

Training, Employee Readiness, and Change-Supportive Behavior: Evidence from the Sports Goods Industry

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ABSTRACT

This study examines the effect of training and development practices on change-supportive behavioral intention, with employee readiness for change as a mediating mechanism. Drawing on Conservation of Resources theory, the study argues that training and development practices serve as organizational resources that enhance employees' psychological preparedness for change and encourage supportive behavioral intentions. Data were collected through a cross-sectional survey of 154 employees and analyzed using reliability analysis, correlation analysis, hierarchical regression, and bootstrapped mediation analysis. The findings show that training and development practices significantly predict employee readiness for change and change-supportive behavioral intention. Employee readiness for change also has a strong positive effect on change-supportive behavioral intention. Mediation analysis further confirms that employee readiness for change significantly mediates the relationship between training and development practices and change-supportive behavioral intention. The study contributes to change management literature by identifying employee readiness as a key psychological pathway through which training and development practices influence employees' willingness to support organizational change. The findings highlight the importance of using training and development strategically to build readiness, reduce uncertainty, and strengthen employee participation during organizational change.

Keywords: Training and development practices; employee readiness for change; change-supportive behavioral intention; organizational change; mediation; Conservation of Resources theory

INTRODUCTION

Organizations today operate in environments characterized by rapid, continuous, and often disruptive change (Burnes, 2020; Saranani et al., 2024). In such conditions, the ability to successfully implement organizational change has become a critical determinant of long-term survival and effectiveness (Guo & Polak, 2023). Change management is a key component in this situation, allowing for transformation and adaptation in the face of both internal and external obstacles (Guo & Polak, 2023). Yet, despite heavy investments in change initiatives, many change efforts fail due to employee resistance and lack of engagement.

Although change is an essential part of organizational life, managing it successfully calls for a methodical, human-centered, and strategic approach (Rachmad, Y. E. 2022). Although prior research has examined the roles of leadership, communication, and structural planning in change initiatives (Onyeneke & Abe, 2021; Benzer et al., 2017), we still have limited understanding of the psychological mechanisms through which organizational change practices influence employee responses. Organizational change initiatives have frequently fallen short of the desired results. Employee hostility toward organizational change projects is one of the main causes of their poor execution. As a result, organizations must invest heavily in putting different adjustments into place in order to adjust to the shifting environment (Errida, A., & Lotfi, B. (2021).

Based on the Conservation of Resources (COR) theory, we contend that organizational change practices are essential contextual resources that support workers in managing the demands and unpredictability of change (Hobfoll, 1989; Hobfoll et al., 2018). The organization's capacity to incorporate successful change management techniques can be greatly increased by making investments in the training and development of the leader's creative thinking as well as the potential for a creative approach to problem solving (Kryshtanovych et al., 2025). Training is crucial for enhancing an organization's intellectual capital, particularly for those that are known for their frequent change initiatives and dynamic work environments. Change-supportive practices such as training, communication, and participation can function as contextual resources that help employees cope with these demands and build confidence in their ability to manage change (Kurian, 2024; Happonen, 2025).

This study adds significantly to the literature on change management in a number of ways. By identifying employee readiness for change as a crucial psychological mechanism connecting organizational practices to employee behavior, we first go beyond analyzing the direct effects of change practices (Rahi et al., 2022; Peng et al., 2021). Second, by viewing change-supportive practices as contextual resources that assist staff in managing the stress and uncertainty brought on by organizational change, we expand on the Conservation of Resources theory (Hobfoll, 1989). Third, we address calls for more contextual diversity in change research (Myroslav Kryshtanovych et al., 2025) and highlight the significance of employee-centered procedures in situations where formal systems may be limited by concentrating on organizations functioning in resource-constrained environments.

LITERATURE REVIEW

Organizations are increasingly required to implement continuous transformation due to technological advancements, globalization, and competitive pressures. In this dynamic environment, organizational change practices such as training and development, communication, employee involvement, and leadership support are considered essential mechanisms for facilitating successful change implementation (Iyaji et al., 2023; Burnes, 2020). Empirical evidence from recent studies confirms that organizational change practices significantly influence employee attitudes and behaviors during transformation processes (Köhler et al., 2024). However, despite their importance, the literature still largely focuses on direct effects of change practices on organizational outcomes, while neglecting the psychological processes that explain how these practices translate into employee behavioral support (Kamarova et al., 2025).

Employee readiness for change has emerged as a central construct in organizational change literature. It is defined as employees' cognitive and emotional state of being prepared to accept, support, and participate in organizational change initiatives (Brahmana & Christina, 2021). Recent conceptual and empirical studies highlight that readiness is not only an individual psychological state but also a socially constructed perception shaped by organizational context and leadership communication (Wasieleski et al., 2024; Gadhavi et al., 2025). From the perspective of Conservation of Resources (COR) theory (Hobfoll, 1989;

Hobfoll et al., 2018), readiness for change can be interpreted as a psychological resource that helps employees cope with uncertainty and demands associated with organizational transformation.

Change-supportive behavioral intention refers to employees' willingness to engage in behaviors that facilitate successful implementation of organizational change, such as participation, cooperation, advocacy, and constructive engagement (Ahmad et al., 2023; Straatmann et al., 2018). Recent studies highlight that training is not only a skill-development tool but also a psychological mechanism that reduces uncertainty and enhances readiness for change. For instance, research shows that structured training interventions significantly improve employees' change readiness by increasing perceived competence and reducing ambiguity in role expectations (Kim et al., 2022; Mansour et al., 2022).

Recent empirical studies further confirm that readiness acts as a critical psychological mechanism translating organizational interventions into behavioral outcomes. Köhler et al. (2024) emphasize that employees with high readiness demonstrate stronger engagement and lower resistance during organizational transformation processes. Organizational investment in employee development fosters trust, organizational commitment, and perceived organizational support, which in turn enhances willingness to support change initiatives (Jehanzeb, 2020). However, the direct relationship between training and behavioral intention is often weaker than its indirect effect through psychological mechanisms such as readiness for change.

Despite growing research on organizational change, several gaps remain. First, most studies focus on direct relationships between change practices and outcomes, while limited attention has been given to underlying psychological mechanisms. Second, although employee readiness for change has gained increasing attention in recent years, its mediating role in linking training and development practices to behavioral outcomes remains underexplored. Third, there is a need for more empirical research in diverse and resource-constrained organizational contexts, particularly in developing economies where structured change systems may be limited.

Theoretical Foundation

The study was guided by Conservation of Resources theory. This theory suggests that individuals are better able to cope with demanding or uncertain situations when they possess adequate resources. In the context of organizational change, employees may experience uncertainty, stress, and resistance when they lack information, skills, or confidence to respond to new organizational demands.

Training and development practices can be understood as important organizational resources because they provide employees with knowledge, skills, guidance, and confidence during change. These practices may reduce uncertainty and strengthen employees' belief that they can successfully adapt to new procedures, responsibilities, and expectations. Therefore, this study positions employee readiness for change as a mediating mechanism between training and development practices and change-supportive behavioral intention.

HYPOTHESES DEVELOPMENT AND PROPOSED RESEARCH MODEL

Training and Development Practices and Employee Readiness for Change

Training and development practices play a central role in preparing employees for organizational change. Change often creates uncertainty, fear, and resistance because employees may be unsure about new roles, procedures, expectations, or performance requirements. In such situations, training and development

practices provide employees with the knowledge, skills, and confidence needed to understand and adapt to change.

From the perspective of Conservation of Resources theory, employees are more likely to respond positively to change when they possess sufficient resources to manage change-related demands. Training, communication, participation, and organizational support can be viewed as important contextual resources because they reduce uncertainty and strengthen employees' perceived ability to cope with change. When organizations invest in employee development during periods of change, employees are more likely to feel psychologically prepared and capable of adjusting to new organizational requirements.

Employee readiness for change reflects the extent to which employees believe that change is necessary, beneficial, and manageable. Employees who receive adequate training and development support are more likely to understand the purpose of change and feel confident in their ability to perform effectively after the change. Therefore, training and development practices are expected to positively influence employee readiness for change.

H1: Training and development practices have a positive effect on employee readiness for change.

Employee Readiness for Change and Change-Supportive Behavioral Intention

Employee readiness for change is an important psychological condition that shapes how employees respond to organizational change. When employees feel ready for change, they are more likely to accept change initiatives, participate in implementation, and contribute positively to organizational transformation. In contrast, employees who do not feel prepared may become uncertain, passive, or resistant.

Readiness for change includes both cognitive and emotional elements. Cognitively, employees must understand why change is needed and how it will affect their work. Emotionally, they must feel confident and willing to support the change process. Employees who are ready for change are more likely to show change-supportive behavioral intention because they perceive change as manageable and meaningful rather than threatening.

In this study, change-supportive behavior is measured as employees' intention to actively participate in implementing organizational changes. Therefore, employees with higher readiness for change are expected to show stronger willingness to support change implementation.

H2: Employee readiness for change has a positive effect on change-supportive behavioral intention.

Training and Development Practices and Change-Supportive Behavioral Intention

Training and development practices may also directly influence employees' intention to support organizational change. When employees receive relevant training, clear guidance, and developmental support, they are more likely to understand what is expected from them and how they can contribute to the change process. This can reduce resistance and encourage active participation.

Training and development practices also communicate that the organization values its employees and is willing to invest in their growth. This may create a sense of trust, commitment, and responsibility among employees. As a result, employees may become more willing to participate in change implementation, even when change creates additional work demands.

In organizational change contexts, employees are not only affected by the technical side of change but also by how the change is managed. If employees perceive that the organization provides sufficient training and support, they are more likely to respond with positive behavioral intentions. Therefore, training and development practices are expected to positively influence change-supportive behavioral intention.

H3: Training and development practices have a positive effect on change-supportive behavioral intention.

Mediating Role of Employee Readiness for Change

Although training and development practices may directly encourage employees to support change, their influence is also likely to operate through employee readiness for change. Training and development practices help employees understand the change, develop relevant skills, and build confidence in their ability to cope with new demands. These factors strengthen employee readiness, which then increases the likelihood of change-supportive behavior.

Based on Conservation of Resources theory, training and development practices represent organizational resources that help employees deal with change-related uncertainty. When employees perceive that they have the necessary resources, they are less likely to experience change as a threat and more likely to view it as manageable. This psychological readiness then becomes the mechanism through which training and development practices lead to supportive behavioral responses.

Therefore, employee readiness for change is expected to mediate the relationship between training and development practices and change-supportive behavioral intention. In other words, training and development practices are expected to increase employee readiness, and this readiness is expected to enhance employees' willingness to actively participate in implementing change.

H4: Employee readiness for change mediates the relationship between training and development practices and change-supportive behavioral intention.

Proposed Research Model

The proposed model suggests that training and development practices influence change-supportive behavioral intention both directly and indirectly through employee readiness for change. Training and development practices are treated as the independent variable, employee readiness for change as the mediating variable, and change-supportive behavioral intention as the dependent variable.

The model is therefore based on the following logic: when organizations provide effective training and development support during change, employees become more ready for change; when employees are more ready, they are more likely to actively support and participate in change implementation.

Figure 1 shows the proposed mediation model. Training and development practices are expected to influence change-supportive behavioral intention directly and indirectly through employee readiness for change. The model suggests that effective training increases employees' readiness, which then strengthens their intention to support organizational change.

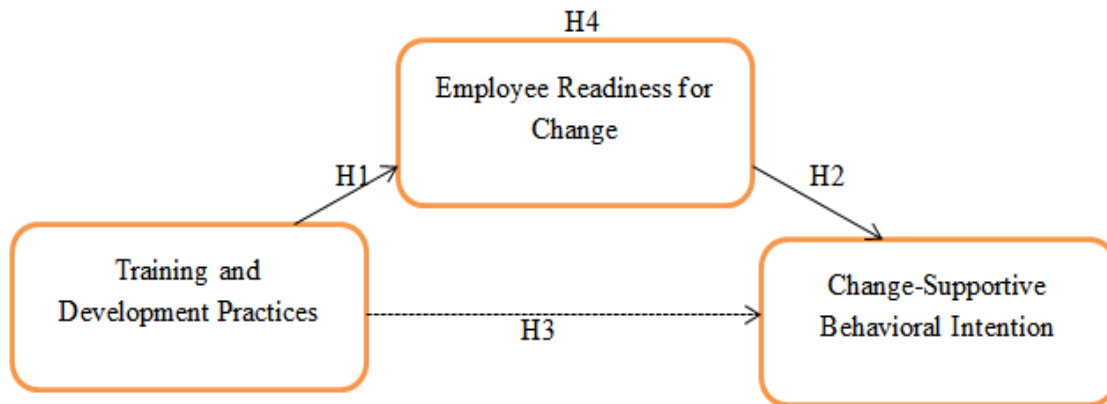


Figure 1: Proposed theoretical framework

METHODOLOGY

Research Design

This study used a quantitative, cross-sectional survey design to examine the effect of training and development practices on employees' change-supportive behavioral intention, with employee readiness for change as a mediating variable. The design was appropriate because the study captured employees' perceptions, readiness, and behavioral intentions at a single point in time. The study was explanatory in nature, as it tested a theoretically grounded mediation model within an organizational change context.

Population and Sample

The target population consisted of employees working in an organizational setting where change-related training and development practices were relevant. Data were collected from different employee categories from sports goods industry in Sialkot, including skilled workers, supervisors, managers, and support staff. After data screening and missing-value treatment, 154 valid responses were retained for final analysis.

The sample included both male and female respondents, with males representing the majority. Most respondents were skilled workers, while other job categories were also represented. During data screening, the variable initially labeled as "Age (years)" was found to contain gender responses such as male and female; therefore, it was treated as a gender variable in the analysis.

Data Collection Procedure

Primary data were collected through a structured questionnaire. The survey measured employees' perceptions of training and development practices, readiness for change, and intention to support organizational change. The main items were measured using a five-point Likert scale, which was suitable for capturing perceptions, attitudes, and behavioral intentions.

Participation was voluntary, and respondents were informed that the data would be used only for academic research purposes. The questionnaire was designed to be simple and understandable for employees from different educational and occupational backgrounds.

Measurement of Variables

The study included three main variables. Training and development practices served as the independent variable and were measured using eight items related to training opportunities, learning support, communication, guidance, and preparation for change.

Employee readiness for change served as the mediating variable and was measured using seven items reflecting employees' confidence, willingness, capability, and psychological preparedness for change.

Change-supportive behavioral intention served as the dependent variable and was measured using one item reflecting employees' intention to actively participate in implementing organizational changes. Since the item measured intention rather than actual behavior, the term change-supportive behavioral intention was used throughout the study.

Composite mean scores were calculated for the two multi-item constructs. Training and development practices were computed as the mean of eight items, while employee readiness for change was computed as the mean of seven items. This approach was supported by the strong internal consistency of both constructs.

Data Screening and Preparation

The dataset was screened for missing values, inconsistent entries, and coding issues before analysis. After data cleaning, 154 valid responses were retained. Missing categorical values were replaced with the modal category, while missing Likert-scale values for multi-item constructs were imputed using the respondent's available mean score within the same construct. For the single-item dependent variable, change-supportive behavioral intention, missing values were estimated using regression-based imputation based on training and development practices and employee readiness for change.

Composite mean scores were calculated for training and development practices and employee readiness for change. Training and development practices were measured using eight items, while employee readiness for change was measured using seven items. Change-supportive behavioral intention was measured using a single item reflecting employees' intention to actively participate in implementing organizational change.

Model Specification

The empirical analysis was conducted using regression and mediation models. The following equations were estimated:

Model 1

$$ER_i = \beta_0 + \beta_1 Gender_i + \beta_2 Role_i + \beta_3 Education_i + \beta_4 Experience_i + \beta_5 TDP_i + \varepsilon_i$$

Model 2

$$CSBI_i = \beta_0 + \beta_1 Gender_i + \beta_2 Role_i + \beta_3 Education_i + \beta_4 Experience_i + \beta_5 TDP_i + \varepsilon_i$$

Model 3

$$CSBI_i = \beta^0 + \beta^1 Gender_i + \beta^2 Role_i + \beta^3 Education_i + \beta^4 Experience_i + \beta^5 TDP_i + \beta^6 ER_i + \varepsilon_i$$

Where (ER_i) denotes employee readiness for change, (TDP_i) denotes training and development practices, and ($CSBI_i$) denotes change-supportive behavioral intention for respondent (i). Gender, role, education, and experience were included as control variables, while ε_i represents the error term.

The mediating effect of employee readiness for change was examined by estimating the indirect effect of training and development practices on change-supportive behavioral intention through employee readiness for change. The indirect effect was calculated as:

$$\text{Indirect Effect} = a \times b$$

Where a represents the effect of training and development practices on employee readiness for change, and b represents the effect of employee readiness for change on change-supportive behavioral intention after controlling for training and development practices. The significance of the indirect effect was assessed using bootstrapped confidence intervals. Mediation was considered significant when the confidence interval did not include zero.

RESULTS AND ANALYSIS

Reliability Analysis

Cronbach’s alpha was used to assess the internal consistency of the multi-item constructs. As shown in Table 1, both constructs exceeded the recommended threshold of 0.70, indicating excellent reliability.

Table 1. Reliability Analysis

Construct	Number of Items	Cronbach’s Alpha	Interpretation
Training and Development Practices	8	0.902	Excellent
Employee Readiness for Change	7	0.913	Excellent
Combined Multi-Item Scale	15	0.929	Very strong

The reliability results support the use of composite mean scores for training and development practices and employee readiness for change.

Descriptive Statistics

Table 2 presents the descriptive statistics for the main study variables. Respondents reported high levels of training and development practices, employee readiness for change, and change-supportive behavioural intention.

Table 2. Descriptive Statistics

Variable	Mean	SD	Median	Minimum	Maximum
Training and Development Practices	4.716	0.571	5.000	1.375	5.000
Employee Readiness for Change	4.735	0.517	5.000	2.571	5.000
Change-Supportive Behavioral Intention	4.747	0.682	5.000	1.000	5.000

The high mean and median values suggest generally favorable perceptions among respondents. However, the concentration of responses near the upper end of the scale indicates a possible ceiling effect, which should be considered when interpreting the strength of statistical relationships.

Correlation Analysis

Pearson correlation analysis was conducted to examine the initial associations among the main variables. The results are presented in Table 3.

Table 3. Correlation Matrix

Variables	1	2	3
1. Training and Development Practices	1.000		
2. Employee Readiness for Change	0.627***	1.000	
3. Change-Supportive Behavioral Intention	0.572***	0.773***	1.000

Note. *** $p < .001$.

The results show significant positive correlations among all study variables. Training and development practices were positively associated with employee readiness for change and change-supportive behavioral intention. The strongest correlation was observed between employee readiness for change and change-supportive behavioral intention.

Regression Analysis

Hierarchical multiple regression was used to examine whether training and development practices and employee readiness for change predicted change-supportive behavioral intention after controlling for gender, role, education, and work experience. The results are reported in Table 4.

Model 1 shows that the control variables explained 22.9% of the variance in change-supportive behavioral intention. In Model 2, the inclusion of training and development practices increased the explained variance to 42.3%, indicating a significant improvement in model fit. Training and development practices had a significant positive effect on change-supportive behavioral intention, ($B = 0.638, p < .001$).

In Model 3, employee readiness for change was added to the model. The explained variance increased to 65.8%, and employee readiness for change significantly predicted change-supportive behavioral intention, ($B = 0.865$, $p < .001$). The coefficient of training and development practices decreased from 0.638 to 0.175, suggesting that employee readiness for change explains a substantial part of the relationship between training and development practices and change-supportive behavioral intention.

Table 4. Hierarchical Regression Predicting Change-Supportive Behavioral Intention

Predictor	Model 1 B	Model 2 B	Model 3 B
Control variables	Included	Included	Included
Training and Development Practices	—	0.638***	0.175*
Employee Readiness for Change	—	—	0.865***
R ²	0.229	0.423	0.658
Adjusted R ²	0.163	0.369	0.624
ΔR ²	—	0.194	0.235
F-change	—	47.156***	95.766***

Note. * $p < .05$, *** $p < .001$.

Regression Predicting Employee Readiness for Change

A separate regression model was estimated to examine whether training and development practices predicted employee readiness for change. The results are presented in Table 5.

Table 5. Regression Predicting Employee Readiness for Change

Predictor	B	SE	t-value	p-value
Training and Development Practices	0.535	0.069	7.803	< .001

Model statistics: $R^2 = 0.452$; Adjusted $R^2 = 0.402$.

Training and development practices had a significant positive effect on employee readiness for change, ($B = 0.535$, $SE = 0.069$, $t = 7.803$, $p < .001$). This result indicates that employees who perceived stronger training and development support were more likely to feel prepared and capable of dealing with organizational change.

Mediation Analysis

Mediation analysis was conducted to examine whether employee readiness for change mediated the relationship between training and development practices and change-supportive behavioral intention. The indirect effect was assessed using bootstrapped confidence intervals. The results are reported in Table 6.

Table 6. Mediation Analysis

Effect	Estimate	95% Bootstrap CI	Decision
Total effect	0.626	0.378 to 0.872	Significant
Indirect effect through employee readiness	0.425	0.178 to 0.701	Significant
Direct effect	0.201	-0.099 to 0.511	Not robust

The indirect effect of training and development practices on change-supportive behavioral intention through employee readiness for change was significant, ($B = 0.425$, 95% CI [0.178, 0.701]). Since the confidence interval did not include zero, the mediation effect was supported.

Although the total effect was significant, the direct effect became weaker after employee readiness for change was included in the model and was not robust in the bootstrapped confidence interval. This indicates that employee readiness for change is a key psychological mechanism through which training and development practices influence change-supportive behavioral intention.

DISCUSSION AND CONCLUSION

This study examined the effect of training and development practices on change-supportive behavioral intention, with employee readiness for change as a mediating mechanism. The findings support the proposed model by showing that training and development practices enhance employee readiness for change, and that readiness, in turn, strengthens employees' intention to actively support change implementation. The mediation results further indicate that employee readiness for change is an important psychological pathway through which training and development practices influence change-supportive behavioral intention.

The first major finding shows that training and development practices significantly improve employee readiness for change. This suggests that employees who receive relevant training, guidance, and developmental support feel more confident and prepared to deal with organizational change. Change often creates uncertainty because it may alter work routines, job expectations, responsibilities, and performance requirements (Gilstrap & Hart 2020). In such situations, training and development practices reduce ambiguity by helping employees understand what is changing, why it is changing, and how they can adjust to new requirements (Park, S. & Park, 2021). Thus, training should not be viewed only as a technical skill-building activity but also as a psychological resource that prepares employees for change.

This finding is consistent with Conservation of Resources theory, which argues that individuals are better able to handle demanding situations when they possess sufficient resources. In the context of organizational change, training and development practices can serve as organizational resources that provide employees with knowledge, skills, confidence, and a sense of support. These resources may

reduce the perception of change as a threat and increase employees' confidence that change is manageable. This is particularly important in resource-constrained organizational environments, where employees may face pressure due to limited systems, unclear procedures, or insufficient formal support (Gunić, 2025).

The second finding indicates that employee readiness for change strongly predicts change-supportive behavioral intention. Employees who feel psychologically prepared for change are more likely to participate in implementation and respond positively rather than resist or avoid change-related responsibilities. Readiness reflects employees' confidence, willingness, and perceived capability to deal with change. When employees believe they can manage change effectively, they are more likely to support the change process (Malhotra et al., 2021). This finding highlights that successful change implementation depends not only on formal plans and strategies but also on employees' internal readiness.

The third finding shows that training and development practices positively influence change-supportive behavioral intention. Employees who perceive stronger developmental support are more likely to express willingness to participate in change implementation. This may be because training clarifies employees' roles, reduces uncertainty, and signals that the organization is investing in their growth. Such support can strengthen employees' trust in the change process and increase their commitment to organizational goals (Cao & Le, 2024).

The most important finding of the study is the mediating role of employee readiness for change. The results show that training and development practices influence change-supportive behavioral intention largely by increasing employee readiness. In other words, training builds readiness, and readiness encourages supportive behavioral intention. This finding moves beyond a simple direct-effect explanation and identifies the psychological mechanism through which training and development practices contribute to change implementation. Employee readiness for change can therefore be understood as a bridge between organizational change practices and employee behavioral support.

This study investigated the relationship between training and development practices, employee readiness for change, and change-supportive behavioral intention. The findings show that training and development practices significantly enhance employee readiness for change and positively influence employees' intention to participate in change implementation. Employee readiness for change was also found to be a strong predictor of change-supportive behavioral intention and a significant mediator in the relationship between training and development practices and behavioral intention.

The study concludes that training and development practices are important organizational resources during change. They help employees understand change, develop relevant skills, reduce uncertainty, and build confidence. However, their effect on change-supportive behavioral intention operates largely through employee readiness for change. Therefore, readiness is a critical psychological mechanism in successful change implementation.

Overall, the study suggests that organizations should not focus only on designing change strategies but also on preparing employees to accept and support change. By using training and development practices strategically, organizations can strengthen employee readiness, encourage active participation, and improve the likelihood of successful change implementation.

THEORETICAL AND PRACTICAL IMPLICATIONS

This study contributes to the change management literature in three main ways. First, it extends understanding of how training and development practices shape employee responses to organizational change. While previous research has often emphasized leadership, communication, and structural planning, this study highlights training and development as both a practical and psychological resource for preparing employees for change.

Second, the study contributes to Conservation of Resources theory by applying it to the context of organizational change. The findings suggest that training and development practices function as contextual resources that help employees manage the uncertainty and demands of change. These resources strengthen employee readiness, which then increases change-supportive behavioral intention.

Third, the study identifies employee readiness for change as a key mediating mechanism. This is important because it explains why training and development practices influence change-supportive intention. The results suggest that training does not affect employee behavior only through skill transfer; it also shapes psychological preparedness, confidence, and willingness to support change.

The findings offer several practical implications for managers and organizations. First, organizations should treat training and development as a central part of change management rather than as a routine HR activity. Before implementing change, managers should provide employees with clear training on new systems, procedures, roles, and expectations. This can reduce uncertainty and increase confidence.

Second, managers should focus on building employee readiness before expecting employees to support change. Readiness can be improved through training sessions, open communication, employee involvement, supervisor support, and opportunities for feedback. Employees are more likely to support change when they understand its purpose and feel capable of handling it.

Third, organizations should avoid relying only on top-down announcements or formal instructions during change implementation. Employees need psychological preparation as well as technical information. Managers should therefore create supportive environments where employees can ask questions, express concerns, and receive guidance.

Fourth, organizations should assess employee readiness before and during change initiatives. Readiness assessments can help managers identify areas where employees feel uncertain or underprepared (Rimita et al, 2020). Based on this information, targeted training and support can be provided.

Finally, the findings suggest that employee-centered change management practices are especially important in resource-constrained environments. Where formal systems are limited, training and development may become one of the most effective ways to prepare employees and encourage their participation in change implementation.

LIMITATIONS AND FUTURE RESEARCH

Although this study provides useful insights, several limitations should be acknowledged. First, the study used cross-sectional data, meaning that all responses were collected at one point in time. Therefore, causal conclusions should be interpreted carefully. Future research may use longitudinal designs to examine how training, readiness, and change-supportive behavior evolve before, during, and after change implementation.

Second, the study relied on self-reported survey data, which may create the possibility of common method bias. Future studies may collect data from multiple sources, such as supervisors, HR records, or actual change-performance indicators.

Third, change-supportive behavior was measured using a single item representing behavioral intention. Although intention is useful, it is not the same as actual behavior. Future studies should use multi-item measures of change-supportive behavior, including participation, cooperation, advocacy, and helping behavior during change implementation.

Fourth, the sample was dominated by skilled workers and male respondents. This may limit the generalizability of the findings across different employee groups, industries, and organizational settings. Future research should include more balanced samples across gender, job levels, and sectors.

Fifth, the study focused mainly on training and development practices. Future research may include other change management practices such as leadership support, communication quality, employee participation, psychological safety, and trust in management. These variables may provide a broader understanding of how organizations build readiness and encourage support for change.

DECLARATIONS

Ethical Approval: The study followed ethical principles for survey-based research. Participation was voluntary, and responses were kept confidential.

Informed Consent: Informed consent was obtained from all participants.

Conflict of Interest: The author declares no conflict of interest.

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Data Availability: Data are available from the corresponding author upon reasonable request.

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