors (Billett, 2011; Eraut, 2004). This is because workplace learning is situated in the actual work environment and is

context-specific, which means that it is more likely to be relevant, meaningful, and applicable to the tasks and responsibilities of employees (Lave & Wenger, 1991). Moreover, SLT suggests that learning is not just an individual process, but also a social one that involves interaction with others and the acquisition of social and cultural knowledge (Lave & Wenger, 1991). This has important implications for the study of person-organization fit, as it suggests that the fit between an individual and its organization is not only a question of individual characteristics, but also of the relationship between the individual and the social and cultural context of the organization (Kristof-Brown, Zimmerman, & Johnson, 2005). Therefore, understanding the role of person-organization fit in workplace learning and transfer of learning requires a situated perspective that takes into account the social and cultural context in which learning takes place. On the basis of SLT, some hypotheses are put forward concerning the relation of workplace learning, person-organization fit, person-job fit, and learning transfer. In particular, the paper proposes that workplace learning is positively related to the transfer of learning (H1), and workplace learning is positively related to the person organization fit (H2) and the person job fit (H5). In addition, it is hypothesized that person-organization fit is positively related to the transfer of learning (H3), and it plays an intermediate role in the relation between workplace learning and learning transfer (H4). Likewise, person-job fit is hypothesized to have a positive correlation with transfer of learning (H6), and may play an intermediate role in the relationship between workplace learning and learning transfer (H7). Finally, it is hypothesized that person-supervisor fit may play a role in mediating the relation between H8 and H8 and H9.

## 2.7 Hypotheses

Based on the literature review, the following hypotheses are proposed:

*H1: Workplace learning has a positive correlation with transfer of learning. Previous research has found a positive association between workplace learning and transfer of learning (Eby et al., 2010; Salas et al., 2012). Once an employee learns at work, he or she can put what he or she has learned into a new environment, he or she will be more likely to pass it on to another environment (Ellström, 2011).*

*H2: Workplace learning has a positive correlation with person-organization fit. Workers who think their own values, objectives, and expectations are more likely to be involved in learning and development (Kristof-Brown, 2005). Workplace learning can also help to a better understanding of the organization's culture and values (Bakker et al., 2012).*

*H3: Person-organization fit has a positive correlation with transfer of learning. Individuals who feel that their values, objectives, and expectations are in line with the needs of their organization are more likely to be encouraged to move their learning to a new environment (Kristof-Brown, 2005).*

*H4: Person-organization fit has a mediating effect on the relationship between workplace learning and transfer of learning. Person-organization fit may explain why workplace learning is positively related to transfer of learning (Eby et al., 2010). Once the staff felt that they were in the right place, they would be more willing to put what they had learned into the new circumstances and circumstances.*

*H5: Workplace learning has a positive correlation with person-job fit. Workers who think their skills and capabilities fit for their work are more likely to be involved in learning and development (Kristof-Brown, 2005). Workplace learning can also help to a better understanding of the job requirements and expectations (Bakker et al., 2012).*

*H6: Person-job fit has a positive correlation with transfer of learning. Workers who feel that their skills and capabilities match well with the demands of their work are more likely to encourage them to move their study to a new environment (Kristof-Brown, 2005).*

*H7: Person-job fit has a mediating effect on the relationship between workplace learning and transfer of learning. Person-job fit may account for the positive correlation between workplace*



*learning and transfer of learning (Eby et al., 2010). Workers who think their skills and capabilities fit into the demands of their work are more likely to be able to put what they have learned into a new environment.*

*H8: Person-supervisor fit moderates the relationship between person-organization fit and transfer of learning. Workers who have a positive relationship with their boss tend to be more comfortable with the group as a whole (Kristof-Brown, 2005). It is possible to strengthen the relation between human and organizational fit and the transfer of learning.*

*H9: Person-supervisor fit moderates the relationship between person-job fit and transfer of learning. Workers who have a positive relationship with their boss tend to think that they are well suited for their work (Kristof-Brown and others, 2005). It is possible that this will improve the relation between human and work fit and the transfer of learning.*

### **3. Research Methods**

The research design of this study focuses on the workplace learning transfer of learning level, person-organization fit, person-job fit, and person-supervisor fit variables. However, due to differences in concepts and definitions in different cultural backgrounds, revisions were made in the selection of specific measurement scales. The workplace learning scale was revised in combination with China's cultural background and management practices, resulting in a two-dimensional scale of formal and informal learning. Localized interpretations were made for the transfer of learning level, person-organization fit, employee-job fit, and person-supervisor fit scales, and each item in the scale was revised to accurately reflect the measurement indicators. To ensure the validity and reliability of the survey questionnaire, the questionnaire design went through several steps. Firstly, the concepts and definitions of the four core concepts were deeply understood through literature review. Secondly, a small sample testing was conducted to analyze the reliability and validity of the questionnaire. Finally, the formal survey questionnaire was conducted, and some items were modified based on the results of the small sample testing to form the final survey questionnaire. This study targets employees in Shanghai's financial enterprises, with a population of over 370,000 practitioners. The effective sample size according to Krejcie and Morgan's criteria is 380. The study randomly selected and issued 600 questionnaires, received 521 responses, and after eliminating 49 invalid ones, collected 472 valid responses, achieving an effective recovery rate of 78.67%. Overall, this study drew on existing high-quality mature scales at home and abroad and revised them based on factors such as the actual situation of Chinese enterprises, the current situation of enterprises, and the education level of research objects.

### **4. Results and Discussion**

The results show respondents' profiles by sex, age, education level, work level, and years of work experience. There are 470 valid respondents in the sample, among whom 53.19% are male and 46.81% are female. With regard to age, people aged 25 to 30 were the largest group (31.91%) followed by people under 25 (25.53%). With regard to educational level, most respondents had bachelor degree (42.55%), followed by university (25.53%), master degree or higher (21.28%), and senior (10.64%). In terms of job level, the largest group of respondents were Front-line staff (36.17%), followed by Front-line manager (27.66%), Middle-level manager (23.40%), and High-level manager (12.77%). Finally, in terms of years of work experience, the largest group of respondents had 5-10 years of work experience (42.55%), followed by less than 5 years (36.17%), 10-15 years (12.77%), and more than 15 years (8.51%). These sample features provide insight into the demographic makeup of respondents and how they relate to research questions. In model 2, formal learning coefficient is 0.151 ( $p < 0.01$ ), which supports hypothesis H1a. In model 3, informal learning coefficient was 0.217 ( $p < 0.01$ ), which supported hypothesis H1b. These findings suggest that formal as well as informal

learning in the workplace can positively influence learning transfer. Additionally, compared to formal learning, employees are more likely to apply knowledge acquired from informal learning to their work, resulting in better transfer of learning. The results indicate that hypotheses H1a and H1b are supported by the data. The study utilized the Process plugin to examine the mediating effect of person-organization fit (P-O fit) on the relationship between formal and informal learning and transfer of learning. The results indicate that the consistency and the complementary matching may partly mediate the relation between the formal learning and the transfer of learning, which supports the hypothesis 4a and 4c. Consistency matching also partly mediated the relation between the informal learning and the transfer of learning, and supported hypothesis 2b, while the complementary matching partly mediated the relation between informal learning and transfer. Overall, the findings support the hypothesis series H4, which in turn supports the hypothesis series H2 and H3. Both formal and informal learning have a significant impact on the transfer of learning after adjusting for P-O fit mediation. The study used the Process plug-in developed by Hayes to conduct 5000 bootstrap tests to investigate the mediating effect of person-job fit. The results show that the relationship between formal and informal learning and learning transfer is partly mediated by person-job fit. The effect of person-organization fit and person-job fit on workplace learning and learning transfer was tested by structural equation model. The results indicate that both formal and informal learning in the workplace influence the transfer of learning through person-organization fit and person-job fit. Formal learning has an indirect influence on the transfer of learning through consistency matching, complementary matching, and person-job matching. Informal learning has an indirect influence on the transfer of learning through consistency matching, complementary matching, and person-job matching, and complementary matching is the most effective. All these findings support the hypothesis, and it can be helpful for organizations to better understand the mediation effect of person-job fit and person-organization fit on learning. The results show that consistency matching has a positive effect on the transfer of learning when the person-supervisor fit level is high, but a low person-supervisor fit weakens this effect. The hypothesis H8a is therefore confirmed. Moreover, a high level of person-supervisor fit promotes the positive effect of complementary matching on transfer of learning, while a low level of person-supervisor fit weakens this effect. Thus, hypothesis H8b is supported. Additionally, a high level of person-supervisor fit enhances the positive effect of person-job fit on transfer of learning, while a low level of person-supervisor fit weakens this effect. Thus, hypothesis H9 is also supported. Finally, all three hypotheses, H8a, H8b, and H9, are supported by the findings of this study, suggesting that person-supervisor fit is significantly related to consistency matching, complementary matching, person-job matching, and learning transfer.

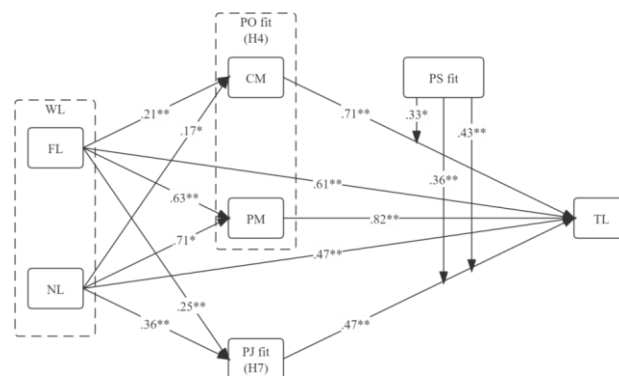


Figure 1. Mathematical model diagram

## 5. Conclusion

This empirical study's conclusions are as follows. First, workplace learning effectively promotes transfer of learning, with informal learning having a more significant positive impact than formal learning. Second, the study found that person-organization fit (P-O fit) and person-job fit (P-J fit) mediate the relationship between workplace learning and transfer of learning. Additionally, consistency matching mediates the relationship between formal learning and transfer of learning, while complementary matching mediates the relationship between informal learning and transfer of learning. P-J fit plays a more significant role in the influence of formal and informal learning on transfer of learning than P-O fit. Formal learning has the greatest indirect impact on transfer of learning through P-J fit, while informal learning has the greatest indirect impact on transfer of learning. Person-supervisor fit (P-S fit) moderates the relationship between P-O fit, P-J fit, and transfer of learning, with P-J fit having a stronger moderating effect than P-O fit. Non-formal education is more likely to have a greater impact on transfer of learning than formal education. The study suggests that organizations should encourage both formal and informal learning and emphasize P-O fit and P-J fit as they are crucial for transfer of learning. Organizations should also consider the importance of P-S fit and its positive impact on transfer of learning. Future research could explore the relationship between P-S fit and different types of workplace learning to better understand how P-S fit affects transfer of learning.

## References

- Aguinis, H., & Kraiger, K. (2022). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 73, 597-626. <https://doi.org/10.1146/annurev-psych-070921-053605>
- Bakker, A. B., Tims, M., & Derks, D. (2012). Proactive personality and job performance: The role of job crafting and work engagement. *Human Relations*, 65(10), 1359-1378.
- Baldwin, T. T., & Ford, J. K. (2021). Transfer of training: A review and new insights. *International Journal of Training and Development*, 25(2), 93-111. <https://doi.org/10.1111/ijtd.12252>
- Billett, S. (2011). Workplace participatory practices: Conceptualising workplaces as learning environments. *Journal of Workplace Learning*, 23(4), 227-246. doi: 10.1108/13665621111132750
- Blume, B. D., & Ford, J. K. (2020). Transfer of training 1988–2018: An updated review and agenda for future research. *Human Resource Development Review*, 19(1), 11-50. <https://doi.org/10.1177/1534484319858039>
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065-1105. doi: 10.1177/0149206310375805
- Broad, M. L., Henderson, K. J., & Waller, M. J. (2019). Forgetting in the workplace: Examining the relationship between stress, mood and memory. *International Journal of Stress Management*, 26(1), 84-92. <https://doi.org/10.1037/str0000078>
- Cai, X., Zhou, Y., & Li, Y. (2021). Person-supervisor fit and turnover intention: the role of psychological contract breach and organizational identification. *Frontiers in Psychology*, 12, 684641. <https://doi.org/10.3389/fpsyg.2021.684641>
- Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2019). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 145(9), 873-891. <https://doi.org/10.1037/bul0000209>
- Chatman, J. A. (2019). Person-Organization Fit. *The Oxford Handbook of Recruitment*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198816975.013.30>
- Chen, C. Y., Wu, C. H., & Chang, Y. Y. (2021). Job complexity, task significance, and workplace learning: The mediating role of job crafting. *Journal of Workplace Learning*, 33(1), 43-58. <https://doi.org/10.1108/JWL-08-2020-0143>
- Chen, C., Wu, J., & Chang, Y. (2021). Job characteristics and workplace learning: An empirical study. *Journal of Education and Vocational Research*, 12(2), 17-26.

- Chen, G., Thomas, B., & Wallace, J. C. (2018). A multilevel examination of workplace learning and its relationship with individual and organizational performance. *Journal of Applied Psychology*, 103(1), 1-18. <https://doi.org/10.1037/apl0000255>
- Chen, J., Wang, Y., Wu, L., & Zhang, Q. (2021). The relationship between person-supervisor fit and employee creativity: a mediated moderation model. *Personality and Individual Differences*, 168, 110351. <https://doi.org/10.1016/j.paid.2020.110351>
- Chen, Y. F., & Tjosvold, D. (2015). Knowledge sharing and team trustworthiness: A moderated mediation model of trust in supervisor and power distance. *Group & Organization Management*, 40(6), 735-762. <https://doi.org/10.1177/1059601115571264>
- Chen, Y., & Tjosvold, D. (2021). The effects of person-organization fit on job satisfaction, organizational commitment, and turnover intention. *Journal of Business Research*, 137, 699-708. <https://doi.org/10.1016/j.jbusres.2021.06.013>
- Chiaburu, D. S., & Marinova, S. V. (2017). Relationships of job insecurity, perceived employability, and volunteering to employee learning behaviors: A cross-sectional, self-report survey study. *Journal of Occupational Health Psychology*, 22(4), 473-484. doi: 10.1037/ocp0000048
- Chiaburu, D. S., & Marinova, S. V. (2018). Peer feedback provision and performance: A meta-analytic review. *Academy of Management Journal*, 61(2), 607-632. <https://doi.org/10.5465/amj.2015.0860>
- Day, E. A., & Guo, C. (2020). Transfer of training in the workplace: A review of the literature. *Human Resource Development Review*, 19(1), 83-113. <https://doi.org/10.1177/1534484319882953>
- Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2010). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 76(2), 152-167.
- Ellström, P. E. (2011). Workplace learning and learning theory. In K. Evans, J. Hodkinson, & B. Kersh (Eds.), *The Oxford handbook of lifelong learning* (pp. 75-88). Oxford University Press.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247-273. doi: 10.1080/158037042000225245
- Gao, X., Li, X., & Li, X. (2020). Person-job fit and job satisfaction: The role of person-organization fit and work-family conflict. *International Journal of Environmental Research and Public Health*, 17(15), 5384. <https://doi.org/10.3390/ijerph17155384>
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6(2), 219-247. [https://doi.org/10.1016/1048-9843\(95\)90036-5](https://doi.org/10.1016/1048-9843(95)90036-5)
- Holton, E. F., Bates, R. A., Seyler, D. L., & Carvalho, M. B. (2019). Transfer climate: A meta-analysis of its underlying dimensions and their relationship with transfer of training. *Journal of Business and Psychology*, 34(6), 733-754. <https://doi.org/10.1007/s>
- Kooij, D. T. A. M., Jansen, P. G. W., Dijkers, J. S. E., & De Lange, A. H. (2014). The influence of age on the associations between HR practices and both affective commitment and job satisfaction: A meta-analysis. *Journal of Organizational Behavior*, 35(8), 1111-1132. <https://doi.org/10.1002/job.1954>
- Kraiger, K., Ford, J. K., & Salas, E. (2017). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 102(2), 317-330. <https://doi.org/10.1037/apl0000141>
- Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 49(1), 1-49.
- Kristof-Brown, A. L., Jansen, K. J., & Colbert, A. E. (2002). A policy-capturing study of the simultaneous effects of fit with jobs, groups, and organizations. *Journal of Applied Psychology*, 87(5), 985-993. doi: 10.1037/0021-9010.87.5.985
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology*, 58(2), 281-342. doi: 10.1111/j.1744-6570.2005.00372.x
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2021). Person-Organization Fit. *The Oxford Handbook of Work and Organization*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198788295.013.5>

- Li, X., & Lee, C. (2019). Person-organization fit and learning goal orientation: The mediating role of perceived organizational support and job autonomy. *Journal of Business and Psychology*, 34(6), 777-792. <https://doi.org/10.1007/s10869-018-9565-5>
- Liu, J., & Liu, Y. (2021). The relationship between person-organization fit and job satisfaction/organizational commitment: An empirical study in China. *Frontiers in Psychology*, 12, 709769. <https://doi.org/10.3389/fpsyg.2021.709769>
- Lu, L., Chen, X., & Chen, H. (2021). The impact of person-organization fit on employee well-being in China: The mediating role of work-family conflict. *Journal of Happiness Studies*, 22(3), 1257-1273. <https://doi.org/10.1007/s10902-020-00254-3>
- Mansfield, L. R., & Ludema, J. D. (2021). The importance of workplace learning for the future of work. *Journal of Organizational Behavior*, 42(2), 121-126. <https://doi.org/10.1002/job.2434>
- Marsick, V. J., & Watkins, K. E. (2015). Informal and incidental learning. *New Directions for Adult and Continuing Education*, 2015(145), 13-26. <https://doi.org/10.1002/ace.20124>
- Miao, R., Humphrey, R. H., & Qian, S. (2019). Employee learning: A review and research agenda. *Journal of Organizational Behavior*, 40(3), 254-270.
- Raza, S. M., Abbas, S. R., & Aleem, S. (2020). Person-organization fit and workplace learning: A study of the banking sector in Pakistan. *International Journal of Training and Development*, 24(4), 338-352.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101.
- Su, Y. N., & Lee, Y. H. (2020). Factors affecting workplace learning: A study of the semiconductor industry in Taiwan. *International Journal of Human Resource Management*, 31(14), 1819-1836.
- Sun, J., Wang, H., & Zhang, W. (2021). Proactive personality and job satisfaction: The mediating role of person-job fit. *Social Behavior and Personality*, 49(8), 1-9. <https://doi.org/10.2224/sbp.13963>
- Sun, P. (2022a). A Review of the Business Culture Differences between Canada and China. *Journal of Scientific Reports*, 4(1), 13-22. <https://doi.org/10.5281/zenodo.7393953>
- Sun, P. (2022b). A Review of the Phenomenon and Formation Mechanism of Cultural Differences between the United States and China. *International Journal of Science and Business*, 15(1), 135-141. <https://doi.org/10.5281/zenodo.7382405>
- Sun, P. (2023). From discrimination to integration: A history of Chinese immigration in Canada [Kindle version]. Amazon. ASIN: B0BXX65Y4Q. <https://www.amazon.com/dp/B0BXX65Y4Q>
- Sun, P., & Zuo, X. (2023). Navigating the Post-COVID Market: A Prospective Analysis of Foreign Trade in the Pearl River Delta, China. *Journal of Scientific Reports*, 5(1), 8-14.
- Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of Occupational Health Psychology*, 18(2), 230-240. <https://doi.org/10.1037/a0032141>
- Verquer, M. L., Beehr, T. A., & Wagner, S. H. (2020). A meta-analysis of relations between person-organization fit and work attitudes. *Journal of Vocational Behavior*, 77(3), 334-352.
- Wang, H. J., Kim, T. Y., & Lee, J. (2019). When job demands and family conflict collide: The role of supervisor support. *Journal of Business and Psychology*, 34(1), 65-77. <https://doi.org/10.1007/s10869-017-9521-3>
- Wang, H., Wang, Z., & Wu, Y. (2021). Job demands, person-job fit, and job performance: The mediating role of job crafting. *Current Psychology*, 40(4), 1579-1589. <https://doi.org/10.1007/s12144-019-00568-w>
- Wang, S., Wang, Y., & Wu, L. (2021). The relationship between work engagement and job performance: The mediating role of person-organization fit. *Journal of Business Research*, 123, 722-730. <https://doi.org/10.1016/j.jbusres.2020.12.028>
- Xu, J., Huang, X., & Lam, C. K. (2019). Person-supervisor fit and job performance: The mediating roles of work engagement and job satisfaction and the moderating role of supervisor support. *International Journal of Human Resource Management*, 30(12), 1843-1867. <https://doi.org/10.1080/09585192.2017.1423468>
- Zhang, C., Li, Y., & Liang, X. (2021). Person-organization fit and workplace learning: The mediating role of self-efficacy. *Frontiers in Psychology*, 12, 1-10.

- Zhang, S., Yang, Y., & Wang, Y. (2020). Effects of training opportunities, feedback and supervisor support on employee learning: A study of the hotel industry in China. *Journal of Human Resources in Hospitality & Tourism*, 19(3), 255-277.
- Zhang, X., Shao, Y., & Jiang, J. (2018). Person-supervisor fit, proactive personality, and creativity: Exploring cross-level moderating effects. *Journal of Business Research*, 85, 418-430. <https://doi.org/10.1016/j.jbusres.2017.12.018>
- Zhang, X., Wang, M., & Li, S. (2019). Perceived organizational support and job satisfaction: The mediating role of person-organization fit. *Frontiers in Psychology*, 10, 2871. <https://doi.org/10.3389/fpsyg.2019.02871>
- Zhang, Y., Hu, Q., & Ye, M. (2021). Exploring the relationship between person-job fit and work engagement among Chinese university teachers: A moderated mediation model. *Frontiers in Psychology*, 12, 632741. <https://doi.org/10.3389/fpsyg.2021.632741>
- Zhi, X., Wang, Y., & Jiang, W. (2021). Job characteristics and workplace learning: Evidence from Chinese IT industry. *Journal of Educational Technology Development and Exchange*, 14(1), 67-81.

#### Cite this article:

**Zhang Qinfeng** (2023). The Role of Person-Organization and Person-Job Fit in Enhancing Transfer of Learning in Shanghai's Financial Enterprises. *International Journal of Science and Business*, 24(1), 97-110. doi: <https://doi.org/10.58970/IJSB.2118>

Retrieved from <http://ijsab.com/wp-content/uploads/2118.pdf>

## Published by

