The Relations between Initial Training with Autonomous Motivation, Thriving and Turnover Intentions of Recruiters in the Staffing Industry

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Abstract

The Relations of Initial Training on the Autonomous Motivation of Recruiters in the Staffing Industry

Rana Mukhaimer

The high turnover rate in the staffing industry has received a lot of attention in the business world. However, initial training may be positively related to a recruiter's autonomous motivation as well as their thriving and job retention. This research study aims to explore, in the staffing industry, the relation between the initial training provided to recruiters and their autonomous motivation. In addition, the study will explore the relation between autonomous motivation and the recruiters' thriving at work and their turnover intentions. One hundred recruiters in 22 staffing agencies participated in the study by completing a paper-based questionnaire. The findings from the study revealed support for the seven hypotheses. This study measured initial training in five different ways. Initial training was positively related to autonomous motivation and thriving at work, and negatively related to turnover intentions. In addition, autonomous motivation mediated the relationship between initial training and turnover intentions, as well as initial training and thriving at work. The only measure of training that did not yield expected results was that the number of initial training days had no effect on the dependent variables. The small sample size, a threat to external validity, and history effect are some of the limitations in the study. Future research could expand this study to other industries, increase the sample size, as well as examine if pay structure or type of recruitment influence the results.

Keywords: autonomous motivation, training, thriving, turnover intentions

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INTRODUCTION

Many research studies have examined the issues of training, autonomous motivation, turnover intentions, or thriving at work. However, there is a lack of research on these topics conducted in the staffing industry. Recruiters in the staffing industry play an important role in reviewing resumes, screening candidates, and conducting face to face interviews in order to find the best fit for the client and for the candidate searching for a position. This research study will explore, in the staffing industry, the relation between the initial training provided to recruiters and their autonomous motivation. In addition, the study will explore the relation between autonomous motivation and the recruiters' thriving at work and their intentions to quit. This empirical study will be the first to examine recruiters in the staffing industry in Montreal. As well, it will provide evidence on how initial training can be positively related to job retention, which is one of the major challenges in the staffing industry.

Employees can be the biggest assets for a successful company, and organizations are continuously trying to foster an environment to retain valuable employees. Research over the years has shown that autonomous motivation can be a crucial element for positive work outcomes such as job performance, job satisfaction, commitment, and lower turnover (Gagné, Chemolli, Forest, & Koestner; 2008; Baard, Deci, & Ryan; 2004; Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva; 2001). The Self-Determination Theory (SDT) offers a framework that helps examine these issues (Deci, & Ryan, 1985).

Furthermore, organizations are interested in understanding the factors that enhance employee engagement. In this research paper, I will concentrate on initial training as the core factor that enhances employee engagement, because even though

there is a vast literature on training, there is minimal empirical research on "initial training." The initial training will consist of training employees on job tasks, computer programs, equipment, and company policies that can help employees learn new skills and knowledge.

The research study will also portray the positive outcomes of initial training. The first outcome I will focus on is autonomous motivation, which is a good indicator of employee engagement (Meyer & Gagné, 2008), because when employees are trained, it may help them feel valued, as well as develop an inherent interest towards their job (Shore, Tetrick, Lynch, & Barksdale, 2006). The second outcome is turnover intentions, because even though training can be costly, long-term results include reduction in turnover intentions (Griffeth & Hom, 1995; Belcourt, Bohlander, & Snell 2005; Pajo, Coetzer, & Guenole, 2010). The third outcome of initial training will focus on thriving at work. Employees may feel driven and excited to continue learning at work when they are trained and learn new skills. As employees set goals, focus on their development, and improve, they will experience a feeling of vitality and learning which make up thriving at work (Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 2005).

At a practical level, this research has implications for managers' roles in the business world; specifically in staffing agencies. The findings will encourage staffing agencies to put more emphasis on training recruiters in order to enhance autonomous motivation. Furthermore, managers in staffing agencies can implement training programs or hire individuals with training experience to guide their new recruiters. As a result, this study can help curtail the high turnover rate in the staffing industry, which seems to be caused by lack of growth opportunities for workers in this field who typically hold a

bachelor's degree in human resource management. The proposed research questions in this study are the following:

- *Is initial training for recruiters in the staffing industry positively related to autonomous motivation?*
- *Is initial training for recruiters in the staffing industry positively related to job retention and thriving at work?*
- *Is autonomous motivation positively related to job retention and thriving at work for recruiters in the staffing industry?*

THEORETICAL FOUNDATION

Autonomous Motivation

Deci and Ryan (1985) developed Self Determination Theory (SDT), which proposes a framework for motivation in which they examined the level of self-determination of individual's behaviors (Deci & Ryan, 2000). SDT emphasizes that the type of motivation is more important than the amount of motivation in order to predict an individual's outcomes (Deci & Ryan, 2008).

Autonomous motivation is defined as when an individual performs certain behaviors out of interest or personal importance (Williams, Gagné, Ryan, & Deci, 2002). One type of autonomous motivation is intrinsic motivation, (Gagné & Deci, 2005) defined as when an individual performs an activity that is driven by interest in the activity. They perform the activity, because it is interesting (Deci, 1971). For example, an employee is motivated to work because they enjoy and are passionate about their job tasks. Individuals can be intrinsically motivated for some activities, and not for others. In addition, there is no specific task that can be intrinsically motivating for everyone (Ryan & Deci, 2000). Another type of autonomous motivation is identified regulation, which is

an extrinsic motivation in which the individual feels he or she has more autonomy because his or her behavior is aligned with his or her goals (Gagné & Deci, 2005). An individual can perform an uninteresting task, but will do so because it is associated with their personal goals. For example, an employee may choose to work over time on routine tasks because his or her job is important to him or her.

In contrast, controlled motivation is defined as when an individual performs an activity because he or she is pressured to do so or when an individual feels that he or she "has" to engage in the activity (Gagné & Deci, 2005). One type of controlled motivation is external regulation, defined as when an individual only performs an activity to achieve an extrinsic consequence. An example of external regulation is when an individual is performing his or her job duties in order to get a bonus for completing the tasks. Another type of controlled motivation is introjected regulation, defined as when an individual behaves in a certain way because he or she feels pressure to enhance his or her ego (Gagné & Deci, 2005). In the present research, only autonomous motivation was measured, because I wanted to focus on how employees become inherently interested in their jobs without external contingencies.

SDT suggests that in order to strengthen both types of autonomous motivation (intrinsic motivation and identified regulation), three psychological needs should be satisfied: autonomy, competence, and relatedness (Ryan & Deci, 2002). Autonomy is when individuals feel that they can make choices and decisions on their own (Ryan & Deci, 2006). This can happen when their supervisors or managers provide an environment at work where their subordinates have the freedom to make decisions, and set goals (Baard et al., 2004). Out of all the needs, autonomy is considered to be the most

important need to be satisfied in order for autonomous motivation to be enhanced (Ryan & Deci, 2006). Many studies over the past decades have shown that management styles and work environments that allow autonomy, including decision making, have a positive influence on employee satisfaction and organizational effectiveness (Likert, 1967; Marrow, Bowers, & Seashore, 1967; Lawler, 1986; Herzberg, 1966). Humphrey, Nahrgang, and Morgeson (2007) concluded from a meta-analysis, that job autonomy is positively related to work performance, job satisfaction, organizational commitment, and intrinsic motivation. Therefore, these studies suggest the importance of fostering an autonomy supportive environment in order to foster positive work outcomes for the employees and the organization.

Competence is when individuals feel that they are able to explore the environment by tackling tasks and encountering opportunities at their own capacity. They are more likely to tackle challenges in order to learn new skills (Deci & Ryan, 2002). Studies have shown how competence is positively related to intrinsic motivation. A study by Vallerand and Reid (1984) found that competence mediated the effects of verbal feedback on intrinsic motivation. In addition, Lai (2011) showed that competence was a predictor of intrinsic motivation, affective commitment, and employee's intentions to stay. Finally, a study by Fisher (1978) showed that competence and individuals' perception of control over tasks affected their intrinsic motivation. Therefore, the studies imply that organizations where individuals have high levels of competence would be more intrinsically motivated.

Finally, relatedness represents an individual's sense of belonging and connectedness to others. A study by Ryan, Stiller and Lynch (1994) found that

individuals with high levels of relatedness were positively related to motivation (identified and intrinsic), and well-being. On the other hand, lower levels of relatedness have been associated with burnout and stress (Donat, Neal, & Addleton, 1991). Scholars also concluded that hospital workers who reported higher levels of relatedness had lower levels of burn out and stress, and greater levels of job satisfaction and commitment (Corrigan, Holmes, & Luchins, 1995; Corrigan, Holmes, Luchins, Buican, Basit, & Parkes, 1994). Therefore, these studies show the importance of relatedness levels in order to enhance positive work outcomes.

A study by Ilardi, Leone, Kasser, and Ryan (1993) found that employees' levels of autonomy, competence, and relatedness were positively related to overall job satisfaction. In addition, Deci and colleagues (2001) found in a study conducted in the United States and Bulgaria that autonomy supportive environments satisfy the three psychological needs of autonomy, competence, and relatedness. Finally, Baard et al. (2004) have conducted a study in two work organizations where they found that individuals who view their managers as autonomy-supportive were more likely to experience higher levels of the needs for competence, relatedness, and autonomy. They also concluded that experienced autonomy at work was significantly related to positive work outcomes such as job satisfaction, and work performance (Baard et al., 2004).

Therefore, the studies presented above portray the positive impact of autonomous motivation. It is evident that when individuals have the choice to perform an activity volitionally rather than feeling that they have to engage in it will yield more positive results. Organizations with autonomy supportive environments support need satisfaction, and autonomous motivation, which lead to better performance, job satisfaction, and

organizational commitment (Gagné & Deci, 2005). Autonomous motivation has an impact on employees' effort and dedication at work, so studies over the past years were conducted to determine the antecedents of autonomous motivation (Bakker & Demerouti, 2007; Gagné & Deci, 2005; Borzaga & Tortia, 2006; Millette & Gagné, 2008; Moynihan & Pandey, 2007). The present study argues for the role that training might play in enhancing need satisfaction and work motivation.

Autonomous Motivation and Training

Training is defined as a "planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills" (Campbell, Dunnette, Lawler, & Weick, 1970, para. 1). In the past, managers were reluctant to invest in training because they felt it was costly and time consuming (Belcourt et al., 2005). Nowadays, organizations believe that the success of their company relies heavily on the knowledge and skills of their employees (Pfeffer, 1994). Therefore, companies invest in training in order to enhance and help improve the employees' performance. For example, US companies spend more than $50 billion US dollars annually on training (Dolezalek, 2005). The amount invested on training practices per year in Norway is around 3.5 billion US dollars (Steffensen, 2007). However, some companies may be reluctant to invest in training if they perceive a high turnover rate, because they will not get a high return on their investment. Nonetheless, it is possible that the high turnover rate is caused by this lack of investment in employees. It can become a vicious cycle.

Training is crucial to develop new skills, knowledge, and abilities for new and current employees, and leads to organizational performance (Lee & Bruvold, 2003). In addition, training can be beneficial to lower turnover, increase productivity, improve

employee morale, and facilitate learning (Belcourt et al., 2005). This is because training can help employees learn the skills for the job and be more effective as well as achieve high performance (Belcourt et al., 2005). When employees are trained, they are more likely to learn what can help them become autonomous, seek opportunities, and feel valued in the organization. Therefore, it is possible that training enhances autonomous motivation and satisfaction for the psychological needs.

Training has shown to have a positive impact on motivation (Facteau, Dobbins, Russell, Ladd, & Kudisch, 1995; Nordstrom, Wendland, & Williams, 1998; Dysvik & Kuvaas, 2008). Indeed, Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991) found a significant relationship between training and organizational commitment. Studies have also shown that employees who undergo training feel valued, and are motivated to learn new knowledge and skills (Shore et al., 2006). Nordstrom and colleagues (1998) also found that management training and learning goals increased performance and intrinsic motivation while it decreased frustration. Another study by Dysvik and Kuvaas (2010) also concluded that intrinsic motivation mediated the relationship between a training program and work performance. In addition, a study by Facteau and colleagues (1995) found that managers who went through training had higher levels of motivation.

More specifically, training has also been shown to have a positive impact on the three psychological needs of SDT. The need for autonomy is often satisfied when employees undergo training and feel that it is as an important prospect and relevance to their jobs, which would increase their feelings of internal control (Dysvik & Kuvaas, 2008; Suazo, Martinez, & Sandoval, 2009). The need for competence is often satisfied when individuals are encouraged to seek challenges and continues to maintain their skills

(Dysvik & Kuvaas, 2008; Stone, Deci, & Ryan, 2009). The need for relatedness is often satisfied when employees feel that the organization is investing effort through the training procedures (Dysvik & Kuvaas, 2008: Suazo et al., 2009). As a result, employees are more motivated, because they feel that the organization is investing to develop their skills.

In order to measure the relation between training and autonomous motivation, this study will focus on initial training for recruiters, because during this stage, the recruiter is required to learn the necessary knowledge and skills to perform their job. Initial training includes learning how to conduct interviews and background checks, learning how to use the computer programs, learning how to communicate with clients and candidates, learning the company policies, and going through orientation. Because new hires' organizational commitment and organizational identity is still malleable during the first stages of their employment in a firm, and the way this commitment develops is likely to have a significant impact on their turnover intentions (Meyer & Herscovitch, 2002). Therefore, initial training can influence an employee's attitudes, first impressions, and how they view their role in the organization (Tannenbaum et al., 1991). Orientation is another form of initial training for employees and studies have shown that it is positively related to commitment and job satisfaction (Louis, Posner, & Powell, 1983; Gates & Hellweg, 1989). Orientation involves introducing the new employees to their jobs, their colleagues, and the company's culture (Akdere, & Schmmidt, 2007). Other studies have found that orientation helps new employees understand their responsibilities and be familiar with the company's environment (Robinson, 1998). In addition, orientation has been found to enrich jobs for new employees (Kanouse & Warihay, 1980). Furthermore, it has been shown that organizations benefit from orientations because they make new

employees well trained and motivated (Robinson, 1998).

There is a vast amount of literature on training, and this literature shows that training is done in a variety of ways, which yields research that measures it in many different ways. For this reason, it is crucial to examine as many training factors as possible. In the present study, each hypothesis of initial training is measured in five different ways using three recently validated scales and two additional items. The two items are simply the number of initial training days and the overall satisfaction with the training procedure used. In addition to those items, initial training was measured by assessing employee perceptions of the trainer's involvement. Three components are considered including guidance, facilitation, and inspiration from the trainer (Heslin, Vandewalle, and Latham, 2006). Guidance is the communication that the trainer provides of the expectations of outcomes, and suggestions for improvements. Facilitation is when the trainer is helping the employees analyze problems and improve performance. Finally, inspiration is when the trainer is challenging employees to achieve their greatest potential. In addition, initial training was assessed using a measure of training sufficiency, defined through items addressing satisfaction with training procedure, the overall adequacy of training, and comparing the training procedures to those provided by other organizations (Dysvik & Kuvaas, 2008). The fifth way to define initial training is looking at the training quality, and this is defined as the overall learning experience including the information received during training, learning expectations, and whether the individual feels that the training was beneficial for their work outcomes (Gagné, 2009). Therefore five specific hypotheses to measure each aspect of initial training are proposed:

H1a. The number of initial training days for recruiters is positively related to their autonomous motivation.

H1b. The trainer's involvement is positively related to their autonomous motivation.

H1c. The training sufficiency for recruiters is positively related to their autonomous motivation.

H1d. The training quality for recruiters is positively related to their autonomous motivation.

H1e. The overall satisfaction with training for recruiters is positively related to their autonomous motivation.

Intentions to Quit and Training

It is quite ironic that staffing agencies can be so successful at recruiting for their clients, but cannot seem to retain their own employees. Retaining employees is an important issue for organizations because losing valuable employees results in significant costs (Abbasi & Hollman, 2008). In addition, retaining employees that are knowledgeable, productive, and well experienced can give a company a competitive advantage over its competitors (King, 1997; Cheng & Brown, 1998; Roepke & Agarwal, 2000). It is vital to retain recruiters in the staffing industry because recruiters are the most important factor that influences the productivity, performance, and success of the agencies.

One of the reasons why recruiters quit may be lack of initial training. It can always be overwhelming to start a new job, and this can be more evident for recruiters in

the staffing industry. Recruiters are responsible for searching resumes, screening candidates, interviewing candidates, conducting background checks, and interacting with clients and candidates on an ongoing basis. They are also required to make difficult and important decisions in an interview, such as whether a candidate can be placed or not. In addition, they have to be very comfortable with sales, because a big part of the recruiter's job is to convince or "sell" the candidate to their client. If recruiters are not trained initially, they are more likely to feel overwhelmed and reluctant to perform successfully at their job because they did not have the necessary skills and knowledge to perform their job duties.

Studies have shown that training can be one of the major contributors of job retention. A study showed that employees with more training events were less likely to leave their employer (Pajo et al., 2010). A study found that dissatisfaction with training opportunities was associated with an increased probability of nurses intending to quit, more than dissatisfaction with pay or workload (Shields & Ward, 2001). Another study found that employees' training attitudes were positively related to job retention (Acton & Golden, 2003). Not only does training help employees learn new skills, it also increases an employee's sense of belonging, which would satisfy the need for relatedness (Bushardt & Fretwell, 1994). Therefore, these studies imply that training is beneficial for the organization and the employee. Training can help employees learn new skills, and progress in their career, which can impact an employee's willingness to stay in the organization (Acton & Golden, 2003). As a result, the organization benefits from retaining their trained employees. Therefore, the proposed hypotheses are the following:

H2a. The number of initial training days for recruiters is negatively related to turnover intentions.

H2b. The trainer's involvement is negatively related to turnover intentions.

H2c. The training sufficiency for recruiters is negatively related to turnover intentions.

H2d. The training quality for recruiters is negatively related to turnover intentions.

H2e. The overall satisfaction with training for recruiters is negatively related to turnover intentions.

Thriving and Training

It was discussed earlier that individuals who are trained are more likely to feel competent and valued in the organization, because they will be learning new skills and knowledge. They will feel valued because the organization is investing time and money into helping their employees perform successfully at their jobs. The impact of training may also lead to other positive outcomes. For example, employees may feel driven and excited to continue learning at work when they learn new skills and knowledge. This is known as thriving at work, and it is defined as a "psychological state in which individuals experience both a sense of vitality and a sense of learning at work" (Spreitzer et al., 2005, p. 538). Two aspects make up thriving at work, which are learning and vitality.

Thriving is an experience where individuals can acquire an increased level of knowledge and skills in order to build confidence and promote their own growth (Spreitzer et al., 2005). This would constitute the learning aspect of thriving. Vitality can be described as having energy and a positive attitude (Nix, Ryan, Manly, & Deci, 1999).

Overall, thriving helps improve performance. Cross, Baker, and Parker (2003) have shown that employees with higher energy are more likely to have higher job performance. Employees who feel energetic will exert more effort and are more committed in their job (Marks, 1977). Studies have also shown that individuals who have higher levels of thriving have better mental and physical health (Christianson, Spreitzer, Sutcliffe, & Grant, 2005; Keyes, 2002). Therefore, the studies suggest that thriving at work has an impact on employees' learning and health (Spreitzer & Sutcliffe, 2006). More importantly, Porath, Spreitzer, Gibson, and Garnett, (2011) emphasized that vitality and learning both need to be satisfied in order to experience the highest level of thriving. For example, an employee who is working in a call center and is feeling energetic when he/she is satisfying the needs of a customer but is not learning anything new or has no opportunities for improvement will only be experiencing minimal thriving at work.

Spreitzer et al. (2005) developed a model of thriving at work involving two aspects: the social structural and resources produced. The social structural aspect focuses on the environment and the employee. This would mean that the organization fosters an environment comprised with trust, respect, information sharing, and an increase of decision-making. By doing so, it results in the second aspect of the model: resources produced, which include an increase of knowledge and a positive meaning to an employee's work. In order to understand the second aspect more clearly, three behaviors need to occur. The first behavior is task focus and it is when an individual conducts their job responsibilities. The second behavior is experimentation and it is when an individual takes risk and explores new ways to learn at work. For example, the individual tries to find innovative ways to improve at work. The third behavior is relating, and this would

mean that the individual relates with others and provides support to their colleagues. They can also show their colleagues how they understand their jobs and how they accomplish their tasks. As a result, these behaviors promote both learning and vitality at work. It may be possible that training is used to operationalize the social structural aspect of the thriving model. The impact of training may increase an individual's knowledge and add a positive meaning to an employee's work. Therefore, this study will test the constructs of this model, which measures the two dimensions of thriving (learning and vitality).

Some studies have examined the impact of training on either the learning or vitality aspect of thriving. The studies did not use the Thriving at Work scale (Spreitzer et al., 2005), but they did measure learning and vitality with other scales. For example, a study by Hall, Woodhouse, and Wooster (1988) found that teachers who received training felt that it was their most significant learning experience. In addition, Harris and Biddulph (2000) found that training helped teachers feel good and energetic. Since there is a lack of literature on examining the relation between training and both aspects of thriving, this study will test the following hypotheses:

H3a. The number of initial training days for recruiters is positively related to learning at work.

H3b. The trainer's involvement is positively related to learning at work.

H3c. The training sufficiency for recruiters is positively related to learning at work.

H3d. The training quality for recruiters is positively related to learning at work.

H3e. The overall satisfaction with training for recruiters is positively related to learning at work.

H4a. The number of initial training days for recruiters is positively related to vitality at work.

H4b. The trainer's involvement is positively related to vitality at work.

H4c. The training sufficiency for recruiters is positively related to vitality at work.

H4d. The training quality for recruiters is positively related to vitality at work.

H4e. The overall satisfaction with training for recruiters is positively related to vitality at work.

Intentions to Quit and Autonomous Motivation

Other studies have concluded that autonomous motivation and training increase commitment to the organization, improve performance, and lower turnover (Griffeth & Hom, 1995; Belcourt et al., 2005). A study by Vallerand, Fortier, and Guay (1997) found that students who perceive that their teachers provided autonomy support had higher levels of autonomous motivation, which had a negative impact on their intentions to drop out of school. Another study also concluded that autonomy was the most effective predictor of job retention and job satisfaction (Hanson, Jenkins, & Ryan, 2008). It is possible that when individuals feel that their job is enjoyable and provides value, they are less likely to leave the organization. It has also been shown that organizations that provide an autonomy supportive environment, and when managers provide basic need satisfaction, intrinsic motivation, and internalization of extrinsic motivation, they often lead to better performance, job satisfaction, organizational commitment, and positive

work outcomes (Gagné & Deci, 2005). Therefore, having autonomous motivation is important in organizations because improving a work outcome such as job satisfaction will provide better attendance and lower turnover (Breaugh, 1985; Karasek & Theorell, 1990; Matteson & Ivancevich, 1987; Sherman, 1989).

A study that involved employees working at a trade-based apprenticeship in Australia showed that intrinsic motivation was one of the major predictors of apprentices' retention (Gow, Warren, Anthony, & Hinschen, 2008). Another study, conducted at an Italian Public Healthcare organization, found that affective commitment mediated the relationship between intrinsic motivation and turnover intentions (Galletta, 2011). Such findings stress how intrinsic motivation can foster affective commitment (Gagné et al., 2008). A study by Thatcher, Liu, Stepina, Goodman, and Treadway (2006) found that intrinsic motivation was negatively related to turnover intentions. Another study of military personnel found that autonomous work motivation was negatively related to turnover intentions (Tremblay, Blanchard, Taylor, & Pelletier, 2009). Finally, Dysvik and Kuvaas (2008) found that intrinsic motivation mediated the relationship between training opportunities and turnover intentions.

Thus, as discussed above, the studies suggest that autonomous motivation plays a strong role in retaining employees in organizations. In addition, I have already discussed that training is likely to enhance autonomous motivation (Facteau et al., 1995; Dysvik and Kuvaas, 2008). Therefore, if training enhances autonomous motivation, and autonomous motivation enhances job retention, the proposed hypotheses is the following:

H5a. Autonomous motivation mediates the relationship between initial training days for recruiters and turnover intentions.

H5b. Autonomous motivation mediates the relationship between the trainer's involvement and turnover intentions.

H5c. Autonomous motivation mediates the relationship between the training sufficiency for recruiters and turnover intentions.

H5d. Autonomous motivation mediates the relationship between the training quality for recruiters and turnover intentions.

H5e. Autonomous motivation mediates the relationship between overall satisfaction with training for recruiters and turnover intentions.

Thriving and Autonomous Motivation

In addition to the effects of training recruiters on autonomous motivation, it is also interesting to study how autonomous motivation acts as a mediator between initial training and thriving at work. It was already discussed that when individuals are trained, they are learning new knowledge and skills, which may impact their autonomous motivation. According to SDT, the assumption is that autonomous motivation helps the individual's psychological growth and development. In addition, autonomous individuals have more energy and reduced feelings of depletion (Deci & Ryan, 2008). Therefore, autonomous motivation may lead to increased thriving at work. As a result, autonomous motivation and its relation to thriving at work are examined in this study. To my knowledge, no empirical studies to date have explored factors that could influence recruiter's learning at work and feelings of vitality. In addition, autonomous motivation has only been shown to enhance either vitality or learning, so this study will test both aspects of thriving.

Studies have shown that autonomous motivation enhances vitality. For example, it was found that an individual's feeling of vitality increases when an individual is intrinsically motivated (Nix et al., 1999). Reis, Sheldon, Gable, Roscoe, and Ryan (2000) found that daily competence, relatedness, and autonomy were linked with higher daily vitality. Another study by Sheldon, Ryan, and Reis (1996) on psychology students found that daily satisfaction of competence and autonomy led to daily well-being. In addition, a study by Ryan, Bernstein, and Brown (2010) found that people reported higher levels of vitality when they had more self-determination at work. They also found that when individuals had more autonomy and relatedness activities on weekends, they experienced higher levels of vitality. Overall, SDT explains that individuals are more likely to experience feelings of vitality when they perform activities autonomously rather than when being pressured to engage in activities (Deci & Ryan, 2000). A study by Spreitzer and Porath (2011) was conducted to test the relationship between the three psychological needs and thriving at work in six organizations. The three psychological needs of SDT including autonomy, competence, and relatedness were positively related to thriving. Overall, SDT research shows that autonomous motivation leads to heightened levels of vitality (Ryan & Frederick, 1997). It was also discussed above that training can enhance autonomous motivation, and it is interesting to examine the impact of autonomous motivation on both aspects of thriving at work (feeling of vitality and learning). Therefore, the following hypotheses are proposed:

H6a. Autonomous motivation mediates the relationship between initial training days for recruiters and learning at work.

H6b. Autonomous motivation mediates the relationship between the trainer's involvement and learning at work.

H6c. Autonomous motivation mediates the relationship between the training sufficiency for recruiters and learning at work.

H6d. Autonomous motivation mediates the relationship between the training quality for the recruiters and learning at work.

H6e. Autonomous motivation mediates the relationship between overall satisfaction with training for recruiters and learning at work.

H7a. Autonomous motivation mediates the relationship between initial training days for recruiters and vitality at work.

H7b. Autonomous motivation mediates the relationship between the trainer's involvement and vitality at work.

H7c. Autonomous motivation mediates the relationship between the training sufficiency for recruiters and vitality at work.

H7d. Autonomous motivation mediates the relationship between the training quality for the recruiters and vitality at work.

H7e. Autonomous motivation mediates the relationship between overall satisfaction with training for recruiters and vitality at work.

METHOD

Procedure

Four different approaches were used to recruit participants for the study. First of all, I researched online all the staffing agencies in downtown Montreal and in the periphery. I contacted the recruiting managers or the presidents of these staffing firms on the phone or by email in order to schedule meetings and get permission to distribute the surveys to the recruiters in the firm. The second approach was receiving referrals from my previous employer, a staffing agency. This agency contacted other agencies, which I then followed up with to schedule a meeting with them and explained my study in further detail. The third approach was using LinkedIn to contact staffing agency managers by sending them messages and adding their profiles to my network. The initial meetings were beneficial as some of the managers gave me a tour of their offices and explained the roles of the recruiters, as well as their training procedures.

I distributed paper-based questionnaires (Refer to Appendix A for the copy of the questionnaire) in each staffing agency and collected them in person. Some of the recruiters completed the questionnaires on the same day, and others completed it within a week. Participants were informed that the study was about the influence of training on motivation. I told the recruiters that their participation was voluntary (they could give it back blank) and anonymous. No identifying information (other than some demographic information) was collected. The recruiters were asked to sign a consent form before completing the questionnaire (Refer to Appendix B). The questionnaire did not take longer than 15 minutes to complete. Following the completion of the questionnaire, participants were given a debriefing form with contact information for any questions they

may have concerning the study. Upon completion, participants received a 7$ gift certificate from Starbucks Coffee. A report of aggregated results with recommendations based on the literature and the results will be provided to each participating agency.

Sample

This research study uses a cross-sectional quantitative design. Data was collected during a period of 5 weeks. Following the procedure that was described, out of 60 listed staffing agencies in Montreal, 38 (63%) were approached for the study, and 22 (37%) agreed to participate. Participants were 100 recruiters in 22 staffing agencies in Montreal. Seventy-seven (77%) of the recruiters were female, and 23 (23%) of the recruiters were male. The average age of the recruiters was between 26 and 33 years of age (51%). Seventeen participants (17%) are between the ages of 18-25 years of age, 14 participants (14%) are between the ages of 34-41 years of age, 11 participants (11%) are between the ages of 42-49 years of age, and 7 participants (7%) are above 50 years of age. The number of years working in their current organization ranged from 1 month to 18 years with a mean of 3.48 years and a standard deviation of 3.74 years. Approximately, less than half of the recruiters (43%) had previous recruiting experience in other staffing firms. The number of years of experience in other staffing firms for those recruiters ranged from 3 months to 23 years with a mean of 1.92 years and a standard deviation of 3.96 years.

Measures

Autonomous motivation: To measure autonomous motivation, I used the Revised Motivation at Work Scale developed by Gagné et al. (under review). Five types of

motivation are included in the scale: amotivation, extrinsic, introjected, identified regulation, and intrinsic motivation. Intrinsic and identified motivations were used to measure autonomous motivation, and each factor had three items in the scale rated from 1 (Not at all) to 7 (Exactly) Likert scale. The items are an answer to the sentence "Why do you put efforts into your current job?" Sample items are "Because I personally consider it important to put efforts in this job" to measure identified motivation, and "Because I have fun doing my job" to measure intrinsic motivation. Scores from the six items were averaged to form an autonomous motivation score, with a Cronbach's alpha of .91.

Intentions to quit: I used Colarelli's (1984) three-item scale, rated on a 1(Strongly disagree) to 5(Strongly agree) Likert scale. The item "If I had my own way, I will be working for this organization one year from now" was reversed. Scores from the three items were averaged to form intent to quit scores, with a Cronbach's alpha of .83.

Thriving: Thriving was measured using Spreitzer's Thriving at Work scale (2005). Five items measure learning (e.g.: "At work, I find myself learning often") and five items measure vitality (e.g., "At work, I feel alert and awake"). The items were rated on a 1 (Strongly disagree) to 7 (Strongly agree) Likert scale. A confirmatory factor analysis specifying two factors yielded a better fit to the data, $\chi^2(34) = 89.87$ $p < .001$, CFI = .93, GFI = .85, RMSEA = .13, AIC = 131.87, than a one-factor model, $\chi^2(35) = 223.13$, $p < .001$, CFI = .77, GFI = .64, RMSEA = .23, AIC = 263.14. Subscale scores were computed by averaging items, and Cronbach's alpha were .89 for learning and .92 for vitality.

Training: Five aspects of training were assessed. The first indicator of training was the length of the initial training, which was measured in number of days. The second

indicator of training was employee perceptions of the trainer's involvement, which was measured using a scale developed by Heslin, VandeWalle, and Latham (2006). Ten statements measured three aspects of the trainer's involvement in the training procedure, namely guidance, facilitation, and inspiration, rated on a 1 (To no extent) to 5 (To a great Extent) and 6 (Not applicable) Likert scale. The 10 items were averaged to form scores, and Cronbach's alpha was .97. The third indicator of training was training sufficiency, which was measured with an 8-item scale developed by Dysvik and Kuvaas (2008). Items assess satisfaction with the training procedure (3 items), adequacy of the training received (3 items), and comparing the training procedures to those provided by other organizations (2 items). Three items were reversed in the scale, and this construct was labeled "Training Sufficiency." The 8 items were averaged, with a Cronbach's alpha of .90. The fourth indicator of training was training quality, which was measured using the Perceived Training Qualitative Analysis scale (2008), and was developed by Gagné for an ongoing project on training effectiveness. Five items measured the overall learning experience of recruiters during their initial training (e.g., "I learned what I expected to learn from my initial training"), rated on a 1 (Not at all) to 7 (Very much) Likert scale. The five items were averaged, with a Cronbach's alpha of .83. The last indicator of training measured a general satisfaction using a single item asking "How satisfied are you in general with your initial training?" assessed on a 1 (Not satisfied) to 7 (Extremely satisfied) Likert scale.

Demographics: The demographic questions asked in the questionnaire included age and gender. Other questions were also asked such as years of experience in the current organization, and previous recruitment experience in other agencies.

Data Preparation and Analytic Strategy

Dummy variables were created for years of experience in the current organization (Tenure), age, number of initial training days, and previous staffing experience (Agency Experience). Tenure was moderately positive for skeweness and kurtosis and was thus transformed into a dummy variable coded as 1 for participants with less than or equal to 2 years in the organization, and 2 for participants with more than 2 years in the organization. The cut off was decided based on the median value, which was 2 years. Age was also represented by a dummy variable coded as 1 for participants who were between the ages of 18 to 33 years-old, and 2 for participants who over 33 years of age and above. The cut off was based on the median value, which was 34. The variable "number of training days" was substantially positive for skewness and kurtosis; so this variable was recoded as a dummy variable, where 1 represented people who got no training and 2 represented people who got trained. Finally, because the variable previous staffing experience was also substantially positive for the skewness and kurtosis, it was recoded as a dummy variable, where 1 represented people with less than 3 years of previous staffing experience, and 2 represented people with greater than 3 years of previous staffing experience. The cut off was based on the median value, which was 3 years.

Preliminary diagnostics were then conducted to get an overall view of the data collected. Prior to testing the hypotheses, a missing data analysis was conducted; one analysis for those who did training N = 89, and the other analysis for participants who did not receive any training N = 11. A filter question that stated, "how long was your initial training program?" was provided in the questionnaire, and participants who did not receive training left the subsequent training questions blank. Therefore, in order to check

for a pattern in the missing data, I excluded these 11 cases. The Little's MCAR test: (N = 89, Chi Square: 424.433, *df*: 362, sig: .013) showed that the data were not missing completely at random, but the Separate Variance T-test was not significant, meaning that the data were missing at random. A Monte Carlo expectation maximization (EM) algorithm was used to replace the missing data (Tabachnick & Fidell, 2007). When the missing data are missing at random, the EM method offers a reasonable and practical approach to impute missing data (Allison, 2010; Tabachnick & Fidell, 2007).

The data were then examined to check if there were any univariate outliers. According to Tabachnick and Fidell (2007), an item is considered an outlier if the z value > 3.29. When univariate outliers were examined in the entire sample it was found that learning and thriving had 2 outliers each, and autonomous motivation had one outlier. There was only one participant in each outlier. When univariate outliers were examined for N = 89, 2 items from the proactive socialization training scale including positive outlook and relationship with boss had outliers. Similarly, there was only one participant in each outlier. These outliers were kept in the analyses in order not to decrease the sample size.

Skewness and kurtosis were then verified to check if the data were normally distributed. For the entire sample, statistics ranged from a minimum of -1.51 to a maximum of 1.46 for skewness, and from a minimum of -0.35 to a maximum of 2.14 for kurtosis. Because some of the item values were out of the range (> |2|), I decided to follow Muthen and Kaplan's (1985) method and examined the means of the kurtosis and skewness. This was done on the full sample and also for the sample of 89 participants who got trained. For the full sample, the kurtosis and skewness values superior to |2|

were not considered a problem since mean kurtosis (|M| = .79) and mean skewness (|M| = .97) were inferior to |2|. For the reduced sample, which included all training variables, the kurtosis and skewness values superior to |2| were also not considered a problem since mean kurtosis (|M| = .64) and mean skewness (|M| = .55) were inferior to |2| (Muthen & Kaplan, 1985; Green-Demers, Pelletier, & Menard, 1997). Therefore, the data were normally distributed.

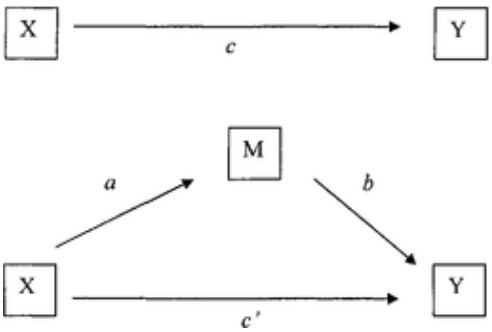
Multiple regression analyses were conducted to test the hypotheses. A multiple regression was conducted with the five training variables entered together, and the F values were found to be significant, but none of the training variables yielded significant results. This may be because the five training variables were correlated, creating some level of multicollinearity, but probably also because the sample size was too small to analyze the effects of the five variables together. Therefore, regressions were run separately for each training variable.

To examine mediating hypotheses, the four-step method by Baron and Kenny (1986) was used. The first step was to examine if X was positively related to Y (see Figure 3.1). The second step was to examine if X was positively related to M. The third step was to examine if M was positively related to Y. The fourth step was to examine if X was still positively related to Y when M was included in the equation. In order to do so, the value of c′ has to be examined. The value of c′ is the effect of X on Y controlling for the mediator. When the value of c′ is smaller than the value of c and is significant, then we have partial mediation. If c′ becomes non-significant, and M is significantly related to Y, it indicates full mediation.

In order to verify if mediational effects were significant, the bootstrap method was also used. Even though there are other statistical methods such as the Sobel test to compute the indirect effects, the assumption is that a Sobel test should be used on large sample sizes. For small samples, the bootstrap method is preferred, because it can compute a confidence interval (Preacher & Hayes, 2004). Bootstrapping in this study was computed where regression statistics create a large number of replications (usually more than 1,000 samples), where the samples from the data set are drawn with replacement. For example, this study had 5,000 bootstrap samples of 100 cases drawn from the sample size (N = 100). Due to the replacement, each case can be drawn more than once, or it cannot to be drawn at all (Tabachnick & Fidell, 2007). In this study, when I used the sample of 100, the estimate of *ab* was the mean *ab* calculated over 100 samples, and the standard error was the standard deviation of 100 *ab* estimates. In order to compute the 95% confidence interval, the values of the 100 estimates of *ab* are arranged from low to high (Preacher & Hayes, 2004).

Figure 3.1: Reproduced from Baron & Kenny, 1986

2



RESULTS

The means and standard deviations for the constructs were computed. The results are presented in Table 1.

Table 1

Descriptive Statistics for the Constructs

Construct	*N*	*M*	*SD*
Autonomous Motivation	100	5.55	1.01
Learning	100	5.53	1.08
Vitality	100	5.46	1.11
Intentions to Quit	100	1.88	1.03
Trainer's Involvement	89	3.89	1.14
Training Sufficiency	89	3.41	.94
Training Quality	89	4.68	1.19
Training Satisfaction	89	4.40	1.58
Age	100	2.40	1.11
Gender	100	1.77	.42
Tenure	100	3.48	3.74
Previous Agency Experience*	43	1.92	3.96

**The sample size is 43, because only 43 participants had previous agency experience.*

I also computed the descriptive statistics to compare the participants who did not receive any form of training (N = 11), and the participants who received training (N = 89, see Table 2). The results do not show any large difference in means between the two groups. The size of each group was too discrepant to test mean differences using t-tests.

Table 2

Mean Differences Between Trained and Untrained Participants

Construct	*N*	*M*	*SD*	*N*	*M*	*SD*
Autonomous Motivation	11	6.09	.75	89	5.48	1.02
Learning	11	5.31	1.48	89	5.56	1.02
Vitality	11	5.51	1.56	89	5.45	1.06
Intentions to Quit	11	1.67	.91	89	1.90	1.04

Analysis of variance (ANOVA) tests were conducted to test for significant differences between the means of the complete sample versus the one for the reduced group of 89. I examined if age, tenure, gender, and previous agency experience were significantly different across the two samples, and whether they had significant differences between the groups: learning, vitality, turnover intentions, autonomous motivation, and number of training days. In the full sample, learning differed significantly between people who were younger (M = 5.76) and older (M = 5.06), F (1, 98) = 10.11, $p < .001$. Turnover intentions also differed significantly for people with shorter tenure (M = 2.21) and those with longer tenure (M = 1.49), F (1, 98) = 13.83, $p < .001$. Autonomous motivation was also lower for people who had shorter tenure (M = 5.28) than for those who had longer tenure (M = 5.86), F (1, 98) = 8.73, $p < .001$.

Gender and previous agency experience was unrelated to any of the variables. For the reduced sample, I also examined if the training variables had significant differences on age, tenure, gender, and previous staffing experience. Trainer's involvement was lower for people who were older (M = 3.25) than for people who were younger (M = 4.18), F (1, 87) = 14.60, $p < .001$. The other demographic variables were unrelated to the training variables.

Pearson's correlation coefficients were computed for all variables included in the research model (see Tables 3 and 4). The number of cases to compute correlations ranged between 89 and 100. The correlations provide initial support for the hypotheses. As shown in the first table (Table 4.1), there were positive relations between autonomous motivation, learning and vitality. There was also a negative relation between turnover intentions and autonomous motivation, and turnover intentions and learning and vitality. As shown in the second table (Table 4.2), there is also partial support for the hypotheses.

Table 3

Correlation Matrix for the Variables; N=100

	1	2	3	4
1. Learning	_			
2. Vitality	.66**	_		
3. Turnover Intentions	-.37**	-.58**	_	
4. Autonomous Motivation	.52**	.65**	-.51**	_

Note. N = 100. **$p < .01$.

Table 4

Correlation Matrix for the Variables; N=89

	1	2	3	4	5	6	7
1. Trainer's Involvement	_						
2. Training Sufficiency	.51**	_					
3. Training Quality	.51**	.75**	_				
4. Overall Satisfaction with Training	.52**	.77**	.79**	_			
5. Learning	.41**	.29**	.43**	.33**	_		
6. Vitality	.36**	.45**	.47**	.37**	.69**	_	
7. Turnover Intentions	-.27*	-.43**	-.42**	-.32**	-.37**	-.54**	_
8. Autonomous Motivation	.45**	.50**	.56**	.41**	.61**	.69**	-.50**

Note. N = 89. *$p < .05$; **$p < .01$.

A series of multiple regression analyses were conducted to test the hypotheses. The first hypothesis was to determine if initial training for recruiters would be positively related to their autonomous motivation. Because there were 5 indicators for initial training, each was tested in different regression equations. Number of initial training days was not significantly related to autonomous motivation, $\beta = -.19$, $R^2 = .04$, $F(1,98) = 3.61$, $p > .05$, which means that H1a was not supported. The second regression revealed that the trainer's involvement was positively related to autonomous motivation, $\beta = .45$, $R^2 = .20$, $F(1,87) = 22.22$, $p < .01$, supporting H1b. Training sufficiency was positively related to autonomous motivation, $\beta = .50$, $R^2 = .25$, $F(1,87) = 28.30$, $p < .01$, thereby

supporting H1c. Training quality was positively related to autonomous motivation, β = .56, R^2 = .31, F (1,87) = 39.56, p < .01, supporting H1d. A last regression revealed that overall satisfaction with training was positively related to autonomous motivation, β = .41, R^2 = .17, F (1,87) = 17.89, p < .01, thereby supporting H1e.

The second hypothesis was to determine if initial training for recruiters would be negatively related to turnover intentions. The regression revealed that the number of initial training days was not related to turnover intentions, β = .07, R^2 = .01, F (1,98) = 0.51, p > .01, which means that H2a was not supported. The second regression revealed that the trainer's involvement was negatively related to turnover intentions, β = -.27, R^2 = .07, F (1,87)= 6.80, p < .01, supporting H2b. Training sufficiency was negatively related to turnover intentions, β = -.43, R^2 = .18, F (1,87)= 19.67, p < .01, thereby supporting H2c. The regression revealed that training quality was negatively related to turnover intentions, β = -.42, R^2 = .18, F (1,87) = 19.06, p < .01), supporting H2d. Finally, the regression revealed that overall satisfaction of the training was negatively related to turnover intentions, β = -.32, R^2 = .11, F (1,87) = 10.17, p < .01, thereby supporting H2e.

The third hypothesis was to determine if initial training for recruiters would be positively related to thriving at work, specifically to learning. The regression revealed that the number of initial training days was not related to learning, β = .07, R^2 = .01, F (1,98) = .54, p > .01, which means that H3a was not supported. The second regression revealed that the trainer's involvement was positively related to learning, β = .41, R^2 = .17, F (1,87) = 18.02, p < .01, thereby supporting H3b. Also the training sufficiency was positively related to learning, β = .29, R^2 = .09, F (1,87) = 8.19, p < .01, thereby supporting H3c. The regression revealed that training quality was positively related to

learning, β = .43, R^2 = .18, F (1,87) = 19.61, p < .01, supporting H3d. Finally, the regression revealed that the overall satisfaction of the training was positively related to learning, β = .33, R^2 = .11, F (1,87) = 10.30, p < .01), thereby supporting H3e.

The fourth hypothesis was to determine if initial training for recruiters would be positively related to vitality at work. The regression revealed that the number of initial training days was not related to vitality, β = -.02, R^2 = .00, F (1,98) = .03, p > .01, which means that H4a was not supported. The second regression revealed that the trainer's involvement was positively related to vitality, β = .36, R^2 = .13, F (1,87) = 12.78, p < .01, thereby supporting H4b. The regression also revealed that training sufficiency was positively related to vitality, β= .45, R^2 =. 20, F (1,87) = 21.77, p < .01, thereby supporting H4c. The regression revealed that training quality was positively related to vitality, β = .47, R^2 = .22, F (1,87) = 23.90, p < .01, supporting H4d. Finally, the regression revealed that the overall satisfaction of the training program was positively related to vitality, β = .37, R^2 = .14, F (1,87) = 13.69, p < .01), thereby supporting H4e.

The fifth hypothesis was to determine if autonomous motivation mediated the relation between initial training and turnover intentions. Regarding number of training days, inspection of relevant parameters showed that the four criteria for mediation were not fully achieved, because there was no support for the first step under the Baron and Kenny method (1986), but the bootstrap mediation analysis showed an indirect effect between the number of training days and turnover intentions (β = .31, p < .05), partially supporting H5a.

Regarding the trainer's involvement, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation

between the independent variable (trainer's involvement) and the mediator (autonomous motivation, β = .37, p <. 01), a substantial relation between the mediator and turnover intentions variable (β = -.50, p < .01), and the relation between the independent and the dependent variable (turnover intentions) was reduced from β = -.21, p < 0.01 to β = -.02, *ns* when the mediator was considered, indicating full mediation, supporting H5b.

Regarding training sufficiency, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (training sufficiency) and the mediator (autonomous motivation, β = .49, p < .01), a substantial relation between the mediator and turnover intentions variable (β = -.40, p < .01), and the relation between the independent and the dependent variable (turnover intentions) was reduced from β = -.48, p < 0.01 to β = -.28, p < 0.01 when the mediator was considered, indicating partial mediation, supporting H5c.

Regarding training quality, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (training quality) and the mediator (autonomous motivation, β = .36, p < .01), a substantial relation between the mediator and turnover intentions variable (β = -.41, p < .01), and the relation between the independent and the dependent variable (turnover intentions) was reduced from β = -.31, p < 0.01 to β = -.17, p < 0.01 when the mediator was considered, indicating partial mediation, supporting H5d.

Regarding overall satisfaction with training, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (overall satisfaction with training) and the mediator (autonomous motivation, β = .27, p < .01), a substantial relation between the

mediator and turnover intentions variable (β = -.44, $p < .01$), and the relation between the independent and the dependent variable (turnover intentions) was reduced from β = -.21, $p < 0.01$ to β = -.09, $p < 0.01$ when the mediator was considered, indicating full mediation, supporting H5e. For more details regarding the mediation results, please refer to Appendix E.

The sixth hypothesis was to determine if autonomous motivation mediated the relationship between initial training and learning at work. Regarding number of initial training days, inspection of relevant parameters showed that the four criteria for mediation were not fully achieved, because there was no support for the first step under the Baron and Kenny method (1986), but the bootstrap mediation analysis showed an indirect effect between the number of training days and learning at work (β = -.36, $p <$ .05) partially supporting H6a.

Regarding trainer's involvement, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (trainer's involvement) and the mediator (autonomous motivation, β = .37, $p < .01$), a substantial relation between the mediator and learning at work variable (β = .53, $p < .01$), and the relation between the independent and the dependent variable (learning at work) was reduced from β = .24, $p < 0.01$ to β = .04, $p <$ 0.01 when the mediator was considered, indicating full mediation, supporting H6b.

Regarding training sufficiency, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (training sufficiency) and the mediator (autonomous motivation, β = .49, $p < .01$), a substantial relation between the mediator and learning at work variable (β

= .52, $p < .01$), and the relation between the independent and the dependent variable (learning at work) was reduced from β = .33, $p < 0.01$ to β = .08, $p < 0.01$ when the mediator was considered, indicating full mediation, supporting H6c.

Regarding training quality, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (training quality) and the mediator (autonomous motivation, β = .36, $p < .01$), a substantial relation between the mediator and learning at work variable (β = .40, $p < .01$), and the relation between the independent and the dependent variable (learning at work) was reduced from β = .41, $p < 0.01$ to β = .27, $p < 0.01$ when the mediator was considered, indicating partial mediation, supporting H6d.

Regarding the overall satisfaction with training, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (overall satisfaction with training) and the mediator (autonomous motivation, β = .27, $p < .01$), a substantial relation between the mediator and learning at work variable (β = .57, $p < .01$), and the relation between the independent and the dependent variable (learning at work) was reduced from β = .21, $p < 0.01$ to β = .06, $p < 0.01$ when the mediator was considered, indicating full mediation, supporting H6e.

The seventh hypothesis was to determine if autonomous motivation mediated the relationship between initial training and vitality at work. Regarding the number of initial training days, inspection of relevant parameters showed that the four criteria for mediation were not fully achieved, because there was no support for the first step under the Baron and Kenny method (1986), but the bootstrap mediation analysis showed an

indirect effect between the number of training days and vitality at work (β = -.45, $p < .05$) partially supporting H7a.

Regarding the trainer's involvement, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (trainer's involvement) and the mediator (autonomous motivation, β = .37, $p < .01$), a substantial relation between the mediator and vitality at work variable (β = .73, $p < .01$), and the relation between the independent and the dependent variable (vitality) was reduced from β = .25, $p < 0.01$ to β = -.03, $p < 0.01$ when the mediator was considered, indicating full mediation, supporting H7b.

Regarding training sufficiency, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (training sufficiency) and the mediator (autonomous motivation, β = .49, $p < .01$), a substantial relation between the mediator and vitality at work variable (β = .64, $p < .01$), and the relation between the independent and the dependent variable (vitality) was reduced from β = .51, $p < 0.01$ to β = .20, $p < 0.01$ when the mediator was considered, indicating full mediation, supporting H7c.

Regarding training quality, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (training quality) and the mediator (autonomous motivation, β = .36, $p < .01$), a substantial relation between the mediator and vitality at work variable (β = .61, $p < .01$), and the relation between the independent and the dependent variable (vitality) was reduced from β = .37, $p < 0.01$ to β = .15, $p < 0.01$ when the mediator was considered, indicating partial mediation, supporting H7d.

Regarding the overall satisfaction with training, inspection of relevant parameters showed that the four criteria for mediation were achieved. There was a substantial relation between the independent variable (overall satisfaction with training) and the mediator (autonomous motivation, $\beta = .27$, $p < .01$), a substantial relation between the mediator and vitality at work variable ($\beta = .66$, $p < .01$), and the relation between the independent and the dependent variable (vitality) was reduced from $\beta = .25$, $p < 0.01$ to $\beta = .07$, $p < 0.01$ when the mediator was considered, indicating full mediation, supporting H7e.

DISCUSSION

This study aimed to empirically test the relation between initial training with autonomous motivation, turnover intentions, and thriving at work. Four hypotheses were tested to determine if initial training had a positive relation to autonomous motivation, thriving at work (learning and vitality), and a negative relation to turnover intentions. The fifth hypothesis was to examine how autonomous motivation had a mediating effect between initial training and turnover intentions. Finally, the sixth and seventh hypotheses examined if autonomous motivation had a mediating effect between initial training and thriving at work.

The study did show support for the seven hypotheses. Initial training was positively related to autonomous motivation, thriving and turnover intentions. It was interesting to find that the results were in disagreement with the findings by Bernthal and Wellins (2006) who found that only 51% of leaders indicated that training is important for continuous success in the organization. However, the results in this research study

were in agreement with the studies by Facteau and colleagues, (1995), Pajo and colleagues (2010) and Dysvik & Kuvaas (2008) who concluded that training has a positive effect on the organization. Four of the training indicators in this study were indeed related to autonomous motivation and turnover intentions. First of all, the trainer's involvement was positively related to autonomous motivation and negatively related to turnover intentions. Training sufficiency was positively related to autonomous motivation and negatively related to turnover intentions. Training quality and the overall satisfaction with training were positively related to autonomous motivation and negatively related to turnover intentions.

On the other hand, the number of initial training days that recruiters received was unrelated to autonomous motivation, thriving at work, or turnover intentions. Therefore, contrary to expectations, whether recruiters were trained a day or a month made no difference for their autonomous motivation, turnover intentions, or thriving at work. This could be attributed to the fact that the quality of training is more important than the number of initial training days. In addition, if recruiters are getting trained for over two weeks, the training procedure may lack structure or the recruiters may feel bored, especially if they have previous recruiting experience. In fact, an open-ended question was given to the participants to list their least favorite part about the training procedure. Many of the participants responded that the training process was too short, too long, unstructured, boring, or it was too technical. A second open-ended question asked about their favorite part of the training process, and many recruiters responded that hands-on training was very beneficial for them as well as feedback, interaction, and working with colleagues.

One of the interesting findings was how initial training showed support for both aspects of thriving (learning and vitality), because studies in the past have only looked at one aspect of thriving at a time in organizations. Initial training for recruiters was positively related to both learning and vitality in the staffing industry. The present study is the first to measure training and its influence on thriving by using the thriving scale and provides support for Spreitzer's two constructs (learning and vitality). In addition, autonomous motivation was also positively related to learning and vitality at work. The results were in agreement with the studies by Harris and Biddulph (2000) who concluded that training makes an individual feel good and energetic, and Ryan & Frederick (1997) who concluded that autonomous motivation leads to heightened levels of vitality.

Hypotheses 5, 6, and 7 examined if autonomous motivation acted as a mediator between initial training and turnover intentions, and initial training and thriving at work. An indirect effect, partial and full mediation was found between the variables in the three hypotheses. The indirect effect was found using the bootstrap method. Partial and full mediation were found using the Baron and Kenny method (1986). Autonomous motivation mediated the relationship between initial training and turnover intentions. Autonomous motivation mediated the relationship between initial training and learning at work. Finally, autonomous motivation mediated the relationship between initial training and vitality at work. Therefore, the results are in agreement with Dysvik and Kuvaas (2008) who found that intrinsic motivation mediated the relationship between training opportunities and turnover intentions. When individuals are trained, they learn new skills and knowledge, which increases their autonomy and inherent interest in the activities. Gagné and Deci also explain that organizations that provide an autonomy supportive

environment and intrinsic motivation would lead to better work outcomes (2005). As a result, when individuals are autonomously motivated, they are less likely to leave the organization (Galletta, 2011). The study is also in agreement with Deci and Ryan (2008) who stated that autonomous individuals have more energy and reduced feelings of depletion. The overall results do support the premise that autonomous motivation does have a strong impact in mediating between initial training, turnover intentions, and thriving at work.

Practical Implications

The results imply that initial training is a crucial factor to get new employees to engage in their work with high autonomous motivation. As discussed above, the results of this study show substantial support that initial training has a positive effect on autonomous motivation and thriving at work, and a negative effect on turnover intentions. The variance in the outcome variables was quite large ($R^2 = .07$ to $R^2 = .31$), pointing to the importance of initial training in staffing agencies. Therefore, organizations should invest in training in order to have positive work outcomes. As shown in this study and previous ones, autonomous motivation is also important to engage employees. In the present study, autonomously motivated employees were less likely to leave, and more likely to thrive at work. It would be good to replicate these results with other professions, because it would be important to emphasize the benefits of initial training, and managers would be more likely to invest in training. For sure, since the study was conducted in a specific industry, it can be applicable to managers in staffing firms. They can use this study to analyze how initial training for recruiters is a solution to improve job

productivity. Furthermore, it is important to emphasize that the quality of training is more important than the quantity. Training procedures should be structured, hands-on, and feedback should be provided to the recruiters. Managers in staffing agencies can also implement training programs or hire individuals with training experience to guide their new recruiters. A lot of the recruiting managers whom I met with discussed their concerns over turnover issues in the staffing industry, so the results of this study can show the positive impact of initial training.

Limitations

The limitations of the study would include the threat of history, external validity, improving the questionnaire and sample size. In addition, the order of the variables that have been presented was based on the theoretical literature, which could cause inflated relations due to common method variance (Podsakoff, MacKenzie, Lee, & Podaskoff, 2003). Future research could use longitudinal designs to help test the hypotheses more stringently. In terms of the threat of history, some of the questionnaires would be completed and returned the same day, while others were completed over a couple of days. Therefore, a drastic event on the participants could have occurred therefore biasing their responses. In addition, I distributed and collected the surveys on different days according to the managers' conveniences. However, it is possible that collecting a survey on a Friday could have yielded positive reactions because it was the end of the week as opposed to collecting the results on a Monday when some employees might feel less enthusiastic. In addition, according to Ryan and colleagues' recent study, the findings

portrayed that people are also happier on the weekend (2010), which might effect the participant's responses if they completed the survey on a Friday.

Furthermore, there is a threat of external validity because the data was limited to the staffing industry in Montreal, but the results may not be applicable to other industry types. For example, the impact of initial training may be minimal on autonomous motivation or thriving at work for employees who are performing repetitive tasks.

It is important to stress that the study only focused on initial training. Future studies could evaluate if later training also has similar effects on employee motivation. In addition, this study could be improved if there was a larger sample size. A big part of the analysis was examined using only 89 participants because 11 participants did not receive any form of training, though the results with such a small sample were still highly significant. However, regardless of the limitations mentioned above, this research study is crucial in understanding the benefits of having initial training for recruiters.

Future Studies

Future research could be conducted in order to increase studies on recruiters in the staffing industry. It is an important industry and it deserves research, because a lot of industries around the world rely on staffing agencies for their recruiting needs. Therefore, it is important to emphasize the aspects that improve the recruiter's productivity. As discussed above, recruiters in staffing agencies play an important role in screening resumes, and interviewing candidates in order to find the best fit for their clients and candidates. If organizations cannot motivate or retain their recruiters, reduced work outcomes and increased investment on replacing recruiters would occur. Studies can

focus on other aspects other than training such as the relationship between the manager and the recruiter that enhance a recruiter's autonomous motivation, as well as job retention. Other studies can focus on how initial training for recruiters may have a positive impact on job performance or job satisfaction. Future studies can also broaden the study across different industries. In doing so, future researchers can conduct a comparison among the industries and examine if there are any differences. Furthermore, conducting a study across different industries can help generalize the results and reduce external validity.

In addition, future researchers could conduct a longitudinal study to determine if initial training does have an impact on turnover intentions where the researcher can return to the participating firms to see if the recruiters are retained for a period of time. The researcher can collect the initial survey, and then return six months after to verify if the participating recruiters are still working at the firm. For those who are still working at the firm, they would receive an additional survey with the same questions pertaining to autonomous motivation, job retention, and thriving at work. However, the researcher has to assure the confidentiality of the participating recruiters when returning to verify the retained recruiters.

Finally, future studies can also control for salary, or type of recruitment when measuring if initial training would have an impact on autonomous motivation, thriving at work, or job retention. For example, will a recruiter with a base salary, bonus, and commission have stronger intentions to stay than a recruiter who only receives a base salary? It would be interesting to examine if different pay structures play a factor in influencing the results of this study. It is also interesting to examine those recruiters who

recruit for temporary positions as opposed to permanent positions. It may be that recruiters who are recruiting for temporary positions experience more stress than recruiters who recruit for permanent positions. This is because those recruiters operate in a very fast-paced environment where they sometimes need to fill a position in less than 24 hours. Thus their training should include a module on time management as well as emphasize high speed efficiency and resistance to stress. As a result, it would be interesting to examine if the recruitment for temporary or permanent positions changes the results for this study.

CONCLUSION

In conclusion, this study examined the impact of initial training on recruiter's autonomous motivation in the staffing industry. It also examined if initial training had a positive effect on thriving at work, and a negative effect on turnover intentions. The study was conducted on staffing agencies in Montreal, and the findings did support the studies in the past. The factor that was not supported was that the number of initial training days that recruiters had did not impact turnover intentions or thriving at work. However, it was significant when autonomous motivation was a mediator between the number of initial training days and turnover intentions and thriving at work. Given that there is a lack of research on recruiters and specifically the staffing industry, I feel that this study is a strong contribution to knowledge.

REFLECTIONS

Overall, the thesis project was an amazing experience for me. At first, I thought it would be very challenging, and time consuming, but I accepted the challenge as a great opportunity to learn and explore a topic in depth that I absolutely enjoy. I also felt that it was a rewarding experience, because I was able to prioritize my time and establish my own goals in order to see my progress in the thesis process. I definitely enjoyed having a flexible schedule, and working on different aspects in the study. I thought the analysis part of the thesis would be extremely difficult, but I was fortunate to receive help with an amazing colleague. I became very comfortable with the program, and it was fun to explore the different results. The most enjoyable part of the thesis was data collection, because I was very fortunate to meet many recruiting managers, recruiters, and presidents of staffing firms. I developed a strong network, and it was exciting to collect the questionnaires and explain my research study. I received a lot of positive feedback, and I was grateful for their support.

Finally, I feel very proud of my thesis project, because it was a great journey to work on a topic that I am passionate about. There have been difficult times, but I managed to overcome the stressful days, and it was a great opportunity to learn about the topic, and to also learn about myself. I believe doing a thesis project will always be a rewarding experience, and it is very important for anyone who conducts research that they choose a topic that they enjoy.

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APPENDICES

Appendix A: Questionnaire

Thank you in advance for completing the questionnaire. Please note that the following questions are about the training that you received when you first began your employment in this organization.

1. How long have you been employed at your current organization? _____ Month(s)
_____ Year(s).

2. What level of recruitment do you conduct at your job? (Please select all that apply)

- ☐ Entry-level positions
- ☐ Mid-level positions
- ☐ Senior-level positions
- ☐ Temporary positions
- ☐ Permanent positions

3. What is current pay structure at your job? (Please select all that apply)

- ☐ Base salary
- ☐ Commission
- ☐ Bonus –individual
- ☐ Bonus – team
- ☐ Allowance – Travel, meal, etc
- ☐ Over time

4. Have you worked as a recruiter at another employment agency before? (Circle your answer):

Yes
No

If yes, how long did you work as a recruiter? (Please exclude the time at your current organization)

_____ Month(s)
_____ Year (s)

5.

	Strongly disagree						Strongly agree
1. At work, I find myself learning often.	1	2	3	4	5	6	7
2. At work, I continue to learn more as time goes by.	1	2	3	4	5	6	7
3. At work, I see myself continually improving.	1	2	3	4	5	6	7
4. At work, I am not learning.	1	2	3	4	5	6	7
5. At work, I am developing a lot as a person.	1	2	3	4	5	6	7

6. At work, I feel alive and vital.	1	2	3	4	5	6	7
7. At work, I have energy and spirit.	1	2	3	4	5	6	7
8. At work, I don't feel very energetic.	1	2	3	4	5	6	7
9. At work, I feel alert and awake.	1	2	3	4	5	6	7
10. At work, I am looking forward to each new day.	1	2	3	4	5	6	7

6.

	Strongly disagree				Strongly agree
1. If I had my own way, I will be working for this organization one year from now.	1	2	3	4	5
2. I frequently think of quitting my job.	1	2	3	4	5
3. I am planning to search for a new job during the next 12 months.	1	2	3	4	5

7. People might put effort into their job for various reasons. Using the scale below, please indicate for each of the following statements to what degree they correspond to one of the reasons for which you would or do put effort in your job. Please choose the appropriate response for each item.

Why do you put efforts into your current job?	Not at all	Very little	A little	Moderately	Strongly	Very strongly	Exactly
1. Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor, ...).	1	2	3	4	5	6	7
2. To get others' approval (e.g., supervisor, colleagues, family, clients...).	1	2	3	4	5	6	7
3. Because otherwise I will feel bad about myself	1	2	3	4	5	6	7
4. I don't know why I'm doing this job, it's pointless work.	1	2	3	4	5	6	7
5. Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor…).	1	2	3	4	5	6	7
6. Because others will respect me more (e.g., supervisor, colleagues, family, clients...).	1	2	3	4	5	6	7
7. Because I risk losing my job if I provide insufficient efforts.	1	2	3	4	5	6	7
8. To avoid being criticized by others (e.g., supervisor, colleagues, family, clients...)	1	2	3	4	5	6	7
9. Because it makes me feel proud of myself	1	2	3	4	5	6	7
10. I don't, because I really feel that I'm wasting my time at work	1	2	3	4	5	6	7
11. Because I have to prove to myself that I can	1	2	3	4	5	6	7
12. Because what I do in my work is exciting.	1	2	3	4	5	6	7
13. Because otherwise I will feel ashamed of myself	1	2	3	4	5	6	7
14. Because putting efforts in this job has personal significance to me.	1	2	3	4	5	6	7

15. Because I personally consider it important to put efforts in this job	1	2	3	4	5	6	7
16. Because I have fun doing my job.	1	2	3	4	5	6	7
17. Because putting efforts in this job aligns with my personal values	1	2	3	4	5	6	7
18. Because the work I do is interesting.	1	2	3	4	5	6	7
19. I do little because I don't think this work is worth putting efforts into.	1	2	3	4	5	6	7

8. How long was your initial training at your current organization?

a. No training was provided
b. _____ Day (s)
c. _____ Week (s)
d. _____ Month (s)
e. Do not remember

9. Who trained you?

a. Supervisor
b. Another recruiter
c. Trainer at the organization
d. Outsourced trainer
e. Other: please specify _____

10.

To what extent did your trainer?	To no extentl				To a great extent	Not applicable
1. Provide guidance regarding performance?	1	2	3	4	5	6
2. Help you to analyze your performance?	1	2	3	4	5	6
3. Provide constructive feedback regarding areas for improvement?	1	2	3	4	5	6
4. Act as a sounding board for you to develop your ideas?	1	2	3	4	5	6
5. Offer useful suggestions regarding how you can improve your performance?	1	2	3	4	5	6
6. Facilitate creative thinking to help solve problems?	1	2	3	4	5	6
7. Encourage you to explore and try out new alternatives?	1	2	3	4	5	6
8. Express confidence that you can develop and improve?	1	2	3	4	5	6
9. Encourage you to continuously develop and improve?	1	2	3	4	5	6
10. Support you in taking on new challenges?	1	2	3	4	5	6

11. What were you trained on? (Please select all that apply):

- ☐ Software/database training
- ☐ Interview training
- ☐ Internal policies of the organization
- ☐ Client-relationship training
- ☐ Candidate-relationship training
- ☐ Background/reference check training

12. What training methods were used? (Please select all that apply):

- ☐ Hands-on training
- ☐ Software tests (Word, Excel, etc.)
- ☐ Written tests
- ☐ Orientation
- ☐ Social events

13. The most important things I learned from the initial training program were:

_____

_____

_____

14. What did you like best about the training program?

_____

_____

_____

15. What did you like least about the training program?

_____

_____

_____

16.

	Strongly disagree				Strongly agree
1. My organization invests extensively in improving the levels of competency among the employees.	1	2	3	4	5
2. It is my impression that my organization is better than its competitors to provide training.	1	2	3	4	5
3. It is important for my organization that its employees have received the necessary training.	1	2	3	4	5

4. I feel certain that I will get the necessary training to solve any new tasks I may be given in the future.	1	2	3	4	5
5. The training I have received is not enough to solve the tasks I am responsible for.	1	2	3	4	5
6. The training I have received is not individually adjusted to my personal needs.	1	2	3	4	5
7. I have received better training opportunities in my previous jobs.	1	2	3	4	5
8. I am satisfied with the training I have received.	1	2	3	4	5

17.

	Not at all			Moderately			Very much
1. I learned what I expected to learn from my initial training.	1	2	3	4	5	6	7
2. I learned things that surprised me during my initial training.	1	2	3	4	5	6	7
3. What I learned in my initial training will be useful in my work.	1	2	3	4	5	6	7
4. I need additional information to be able to apply what I learned in my work.	1	2	3	4	5	6	7
5. Do you believe your initial training was essential to the attainment of desired outcomes such as recognition, horizontal and vertical career movement, enhancement of self-confidence or salary increase?	1	2	3	4	5	6	7
6. Did you feel more motivated to do your work after your initial training?	1	2	3	4	5	6	7

	Insufficient			Sufficient			Excessive
18. The scope of the material covered was	1	2	3	4	5	6	7

	Too slow			Appropriate			Too fast
19. How would you rate the overall pace of the training sessions?	1	2	3	4	5	6	7

	Not satisfied			Moderately Satisfied			Extremelly Satisfied
20. How satisfied are you in general with your initial training?	1	2	3	4	5	6	7

21.

(Consider the first six months of employment) To what extent have you?	To no extent				To a great extent	Not applicable
1. Sought feedback on your performance after training?	1	2	3	4	5	6
2. Solicited critiques from your boss?	1	2	3	4	5	6
3. Sought out feedback on your performance during training?	1	2	3	4	5	6
4. Asked for your boss's opinion of your work?	1	2	3	4	5	6
5. Tried to see any challenge as an opportunity rather than a threat?	1	2	3	4	5	6
6. Tried to look on the bright side of things?	1	2	3	4	5	6
7. Tried to see your situation as a challenge rather than a problem?	1	2	3	4	5	6
8. Participated in social office events to meet people?	1	2	3	4	5	6
9. Attended company social gatherings?	1	2	3	4	5	6
10. Attended office parties?	1	2	3	4	5	6
11. Tried to spend as much time as you could with your boss?	1	2	3	4	5	6
12. Tried to form a good relationship with your boss?	1	2	3	4	5	6
13. Worked hard to get to know your boss?	1	2	3	4	5	6
14. Started conversations with people from different segments of the company?	1	2	3	4	5	6
15. Tried to socialize with people who are not in your department?	1	2	3	4	5	6
16. Tried to get to know as many people as possible in other	1	2	3	4	5	6

sections of the company?						
17. Tried to learn the official organizational structure	1	2	3	4	5	6
18. Tried to learn the important policies and procedures in the organization?	1	2	3	4	5	6
19. Tried to learn the policies of the organization?	1	2	3	4	5	6
20. Tried to learn the (unofficial) structure?	1	2	3	4	5	6
21. To what extent is your job now better than when you first started working?	1	2	3	4	5	6

22. Gender (Circle your answer): Female
Male

23. Age (Circle your answer): 18-25
26-33
34-41
42-49
50+

Appendix B: Consent Form

CONSENT TO PARTICIPATE IN THE EMPLOYEE TRAINING SURVEY

I understand that I have been asked to participate in a research project being conducted by Dr. Marylene Gagné and Rana Mukhaimer of the MScA program at Concordia University (Contact Information: rana_muk@jmsb.concordia.ca

A. PURPOSE

I have been informed that the purpose of the research is to examine the form of initial training for recruiters in the staffing industry in Montreal.

B. PROCEDURES

This research consists of asking recruiters at several staffing agencies in Montreal to complete a survey. A confidentiality agreement was signed with your company such that the researchers will not divulgate individual responses, but will only provide a report of aggregated results to the company. This survey will take you approximately 15 minutes to complete. It is recommended that you complete the survey in one sitting.

You will notice that many questions seem to be repeated in the survey. Although we agree that this may be somewhat frustrating to answer the seemingly same question more than once, we have to do it this way in order to ensure that we have reliable results. We therefore ask you to answer ALL questions in the survey so that we can provide reliable and valid results.

Although the surveys will be received in person, your responses are anonymous. No identifying information appears on the survey and the consent forms will be kept separate. You are free to withdraw from this survey at any time and you can do so by submitting a blank questionnaire to the researcher. The data is entered on a secured server and will be processed on secured computers. The questionnaires will be kept in locked cabinets at Concordia University.

C. RISKS AND BENEFITS

There are no anticipated risks to you associated with participating in this survey. Your participation will provide useful feedback that can be used in training for staffing agencies or other industries in the future. You will be compensated for your participation by receiving a $7 gift card from Starbucks Coffee upon completion of the questionnaire.

D. CONDITIONS OF PARTICIPATION

- I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences. I can do so by submitting the questionnaire blank.

- I understand that my participation in this study is anonymous (i.e., the researcher will not have any identifying information on the questionnaire, other than some basic demographic information)

- I understand that the data from this study may be published in academic journals and conferences, without disclosing my identity or the identity of my company.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

Signature: _____

Date: _____

If at any time you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 x7481 or by email at areid@alcor.concordia.ca.

Appendix C: Results of Cronbach Alpha Reliability Anaylsis

Measure	Number of items in the measure	Number of cases in the reliability analysis	Cronbach's Alpha
Autonomous motivation	6	100	.91
Learning	5	100	.89
Vitality	5	100	.92
Turnover Intentions	3	100	.83
Trainer's Involvement	10	89	.97
Training Sufficiency	8	89	.90
Training Quality	5	89	.83

Appendix D: Descriptive Statistics for Demographics and Recruiter Information

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	23.0	23.0	23.0
	2	77	77.0	77.0	100.0
	Total	100	100.0	100.0	

*Where 1= Male, and 2=Female

Age_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	68	68.0	68.0	68.0
	2.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

* Where 1=18-33 years of age; 2=34+ years of age

Tenure (in years)

Current organization

N	Valid	100
	Missing	0
Mean		3.48479
Median		2.00000
Mode		1.000

Agency Experience (AgyEx1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	57	57.0	57.0	57.0
	1	43	43.0	43.0	100.0
	Total	100	100.0	100.0	

*Where 1=Previous agency experience, and 0=No previous agency experience

Appendix E: Mediation Results

Training Variables	Turnover	Learning	Vitality
Initial training days	Indirect effect, $p < .05$	Indirect effect, $p < .05$	Indirect effect, $p < .05$
Trainer's involvement	Full mediation, $p < .01$	Full mediation, $p < .01$	Full mediation, $p < .01$
Training sufficiency	Partial mediation, $p < .01$	Full mediation, $p < .01$	Full mediation, $p < .01$
Training quality	Partial mediation, $p < .01$	Partial mediation, $p < .01$	Partial mediation, $p < .01$
Overall satisfaction with training	Full mediation, $p < .01$	Full mediation, $p < .01$	Full mediation, $p < .01$

- Indirect effect was found with the bootstrap method
- Full and partial mediation was found using the Baron and Kenny method