

企業員工訓練遷移的動機、知覺及注意力:因應 AI 人力發展

摘要

本研究旨在探討員工參與在職培訓方案後，員工受訓期間的動機、知覺和注意力對培訓轉移的影響，研究結果可為企業改進員工教育培訓和有效評價提供參考。本研究係以中國石油公司的員工為對象，並採用參與者觀察和訪談法，觀察教師教學和員工的學習情況，以了解受訓員工在培訓期間的注意力行為以及相應課程內容對培訓轉移的影響，一個月後，對八名員工進行採訪並使用恆定比較分析來分析研究資料。本研究結果，首先，員工培訓動機側重於工作安全性和實用性，以及培訓是否對晉升至關重要。其次，員工對培訓轉移的看法包括對培訓活動設計、工作安全、培訓內容以及培訓工作與環境變化之間的相關性的看法。最後，員工重視培訓活動的設計，工作安全以及與工作的相關性會影響訓練轉移成效。

關鍵字： 員工動機、員工知覺、員工注意力、訓練遷移

I. INTRODUCTION

In response to the global artificial intelligence (AI), 5G new network, Internet of Things (IoT) and smart life and AI smart technology developments. The Executive Yuan plans the "Taiwan AI Action Plan" (2018-2021) industry's demand for AI talents. It is proposed that AI technology promotes and uses semiconductor advantages to develop. At the same time, create an AI demand-oriented talent cultivation and matching mechanism, so that AI talent cultivation can effectively integrate with industry needs (Murphy, 2019; Shmelova, Sterenharz, & Dolgikh, 2020).

At present, advanced countries such as the United States, Japan and South Korea have included the cultivation of AI talents as one of the important national policy developments. In the AI Initiative in 2019, the United States pointed out that the gap in AI capabilities is the biggest obstacle to AI-related industries today. The survey found that 56% of high-level labor Intelligent professionals believe that the biggest obstacle to enterprise artificial intelligence is the lack of qualified artificial intelligence professionals (Abu El-Reesh & Abu-Naser, 2018; Agrawal, Gans, & Goldfarb, 2019).

The U.S. government launched a project to explore the human brain, and then Europe, Japan and China are planning similar projects (Gane, Zaidi, & Pellegrino, 2018). The Japanese industry, government and academia have already invested in the field of Internet of Things and AI innovation applications, and has led the world in the development of robotics. The Smart Electronics Industry Project Promotion Office (SIPO) of the Bureau of Industry of my country is linked to the Kyushu Semiconductor Innovation Council (SIIQ) as a Taiwan-Japan industry Bridge platform to help domestic manufacturers enter the Japanese smart vehicle market (Akkila & Abu-Naser, 2018; Holstein, McLaren, & Alevan, 2019).

Taiwan has listed the AI manpower cultivation of the "Asian Silicon Valley Project" as the focus of its industrial development. As AI integrates automation products, the industry's demand for AI manpower has doubled (Asthana & Hazela, 2020; Mozer, Wiseheart, & Novikoff, 2019). Human resources, natural resources, capital, technology, and management skills are the basic elements for promoting modern economic production. Among these elements, problems due to the shortage of materials, equipment, and capital can be solved over the short term while the development of human resources requires a long-term solution.

Chinese Petroleum Corp (CPC) proposed refineries, factories, gas stations, etc., can apply AI for smart management from the supply chain, production, products to the sales side, such as collecting past equipment production data for big data analysis to find equipment abnormalities. Through real-time transmission of plant equipment information, once an abnormal signal is detected, the abnormality can be compared in real time, and relevant personnel can be notified to respond as soon as possible to obtain more response time (China Central Radio, 2020).

Some researchers indicate that domestic and overseas enterprises have spent a lot on industrial educational training. The training of employees is a great expense for enterprises (Martins, Zerbini, & Medina, 2019). According to the research, after training, 62% of the skills learned from the training are transferred to the job, but after six months, only 44% of the skills learned are transferred. One year later, only 34% of the skills learned are transferred (Liu et al., 2019). The study also points out that in an environment full of interference, the rate of human memory loss is about 40% (Baldwin, Ford, & Blume, 2017; Lorincová et al., 2019). Employee competency in computer technology could be maintained for 2.5 years (Salamon, et al., 2021; Yi et al., 2019). It looked into the effects of employee learning on the production of semiconductor chips and the contributing factors. Findings showed that the rate of the employee retention of what was learned from the training was 72%, and long-time employees learned better

than new ones (Blume, Ford, Surface, & Olenick, 2019; Yi et al., 2019) . Therefore, further investigation on the transfer of employee training is needed.

The term training transfer refers to the degree that the trainee applies the knowledge, skills, behaviors and attitudes learned in a training session to their jobs. There are two issues involved: one is that the employee retains the learned material for a period of time, and the other concerns the employee's ability to apply the learned material to his or her job. The purpose of transfer is to apply what is learned from the training to the job, and by devoting individual and organizational resources and through creative activities, the system of transfer enhances the achievement of the job (Dolcos et al., 2020; Freitas, Silva, & Santos, 2019). In addition to the system of retention, the cognitive framework of training transfer also includes the sensory system and the systems of reaction and control. The individual attends to and perceives the outside stimulus via the sensory system. After the stimulus is transcribed into the retention system, feedback is gained from the systems of reaction and control. In the process of feedback, motivation is one of the important factors that influences the results of the training. How does the individual's memory of learning develop? What is the relationship between the employee's motivation and the transfer of learning? How does the employee perceive and organize the content of learning? How does the employee perceive and attend to the training and apply the acquired knowledge to his or her job? Gaining the answers to these questions is the motivation for conducting the present study.

Based on the above background and motivation, the present study aimed to explore the effects of employee motivation, perception, and attention on training transfer. Specifically, the purposes included:

1. To explore the effects of the trainees' motivation on training transfer.
2. To analyze the effects of the trainees' perception on training transfer.
3. To explore the effects of the trainees' attention on training transfer.

II. Literature Review

The cognitive process of employee training transfer is divided into cognitive processes such as motivation, perception, and attention in the awareness stage. The connotations are described as follows:

1. Training transfer process

The training transfer refers to the retention rate of learning. Training transfer refers to the application of knowledge, skills and attitudes learned through training to work, and can be maintained for a period of time (Burke, & Hutchins, 2007; Martins et al., 2019). In terms of transfer content, training transfer refers to the degree to which the knowledge, skills, behaviors, and attitudes learned in the application training are applied to work (Bell et al., 2017).

As far as ability transfer is concerned, training transfer is the ability to apply knowledge, skills and special strategies from one field to another in different situations. As far as training results are concerned, training transfer means that individual learning connotations can affect individual performance (Bell et al., 2017; Bhatti et al., 2013). Transfer is the beneficial or harmful influence of one kind of learning effect on another kind of learning. The cognitive process of transfer can be divided into processes such as feeling, memory, reaction, decision-making, etc. (Bedwell & Salas, 2010). Although Chiaburu (2010) believes that the traditional mainstream basis of memory is based on Ebbinghaus's memory connection model, which focuses on how individuals acquire memories when recalling. The main topic is to preserve the memories afterwards.

Therefore, how to connect the cognitive process of training transfer with personal experience and autobiographical memory, and use semantic memory as the transformation of training transfer cognition, it is necessary to further understand the cognitive process at each stage (Blume et al., 2010; Burke, & Hutchins, 2007). The transfer between the content and themes of the training transfer helps individuals to combine multiple similar experiences to solve the key points of the problem. The series between them is the problem-solving-oriented archetype, which strengthens the similar transfer through the connection of the archetypes (Chiaburu et al., 2010). Therefore, the closer the tasks between training and work, the higher the degree of transfer.

2. Motivation

Blume et al. (2019) proposed that in the model that motivation affects the training effect, the trainees' attitudes and traits affect the motivation of learning, and sometimes affect the transfer of training. The personal traits that affect motivation, including the trainee's internal and external control, expectations, work attitude, and feedback on technical evaluation, will all affect motivation. Motivation is an important factor in the cognitive process of training transfer (Grossman & Burke-Smalley, 2018; Ng & Ahmad, 2018; Poell, 2017; among them, Yaghi and Bates (2020) research points out that the time that affects trainees to apply new knowledge and skills to work is significantly

different from the motivation before and after training. The training transfer 30 days after training is affected by motivation after training.

It is affected by motivation before training for ninety days after training. The content of motivation can be divided into motivation of personal value, motivation of self-expectation, motivation of participating in training, motivation of enhancing feedback, motivation of learning) and motivation of goal setting (Baldwin & Ford, 1988).

3. Perception

Perception refers to the process of perceiving the existence, characteristics and relationships of objects in the environment through the senses. That is, the individual's psychological process in which he obtains information through his physiologically based senses, and then reacts to or explains things in the world around him. Baldwin, Ford, and Blume (2017) visual perception is the construction and interpretation of functional stimuli, which adds new information to the obtained stimulus clues to strengthen and enrich previous knowledge and learning archetypes.

The process of general perception can be divided into three stages: motivation, perception and classification. In terms of organizational methods, the connotations of the perception process include regional segmentation, image and background, closure, clustering, graphics, completeness, reference architecture, integration in space and time, perception of movement, and integration across systems. There are three differences between sensation and perception. They are 1. Feeling is the basis of the individual's perception of receiving stimuli and obtaining factual information about the time and place through the sense, but feeling does not necessarily have perception; 2. Perception is the individual connecting sensory data with experience The resulting organization is sometimes beyond reality in perceptual experience; 3. Perception determines whether an individual's behavior responds or not, so the transition from perception to perception requires a process of choice; why and how to choose depends on the individual Factors such as motivation, needs and intentions (Matthew, Daigle, & Cooper, 2020).

There are two functions of perception, one is the combination of sensory information to produce a coherent scene perception, and the other is the constancy of perception. Perception plays a role in imparting different meanings to external stimuli in the cognitive process of training transfer (Matthew, Daigle, & Cooper, 2020; Wang et al., 2020). The perceptual integration possessed by the individual is a psychological

phenomenon in which the individual obtains an integrated perceptual experience from the stimulus he perceives. The existence of the stimuli may be separate from each other without any relationship between them. But for the observer, it is integrated into a whole; it is like the visual perception of red flowers and green leaves, as well as the auditory perception of various sounds. In contrast, individuals also have the ability to change perceptions, which are due to the understanding of the stimulus and the relationship between the stimuli in the situation, or the interpretation of the perceptual situation by others, or the change phenomenon of the perceptual experience due to the individual's own comprehension. Therefore, the change of perception is one of the important keys to solve the problem. In addition to external stimuli (such as hearing, sight, taste, smell...) that affect perception, employees' perceptions of training and work relevance, supervisor support, peer contribution, effort, performance and feedback will also affect perceptions of training transfer (Dolcos et al., 2020; Yaghi & Bates, 2020).

4. Attention

Attention is the mental activity in which an individual chooses only one or a part of the many stimuli in the situation to respond to and thereby obtain perceptual experience, which is called attention. When the individual pays attention, he can get a clear perception of the selected and paid attention to the stimulus, but is vague to the stimulus other than attention, so there will be a phenomenon of blindness or unheard. The factors that affect attention are extremely complex, but two of them are the most important (Dolcos et al., 2020; Salamon et al., 2021): One is the individual's motivation or needs. In the case of motivated needs, special attention will be paid to the target that meets the needs. The second is the characteristics of the stimulus itself, such as the intensity, change and uniqueness of the stimulus, which will be particularly noticeable.

The general level of attention can be divided into five levels, namely: 1. Unconscious, completely unconscious; 2. Semi-conscious with slightly conscious experience but vagueness; 3. Conscious experience but not clear enough, called It is marginal consciousness; 4. General attention with a clear conscious experience; 5. General attention outside of the conscious experience and with cognition insight is called concentrated attention. Dolcos et al. (2020) found that different mindsets form different choices in the information process of decision-making, and that the level of knowledge is an important factor in forming mindsets in the information process.

III. METHOD

The enterprise used in the present study was the Chinese Petroleum Corp. Data were collected by participant observation and in-depth interviews. The participants, the training program, the instruments for data collection, and the data analysis are described as follows.

1. Participants

The participants were 40 employees from the marketing business division of the CPC that took part in the 3048th in-service training program of oil marketing division. Participants' background information is as follows: (1) Gender: 40 persons. (2) Age: 14 persons (31-40 years old), 21 persons (40-50 years old), and 4 persons (over 50 years old). (3) Education background: 7 persons (junior college), 23 persons (high school), and 10 persons (vocational education).

The purpose of training is to respond to the trend of enterprise liberalization and privatization. Basic managers must have modern management concepts and knowledge to stimulate their willingness to lead working team potential to promote sustainable business development. Its goals are: 1. to recognize the role and functions of the grassroots managers; 2. to improve management knowledge; 3. to have the conditions for promotion through evaluation.

Participate in the eight reserve grassroots managers in the training program to understand the special regulations of the interviewees. The basic information of the interviewed 8 persons is compiled in Table 1.

Table 1 Basic information of interviewees

Number	Units	Year	Title	Education background
A	Taipei	47	Canning operation	High school
B	Nantou	50	station head	High school
C	Kaohsiung	50	Deputy chief	High school
D	Taichung	40	Fueler	Busniess school
E	Taipei office	42	Computer repairman	Open University
F	Jianan office	38	Assistant head	High school
G	Taoyuan office	45	Deputy chief	High school
H	Taoyuan office	38	Gas delivery technician	Industry school

2. Training Program

The training program of China National Petroleum Corporation as the research case for participation observation, recording the learning situation of employees during the training activities. This research adopted in-depth interviews to explore how the employees of the company will handle the cognitive results of the training activities in the workplace after participating in the training activities. Empirical study on the cognitive model of training transfer in this research, and understand the factors that affect the cognitive process of employee training transfer. The training content is as follows:

1. How to play the role of a manager (4 hours): What is management ? the roles and responsibilities of grassroots managers, professional ethics, and the skills that grassroots managers should possess.
2. Work improvement (4 hours): The establishment and importance of work improvement awareness, and introduction of work improvement methods.
3. Interpersonal relationship and communication (4 hours): Understanding good interpersonal relationships can increase organizational efficiency, and learn basic communication skills through practical exercises.
4. Cost and marketing concept (3 hours): Introduction to cost concept and marketing concept.
5. Work instruction (3 hours): Understand the importance of work instruction and master work instruction methods.
6. How to implement work safety and environmental protection (3 hours): Work safety principles and cognition, causes and prevention of work safety problems, work safety related laws and regulations, and work safety improvement plans.
7. Experiential teaching (1 hour): Experience the management knowledge related to organizational leadership and communication.
8. Private enterprise supervisors show up (3 hours): Invite the private enterprise supervisors to show up for the purpose of exchanging experience.
9. Dedicated and happy group experience sharing (2 hours): Outstanding grassroots managers show up, and through two-way communication, achieve the purpose of experience exchange.

3. Instruments for Data Collection

The semi-structured form based on 15 questions of interview outline that prepared by the researcher. In addition to answering different levels, it also fills in the impact of transcriptional memory and organizational knowledge of different subjects. The interview registration form prepared by the company aims to collect the cognitive connotations and concepts of the interviewees in the course of the company. This questionnaire is divided into three aspects: motivation perception and attention, and the 15 questions of interview outline as follow.

1. Why do you want to participate in a business workshop for reserve managers?
2. What are the main ideas for participating in this activity? What are the ideas related to your work?
3. In the training activity, which unit impressed you the most? Please state its content? Why are you impressed?
4. What way do you feel that the content of these modules impressed you?
5. Is the content of this training different from your original idea? If there is a difference, how do you judge the difference?
6. Would you please give a key description of the content of the training course? How do you select these training units? What type of information representation did you use to carry out the above-mentioned key summary?
7. How do you remember the contents of these units?
8. Why do you think these are the connotations of future supervisors?
9. In the case of operating a gas station, how would you improve your business goals?
10. How do you think the training activities are different from your original ideas? How do you compare?
11. How do you include these in terms of the supervisor's work content, and if it is to be implemented specifically, what are the implementation details or steps?
12. From the training materials, what training content do you think is related to the content of your current job?
13. How do you apply what you learned in the training to your job? What is the application procedure?
14. What kind of training activities do you think are helpful to practice?
15. Why does the organization support have an impact on the process of classifying your work?

4. Data Analysis

Based on the data obtained from the interview, a “modified analysis” method is used. After each interview, each subject is sorted and analyzed, and the interview content is analyzed and coded. "Constant comparative analysis", which analyzes all the data and records their differences and similarities, compares and discusses with relevant data in the literature, and concludes the findings of the interview. Three coders were asked to code the data and the reliability of the coding was .85.

This research collects and analyzes the process of employees' work task process. First, it analyzes and collects relevant documents to construct the cognitive process model of employee training transfer, and understands the learning and lecturer's learning in employee training activities by participating in observations. Second, the interactive situation is supplemented by in-depth interviews to translate observation activities and interview records, and then analyze and code the original case to verify the cognitive process model and model of employee training transfer constructed by this research.

IV. DISCUSSIONS

The effects of motivation, perception and attention of employees with different backgrounds on training transfer are described as follows:

1. The Motivation of Successful Training Transfer

After being trained, the employee training transfer at work was motivated most by work safety, duty, relevance to life and practicability. By analyzing the motivations of the employees in different positions on training transfer, we found that work safety and relevance were the major considerations; the primary motivations of employees in the business division were to be able to do their duties and the practicability in daily life. When considering the different ages of the employees, the senior employees emphasized finishing their work while the junior employees stressed practicability and work safety as motivations for training transfer. The following is a summary of the opinions from the interviewees:

“Actually, the most essential job is to do our own business well” (AHS1).

“The item related to work safety was impressive and especially made me more careful; after all,

t is not only my station but also my work” (GLGH1) “...after the training courses, I would do the job step by step while reminding myself about the accidents in engineering security mentioned by the instructor.

This way I can perceive the symptoms of events and prevent accidents, or sometimes one person cannot take the responsibility when the accidents happen all at once...”(AHS2)

“The interpersonal relationships are useful in daily life and environmental protection is important in the work, so we need to be concerned with these problems” (HLSV1)

“...just for the sake of getting a promotion, I often read some books about the promotion examinations involving petroleum products and knowledge about cars” (DLGV2).

The training transfer discussed in this research consists of the participating motivation and the transfer motivation. Through the research, we found the motivation for participating in training was a prerequisite for promotion without credits. However, the motivation before training will influence the training transfer, including the training evaluation, the internal and external contributor, the career exploration and planning, the organizing commitment, and peer group and managers support (Li, Sun, & Li, 2019). These also think the more the executives support new ideas, the greater the trainee's motivation and the higher the rate of training transfer (Wang, 2017). The training transfer will be effective if the employees are willing to take the training courses.

For employees who attend unwillingly, for example, just for a promotion, informing them about the job information, the goals and the content of the courses in discussions before training will increase the worth of the training. During the discussions between the employees and the executives, it is positive for promoting the training transfer to know what kind of learning would be useful to the organization and work, and to realize how to apply the new learning (Bell et al., 2017; Li, Sun, & Li, 2019). Pertaining to research on the training transfer of unwilling employees, work safety, responsibility, life relevance, and practicability are the most important sources of motivation; the unwilling participants gain confidence in using their new skills, realize greater achievements at work, and believe the new knowledge and technology emphasized in training can help solve problems. Transfer motivation can harmonize the information gained in training classes with the application of new knowledge and new skills to the job, thus effecting behaviour change.

To sum up, the case study showed that employee motivation for participating in training focused on promotions, and the training transfer depended on work safety and training practicality. The perceptions of the training transfer were decided by the training activities and design, work safety, and training and work relevance.

2. The Effects on the Perceptions of the Trained Employees after the Training Transfer

In this study, we studied the awareness of trained employees after returning to their jobs from the systematic training programs. Moreover, the job relevance, the working experiences and the change of working environments were the main origins of their perceptions occurring in the training transfer.

An analysis of the perceptions of the training transfer by position was performed. Perceptions of training transfer for employees in gas stations originated in the relevance of the work; perceptions of training transfer for employees in the marketing business division was from changing work conditions and the environment of the training activities. In terms of the perceptions of employees of different ages, the senior employees concentrated on work relevance; the junior employees gave attention to the changing work conditions. The following is a summary of the opinions offered by interviewees:

“ . . . I think the whole training program was well-planned ” (ELSC1).

“By comparing with the related working experiences, indeed, I would like to learn more if the contents taught by the instructor are helpful ” (DLGV1).

“Maybe it is because the company is going to change its operating conditions, changing to public ownership, and the work context also needsto be modified...” (HLSV1).

“ . . . especially on the human factors, I need the work experience to control some events ” (ELSC1). “Sometimes the courses could be hard when the examination and training differed from my background” (DLGV2).

“It is more impressive if it is related to work” (DLGV1). “ . . . as important as the examination emphasized by the instructor ” (GLGH1).

In conclusion, the perceptions of the employees consisted of the awareness of the training contents and the training transfer; the former comes from employee' perception toward training activity, the latter from the relevance for work, working experiences and changed working environment. This result is the same as the one reached by scholars abroad. The results indicated that employee perceptions, affected by accidents, objects, places, people, and related subjects influence training effects (Wang, 2017). In the same line, Researcher also insisted that the perceptions play a role, giving the input various meanings; the psychological situation of the experiences acquired by the individuals from the object of consciousness and the stimulus itself would be separate from each other; but for the observers, they are integral. They thinks both the employee's position and the need for on-the-job training will influence the perception of the training transfer (Wang, 2017).

3. The Effects of Employee Attention on Training Transfer

According to the results, employee attention not only resulted from training activity design but also from occurred mainly during the courses on the safety of the working environment, especially the safety examination for employees working in gas stations. As to outside factors, too much work, insufficient number of employees and other training activities affected attention.

The attention of employees in different positions was analyzed, and it was concluded that the most important attention factor for employees in gas stations came from content on safety and relevance to work while that of employees in the marketing business division came from training activity design (games, group activity and role-playing). In terms of employees of different ages, the most important factor affecting attention for senior employees focused on relevance and work safety while the most important factor affecting attention for junior employees was relevance and training activity design. Interviewees' opinions are presented as follow:

“Because the training was related to security examinations in the working environment and working experience, I paid much more attention to the underground pollution examination and especially reminded myself of regulated operational processes and daily, monthly, semi-annual and annual examination work” (CHGH1).

“I think the training activity is well-prepared because films, games, article reading and opinion sharing are included in the training process” (ELSC1).

“Because of the earthquake, my gas stations were designated as rescue stations to supply petroleum for rescue troops. At that time, work was busy and there were not enough employees, so I really have no impression of the training contents” (FLGH1).

“. . . related to work, just as teachers emphasize the importance of examination, we examine daily or monthly, but we sometimes pay only a little attention to it. Some matters that need more attention paid to them are mentioned in class, so I pay more attention to them” (GLGH1).

Based on the above results, we concluded that employee attention can be divided into attention during training and attention to transfer in work. In training activities, employees exhibited more on-task behaviors in reading, game teaching, group teaching, assignments and role-playing. The features of work affected employee attention to training transfer. In other words, employees emphasized the correlation between training and work, especially employees in gas stations who were careful of safety examinations. They considered that training transfer was not only affected by knowledge before training and knowledge after but also by behaviors before training (Lorincová et al., 2019). It was insisted that making the trainee obtain the skills of searching for, obtaining and utilizing new resources could improve training motivation and training transfer. Moreover, diversifying teaching activities and correlating training contents and work were good ways to enhance the effect of training (Hu et al., 2019; Wang, 2017).

To sum up, the main sources of employee perception of training transfer were work relevance, working experience, and working environment changes. Work safety focused employee attention to training transfer the most. The reason was probably that employees participating in the class were technicians of the marketing business division in charge of the management of gas stations, not middle or high administrators, so they emphasized daily operations and safety management of petroleum at gas stations.

4. Comprehensive discussion

4.1 As far as motivation is concerned, the motivation for participation is mainly the requirements for promotion, and the motivation for transfer is mainly the safety of work and the practicability of training content. The motivation for the relocation of gas station employees and lower-age employees is due to work safety, which prompts employees to move training content to the work site. Business office

employees and lower-age employees are motivated to migrate because the training content is practical and high. The motivation for the transfer of age groups and business premises employees is to do their jobs well. According to the research results, although employees' motivation to participate is a company's assignment, a prerequisite for job promotion and they are not included in the points, the company's planning and training activity courses are in addition to complying with the laws and policies and the company's business safety operations. Business units or similar job positions are the principle. Therefore, the motivation of employee transfer is mainly work-related. If the work is not relevant, it is chosen to apply to life.

- 4.2 In terms of perception and attention, the perception and attention of employees' training transfer come from the perception and attention of training activity design (such as skin, vision, hearing), work safety, training content and work relevance, and environmental changes. In terms of the perception of training transfer, the perception of training transfer of gas station employees and employees of the high-age group is due to the correlation between training and work. While the perception of training transfer of employees in business premises and employees of the low-age group is the change in the work environment and the response of training perception of the environment (such as skin, sight, hearing).
- 4.3 As far as attention is concerned that the attention paid by gas station employees and senior employees to training transfer is the safety of the work. In particular, gas station employees pay more attention to the relevance of training content to work. While employees of business premises and employees of lower age groups pay more attention to training attention to transfer is the design of training activities, especially for employees in the low-age group to pay more attention to the relevance of training content and work.

V. CONCLUSIONS

First, employee training motivation focus work safety and practicability and whether the training was essential for promotion. Senior employees' motivation were to be able to carry out their duties. The design of training activities can provide employees with the accumulation of positive and successful experiences, which can improve self-efficacy and training effectiveness. This will improve the trainees' sense of self-efficacy in training transfer confidence. Trainees need to provide information

feedback in order to understand the new knowledge learned, whether the new trainees are in line with the goals of the training content to assist the trainees to make corrections. Employees' training motivation play a positive role of stimulating the transfer of training.

Second, employee perceptions for training transfer included perceptions towards training activity design, work safety, training content, and the correlation between training, work and environmental changes. When the content of training is related to the current position and work experience, employees will be more aware of the significance and importance of training to them, and their willingness to learn will be higher. When the premise of "education and training effectiveness should be able to reflect specific performance" is that employees and companies can accept it. Enterprises should be able to create a learning environment and management-related systems that allow employees to learn independently. On the other hand, employees need to be able to think and development will be the key to their own performance.

Three, employee attention to training activity design, work safety, and relevance to work led to training transfer. In particular, employees in gas stations paid more attention to the correlation between the training content and work. The longer the service of the trainees, the better the effect of training transfer. The reason is that the longer service of the trainees is, the higher the level is, and it has more influence on the decision-making and management of the organization than the junior. Enterprises invest resources in education and training. The purpose is to change employees 'mentality, behaviors and abilities. It is to improve employees' work performance and drive department performance to achieve the goal of continuous improvement of organizational performance.

Fourth, the awareness stage of the cognitive process of employee training transfer in this study can show that employees' motivation to measure is based on value and expectations, such as applying the rewards learned or expecting the value of training. The motivation for participation is a requirement for promotion. The motivation for transfer is based on the safety of the work and the practicability of the training content. The perception and attention of the employee's training transfer comes from the design of training activities (such as skin, vision, and hearing), Work safety, training content and work relevance, and changes in the environment. According to the research results, although employees' motivation to participate is a company's assignment, a prerequisite for job promotion and they are not included in the points. The company's planning and training activity courses are in addition to complying with the laws and policies and the company's business safety operations. Business units or similar job

positions are the principle. Therefore, the motivation of employee transfer is mainly work-related. If the work is not relevant, it is chosen to apply to life.

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