



**THE RELATIONSHIP BETWEEN INDIVIDUAL LEARNING
CAPABILITY AND CYNICISM TOWARD ORGANIZATIONAL
CHANGE: A CASE STUDY OF THE SEMICONDUCTOR
INDUSTRY IN THE YANGTZE RIVER DELTA, CHINA**

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**A dissertation submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy in Management
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DECLARATION

I, YAO YUAN, hereby certify that the work embodied in this dissertation entitled “The Relationship between Individual Learning Capability and Cynicism Toward Organizational Change: A Case Study of the Semiconductor Industry in the Yangtze River Delta, China” is a result of original research and has not been submitted for a higher degree to any other universities or institutions.



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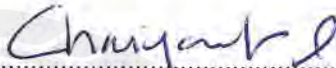
ABSTRACT


Title : The Relationship Between Individual Learning Capability and Cynicism
Toward Organizational Change: A Case Study of the Semiconductor
Industry in the Yangtze River Delta, China

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This study aims to interpret why organizational change collectively influences employees' intention to remain in the semiconductor industry around the Yangtze River Delta, China. The mediating roles of organizational change cognition and an investigation of trust in this relationship were implemented with a focus on organizational change cognition, trust, and cynicism. This research utilized data from 405 full-time employees, and Confirmatory Factor Analysis (CFA) via AMOS confirmed a strong model fit, thereby establishing the reliability and validity of the measures.

The findings indicate that individual learning capability is significantly associated with employees' intention to remain, both directly and indirectly, mediated by change cognition and organizational trust. Additionally, the interplay among learning capability, confidence, and cynicism collectively affect employees' intention to remain. In contrast, change cognition does not correlate significantly with intention to remain.

Organizations can mitigate cynicism toward change and improve talent retention by leveraging individual learning capabilities and cultivating trust. The results offer strategic insights for managing organizational change within the Yangtze River Delta's semiconductor industry.

Keyword: individual learning capability, intention to remain, organizational change, semiconductor industry



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CHAPTER 1

INTRODUCTION

In the dynamic realm of contemporary business, organizations are navigating transformative shifts driven by the rapid pace of technological and industrial revolutions. Facing an environment marked by unforeseen, radical, and formidable changes, companies operate amidst unparalleled competition. Within this landscape, organizations undergo profound transformations in both internal and external spheres, encountering heightened levels of ambiguity, uncertainty, instability, and complexity (Burgartz, Khare, Krämer, & Mack, 2016).

Given the intricate dynamics of the external environment, companies cannot solely rely on their existing advantages, which may transform into potential liabilities over time. Consequently, there is a growing acknowledgment of the imperative for continuous adaptation to remain competitive and achieve sustainable growth (Stouten, Rousseau, & De Cremer, 2018). Effectively motivating employees to embrace the change management process positions companies for steady growth and provides them with a distinctive competitive edge in the evolving landscape. Only through a consistent embrace of change, encompassing adjustments to goals, structure, and functions, can enterprises endure, thrive, and maintain their competitive advantage (Gendron, 2013).

However, despite the recognized importance of corporate organizational changes, achieving successful outcomes remains a formidable challenge. Empirical evidence indicates that only a modest 30%-50% of organizational changes attain their expected goals (Burnes & Jackson, 2011; McGinnis, 2015). Numerous factors contribute to the high failure rate of organizational change, including issues related to organizational structure, management decisions, cultural dynamics, scarcity of essential resources, leadership styles, and employee resistance to change. Among these factors, researchers increasingly focus on the pivotal role of change resistance in the derailment of organizational change plans (McManus, Russell, Freeman, & Rohricht, 1995).

John P. Kotter identifies change resistance as a substantial obstacle embedded within the organizational structure, acting as a significant impediment to the successful implementation of change initiatives (Kotter, 2009). Organizational change necessitates comprehensive transformations across all facets of the organization. Individuals, including leaders and employees, must embrace and adapt to these new changes. Consequently, organizational change influences both the organization as a whole and the individuals within it. Alongside resistance from organizational factors, personal resistance to change also emerges as a hindrance to the progress of organizational change (Lines, Selart, Espedal, & Johansen, 2007).

Employee cynicism during organizational change emerges as a significant driver of resistance. This attitude poses a substantial obstacle to the successful implementation of organizational change plans (Stanley, Meyer, & Topolnytsky, 2005). Employee cynicism is an evaluative judgment stemming from personal experiences within the organization. Within this context, employee cynicism toward organizational change has garnered considerable research attention (Choi, 2011). Employees' cynicism toward organizational change manifests as a pessimistic outlook, where they view the change as futile and harbor distrust towards management's declared motives. They tend to attribute the failure of change to the perceived inadequacies of the individuals responsible for implementing it (Wanous, Reichers, & Austin, 2000). This cynical disposition leads employees to maintain negative attitudes, viewing the change as meaningless and irrelevant to their concerns. Consequently, they may exhibit behaviors such as indifference, lack of active participation, and reluctance to support the change.

Research by Wanous et al. reveals a negative correlation between employees' engagement in change decision-making processes, their participation, and information sharing during the change, and the level of cynicism toward organizational change (Wanous et al., 2000). As such, employee cynicism has emerged as a pivotal factor contributing to organizational change failures. Addressing and mitigating cynicism among employees during change initiatives becomes crucial to achieving successful outcomes.

The exploration of the formation mechanism of employee cynicism toward organizational change represents a compelling and under-researched topic. Currently, relevant scholarly investigations in this area are relatively sparse and fragmented, primarily centering around leadership and organizational situational factors as primary contributors to cynicism. Unfortunately, the crucial dimension of employees' personal capabilities has been largely overlooked in these inquiries.

Hence, this research seeks to address the gap by delving into the factors underlying cynicism during organizational change from the perspective of individual learning capabilities. It endeavors to unravel how employee cynicism in the context of organizational change can be mitigated and overcome. Cognitive theory posits that inadequate knowledge of change is one of the reasons for unsupportive attitudes toward organizational change and a lack of participation in change-related behaviors. Organizational learning theory, conversely, underscores the role of individual-level learning mechanisms, emphasizing the changes in behavior and cognition that underpin organizational change. Research further recognizes the pivotal role of employees' learning capabilities in shaping their change cognition (Crossan, Lane, & White, 1999). Furthermore, a noteworthy facet of employee cynicism toward organizational change hinges on the foundation of distrust in management, with trust emerging as a central element in this context (Wanous et al., 2000).

Additionally, in the contemporary landscape of organizational dynamics, where attracting and retaining talent is paramount, recognizing the critical role of employees' intention to remain is equally imperative. Understanding how employee intentions to remain within an organization are influenced by variables such as individual learning capability, organizational change cognition, and organizational trust is crucial, as it impacts an organization's talent retention strategy and plays an integral part in achieving overall successful outcomes during periods of transformation.

Framed within the context of organizational learning and behavior, this study addresses a critical research gap by positing that individual learning capability functions as an antecedent variable influencing employee cynicism toward organizational change. It

further explores employees' organizational change cognition and organizational trust as mediating variables to uncover the mechanisms underlying these relationships. Through this framework, the study provides a comprehensive analysis of how employees' learning capabilities, change cognition, and trust shape and mitigate cynicism associated with organizational change. Additionally, it offers insights into the practical implications of these dynamics for strengthening employees' intentions to remain within the organization.

1.1 Background of the research problem

The semiconductor industry, often considered the backbone of modern technology, plays a pivotal role in shaping the global economy. Semiconductors, the tiny chips that power everything from smartphones to cars to medical devices, have become an integral part of our lives. Their influence extends far beyond the tech sector, driving economic growth, innovation, and productivity across various industries worldwide. In developed nations like the United States, Japan, and Germany, semiconductors assume a paramount strategic role, with governments actively promoting their growth through various policies and initiatives. On a global scale, the development and transformations within the semiconductor industry closely correlate with the trajectory of the global Gross Domestic Product (GDP).

In essence, semiconductors are the lifeblood of the digital economy. They are critical components enabling the functioning of computers, smartphones, and other digital devices we rely on daily. The global demand for these devices has skyrocketed in recent years, propelling the semiconductor industry to new heights. According to World Semiconductor Trade Statistics, worldwide semiconductor sales increased from \$139.0 billion in 2001 to \$574.0 billion in 2022, a compound annual growth rate of 6.67 percent per year. As of 2022, the largest country market in the Asia Pacific region is China, which accounted for 55 percent of the Asia Pacific market and 31 percent of the total global market.

China has witnessed rapid growth and substantial potential in its semiconductor industry. Over the past decade, the compound annual growth rate of the Chinese semiconductor industry has exceeded 20% (IC Insights). For example, in 2022, the total

output value of power electronics and microwave radio frequency in China reached 14.17 billion yuan, showing an 11.7% increase from the previous year. While the overall market size may not be substantial, the industry is experiencing rapid growth, with product applications concentrated in emerging sectors such as new energy vehicles and ICT products, including 5G technology.

Integrated circuits, which dominate the semiconductor market, have witnessed notable expansion and have become the world's largest single market for semiconductors, with nearly 30% of the global share of sales. According to the China Semiconductor Industry Association (CSIA), market sales amounted to a record CNY 1,100 billion (USD 163 billion) in 2022. Notably, the city of Shanghai accounts for over 25% of the nationwide market, leading the development of the Chinese semiconductor industry.

The progression of the semiconductor industry in the Yangtze River Delta region stands out remarkably. Spanning an area roughly equivalent to Germany and encompassing Shanghai, as well as the provinces of Jiangsu, Zhejiang, and Anhui, this delta region holds immense significance for the nation's economic development. Comprising 27 cities and a population of 163.3 million, it serves as a fertile ground for nurturing new industries, driving technological innovation, and bolstering China's overall competitiveness.

Fueled by its unique geographical location, a rich talent pool in the industry, and robust support from both national and local policies, the semiconductor sector in this region has successfully attracted substantial domestic and foreign investments, sustaining a momentum of high-speed growth. Presently, it stands as the preeminent hub for technological development and production in China.

Illustratively, considering integrated circuits, which command a market share of over 80% in the semiconductor industry, the Yangtze River Delta boasts the strongest comprehensive technical capabilities, the most complete industry chain, the highest industry cluster concentration, and the most robust supply chain support within the domestic integrated circuit landscape. In 2021, the Yangtze River Delta region accounted for 58.32% of the national scale in the integrated circuit industry, with the design,

manufacturing, and testing industries holding respective national shares of 53.81%, 47.25%, and 78.41%.

According to data from the Yangtze River Delta Innovation Alliance, the total revenue of the integrated circuit design, manufacturing, and testing industries in the three provinces and one city in the Yangtze River Delta reached 723.5 billion yuan in 2022, representing more than 60% of the national total. From 2017 to September 2021, over 70 third-generation semiconductor projects were signed and implemented domestically in China, with the Yangtze River Delta region surpassing the total of all other regions in the country in terms of project implementation. As of August 2021, the cumulative investment in built and under-construction third-generation semiconductor production lines in the Yangtze River Delta region has reached 84.7 billion yuan.

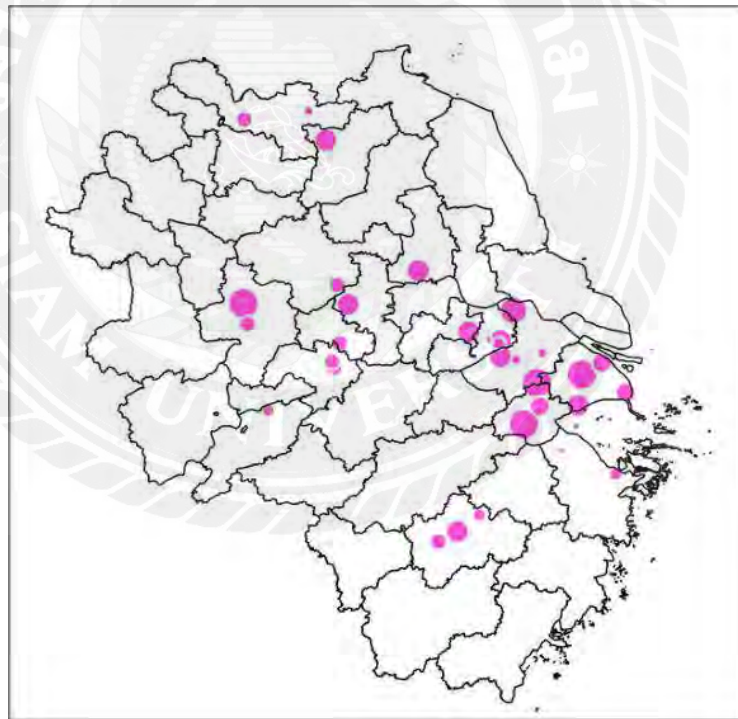


Figure 1. 1 Distribution of investment in third-generation semiconductor production in the Yangtze River Delta, China

However, with the evolving global political and economic landscapes, compounded by challenges posed by the COVID-19 pandemic and recent supply chain disruptions, Chinese companies face heightened complexities. Adding to this intricacy is the

geopolitical factor, where heightened restrictions imposed by the United States on China's access to advanced semiconductor chips create additional layers of complexity. In this scenario, Chinese companies are navigating the intensifying competition within the industry while grappling with an exceptionally intricate operational landscape. The interplay of internal and external factors contributes to an environment characterized by heightened uncertainty, exposing business operations to numerous tests and challenges.

Recognizing talent as the foundational competitive asset for semiconductor enterprises, an escalating number of businesses are acknowledging the imperative of prioritizing human resource management within the semiconductor industry. The leadership of these enterprises should strategically focus on exploring avenues for the discovery, cultivation, and mobilization of employee potential. This involves not only motivating them but also enhancing their job enthusiasm, fostering trust, nurturing a sense of belonging, and establishing a conducive platform that encourages employees to engage in tasks aligning with their strengths. Creating an environment where employees willingly channel their skills and dedication into their daily work is paramount for aiding enterprises in achieving their ultimate objectives.

Hence, within the challenging landscape of uncertainty, ensuring the stability of employees, who stand as the pivotal core assets of semiconductor enterprises, emerges as the linchpin for the survival and sustainable development of these enterprises. This imperative underscores the rationale behind selecting employees within the semiconductor industry in the Yangtze River Delta region as the subjects of this dissertation. The research is designed to concentrate on understanding the cognition, psychology, and attitudes of employees, delving into strategic approaches to leverage the stability of these employees—the cornerstone assets of the enterprise—within an uncertain environment, ultimately fortifying the resilience of enterprise development.

Cynicism, a major construct in psychology, refers to an attitude characterized by frustration, hopelessness, and disillusionment, as well as contempt and distrust towards business organizations, executives, or other objects in the workplace. Cynicism toward organizational change specifically denotes pessimism about future changes, often driven

by the belief that change agents are incompetent, lazy, or both. However, it is essential to recognize that employees are not passive recipients of organizational change; they play an active role in its implementation (Rafferty & Griffin, 2006). Numerous scholars have explored the role of individuals in organizational change (Bartunek, Rousseau, Rudolph, & DePalma, 2006; Budean & Pitariu, 2009; Kiefer, 2005). For instance, McManus (1995) found that employees significantly influence the success of organizational change, as their attitudes and corresponding behavioral responses directly impact its outcomes (McManus et al., 1995). Employee attitudes directly influence the results of organizational change, and individual behavior plays a crucial role in affecting the change's overall performance (Choi, 2011).

Given that employees are involved in the specific operations of each step during organizational change, they possess an intuitive understanding of the organization's strengths and weaknesses. Consequently, organizational change cannot solely be the responsibility of management; it requires all employees to undertake corresponding responsibilities. Moreover, as employees are directly engaged in the process of organizational change, their perceptions and views on its implementation are often aligned with organizational needs. The degree of employee participation in organizational change holds great significance in ensuring its smooth and effective implementation, with their ideas and suggestions serving as valuable references in the change process.

However, regrettably, due to cynicism toward organizational change, employees are not always willing to genuinely engage in or devote themselves to the change process. Some may even willfully refuse to perform their duties, which is also known as dereliction of duty. Attitudes toward organizational change can vary significantly among employees. Executives and top-level managers may view change as a necessary adjustment to a changing external environment, while front-line employees or low-level managers may perceive it as a disaster and struggle to comprehend the motives behind the change efforts driven by higher management (Reichers, Wanous, & Austin, 1997).

Organizational change often introduces complex and uncertain situations for employees, such as the fear of potential unemployment, demotion, or the loss of financial

incentives. Additionally, organizational change may bring about shifts in the organizational culture and alter relationships with colleagues and superiors, leading to significant discomfort and emotional unease among employees (Abdul Rashid, Sambasivan, & Abdul Rahman, 2004; Davis & Gardner, 2004). Cynical individuals, in particular, are more likely to resist or even openly oppose organizational change. Such resistance from employees can undermine the success of organizational change initiatives, further deepening cynicism and creating a detrimental cycle. Thus, cynicism alone can be a major obstacle to successful organizational change efforts (Reichers et al., 1997).

The development of cynicism toward organizational change can be attributed to several factors. Primarily, when changes entail macro or meso-level organizational transformations that may not appear directly related to individual employees, they may adopt a mindset that these changes have no personal relevance to them. This sense of detachment can contribute to their cynicism.

Secondly, even if the change is closely tied to employees' roles and responsibilities, they might hesitate and doubt their ability to adapt to new knowledge or circumstances. Fear of the unknown that comes with change can also lead to resistance and pessimism.

According to organizational learning theory and cognitive theory, employees' learning behavior and their attitudes toward change play a significant role in determining their change-related actions. The level of employees' learning capability and their perception and acceptance of the change heavily influence their learning behavior and attitude toward change. When employees possess a strong learning ability, they are more likely to be willing to acquire new knowledge and embrace fresh ideas. How employees emotionally respond to change profoundly impacts their attitudes and behaviors toward it and directly influences the extent of their cynicism and their decisions related to change.

This study investigates the relationship between individual learning capability, organizational change cognition, and cynicism toward organizational change. It focuses on addressing the following three questions: What is the nature and strength of the relationship between individual learning capability and cynicism toward organizational change within

the semiconductor industry in the Yangtze River Delta, China? To what extent do organizational change cognition and organizational trust serve as mediating mechanisms within the relationship between individual learning capability and cynicism toward organizational change in this specific industry context? What is the combined impact of organizational change cognition, organizational trust, and cynicism toward organizational change on employees' intention to remain in the organization within the semiconductor industry in the Yangtze River Delta, China?

1.2 Significance of the research problem

From a pragmatic perspective, this study explores the underlying mechanisms that give rise to cynicism toward organizational change, focusing on effective strategies for mitigating cynicism during periods of transformation and enhancing employee retention. The goal is to provide organizations with a solid foundation for reducing workforce resistance and curbing turnover intentions during change initiatives.

During times of change, employees become pivotal agents with a significant impact on the success of organizational transformation. Insightful managers must understand the various factors that contribute to employee cynicism during these turbulent periods. Such understanding is crucial for the successful execution of change initiatives and achieving their objectives. Organizations must enhance their employees' learning capabilities, deepen their comprehension of the importance of organizational change, and increase their adaptability. These steps are essential for encouraging employee engagement and fostering a positive environment that counteracts cynicism, thereby retaining valuable human capital.

Furthermore, this research conducts a comprehensive examination of the relationship between individual learning capabilities, organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain in the organization of semiconductor industry. The insights gained inform strategies for effectively mitigating cynicism and enhancing the intention to remain. These insights are particularly relevant for change leaders and managers responsible for spearheading change

initiatives and guiding their organizations through transformative phases. Framed within the context of employee learning capabilities, this study underscores the importance of strengthening these capabilities, improving employee understanding of organizational change, and cultivating trust within the organization. These prerequisites lay the foundation for an environment conducive to successful organizational change, including the seamless dissemination of relevant information, the ignition of intrinsic motivation among employees to support change, and the consolidation of their faith in the prospective success of the transformation. Ultimately, this approach reduces cynicism and resistance to change, increasing the likelihood of employees remaining affiliated with the organization, driven by a growing sense of loyalty and active involvement in the change process.

From an individual perspective, employees have the agency to embrace change by enhancing their learning acumen and adopting new knowledge paradigms. This inclination helps alleviate their apprehensions about the unknown and reduces cynicism during times of organizational flux. Active engagement in transformational endeavors empowers employees to provide insights and recommendations, solidifying their role within the organization. This proactive involvement fosters a deeper connection between employees and their work, infusing enthusiasm and creativity into their efforts and providing a broader canvas for them to paint their professional aspirations.

From a theoretical perspective, this research addresses several significant gaps in the field. First and foremost, prior research on cynicism toward organizational change has been relatively limited and fragmented. Previous research on cynicism toward organizational change has been relatively limited and fragmented, primarily focusing on organizational contextual factors, leadership variables, and social relations (Chiaburu, Peng, Oh, Banks, & Lomeli, 2013; Pfrombeck, Doden, Grote, & Feierabend, 2020; Toheed, Ali Turi, & Ismail Ramay, 2019; Wanous et al., 2000; Yue, Men, & Ferguson, 2019). This research, however, places specific emphasis on employee cynicism, offering a comprehensive analysis of the factors influencing cynicism from the individual employee level. It aims to assist employees in mitigating cynicism and enhancing their intention to

remain within the organization, contributing to a nuanced understanding of organizational change at the micro-level.

Secondly, this research delves into the mediating roles of organizational change cognition and organizational trust in explaining the relationship between individual learning capability and employee cynicism during organizational change. It provides a robust explanatory mechanism for this influential process. Together with the aforementioned points, this research advances existing theories and provides supplementary insights into the realm of cynicism research.

Moreover, in terms of the outcomes associated with individual learning capability, previous literature has predominantly focused on enhanced job performance and the emergence of innovative behaviors among employees (Chen, 2008; Chen & Li, 2009). However, limited research has explored the association between individual learning capability and outcomes related to organizational change, with no substantial investigation into its connection with employee cynicism during organizational change. This research conceptualizes individual learning capability as an antecedent variable and scrutinizes its impact on cynicism toward organizational change within the purview of organizational learning theory. This approach contributes to a deeper exploration of individual learning capability, further enriching the theoretical foundations of organizational behavior within the intricate context of organizational change.

Overall, this comprehensive examination of the interplay between individual learning capability, employees' organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain significantly enhances the existing body of knowledge in the fields of cynicism, organizational behavior, and organizational change.

1.3 Research questions

The research addresses the following questions:

1. What is the nature and strength of the relationship between Individual Learning Capability and Cynicism toward Organizational Change within the Semiconductor Industry in the Yangtze River Delta, China?
2. To what extent do Organizational Change Cognition and Organizational Trust serve as mediating mechanisms within the relationship between Individual Learning Capability and Cynicism toward Organizational Change in this specific industry context?
3. What is the combined impact of Organizational Change Cognition, Organizational Trust, and Cynicism toward Organizational Change on employees' intention to remain in the organization within the Semiconductor Industry in the Yangtze River Delta, China?

1.4 Research objectives

This research seeks to elucidate the individual-level formation mechanisms of cynicism toward organizational change and to identify effective strategies for reducing cynicism and increasing the intention to remain. By achieving these goals, the research seeks to facilitate smoother, more efficient, and successful implementation of organizational change initiatives, with reduced resistance from employees. Specifically, the research seeks to:

1. Clarify the relationship between individual learning capability and cynicism toward organizational change within the semiconductor industry in the Yangtze River Delta, China.
2. Investigate the role of organizational change cognition and organizational trust in the relationship between individual learning capability and cynicism toward organizational change within the semiconductor industry in the Yangtze River Delta, China.
3. Assess the collective influence of organizational change cognition, organizational trust, and cynicism toward organizational change on employees'

intention to remain in the organization within the semiconductor industry in the Yangtze River Delta, China.

1.5 Limitation of the study

This research acknowledges several limitations that can be classified as follows:

1. **Geographical Limitation:** The research focuses exclusively on the semiconductor industry in the Yangtze River Delta, China. Consequently, the findings may not be directly generalizable to other regions or industries, as cultural, economic, or industrial differences could influence the applicability of the results.
2. **Population Limitation:** The conclusions drawn from this research are primarily based on the perceptions and responses of employees currently employed within the semiconductor industry in the Yangtze River Delta. Generalizing these findings to other demographic groups or industries may require additional research to ensure broader applicability.
3. **Content Limitation:** This study specifically examines the relationships between individual learning capability, cynicism toward organizational change, organizational change cognition, organizational trust, and intention to remain. Other potentially influential variables and factors are not extensively explored within the scope of this research, which may limit the comprehensiveness of the findings.
4. **Temporal Limitation:** Due to time constraints, this research provides a snapshot of the current state of the semiconductor industry in the Yangtze River Delta. The study may not fully capture long-term effects and trends, thus limiting the understanding of evolving dynamics over a more extended period.

1.6 Expected results

Based on the earlier delineated research questions and objectives, the anticipated results of this research encompass the following:

1. It is expected that the research will clarify the nature and strength of the relationship between individual learning capability and cynicism toward organizational change within the semiconductor industry in the Yangtze River Delta, China. By providing empirical evidence, the research will illuminate how enhancing individual learning capabilities can potentially reduce employee cynicism during periods of organizational transformation.
2. The research is anticipated to identify and confirm the mediating roles of organizational change cognition and organizational trust in the relationship between individual learning capability and cynicism toward organizational change. Understanding these mediating mechanisms will provide a deeper insight into how employees' perceptions of and trust in organizational change processes influence their attitudes, intentions, and behaviors.
3. The study is expected to demonstrate the combined impact of organizational change cognition, organizational trust, and cynicism toward organizational change on employees' intention to remain within the organization. This outcome will be pivotal in understanding how these variables interact to affect employee retention, offering practical insights for organizational leaders.
4. Based on the findings, this study proposes effective strategies for mitigating cynicism toward organizational change. These strategies will be grounded in enhancing individual learning capabilities, fostering a positive change cognition, and building organizational trust, thus providing actionable recommendations for practitioners to reduce resistance and improve change outcomes.

1.7 Operational Definition

Cynicism toward Organizational Change means a pessimistic viewpoint about change efforts being successful because those responsible for making change are blamed for being unmotivated, incompetent, or both.

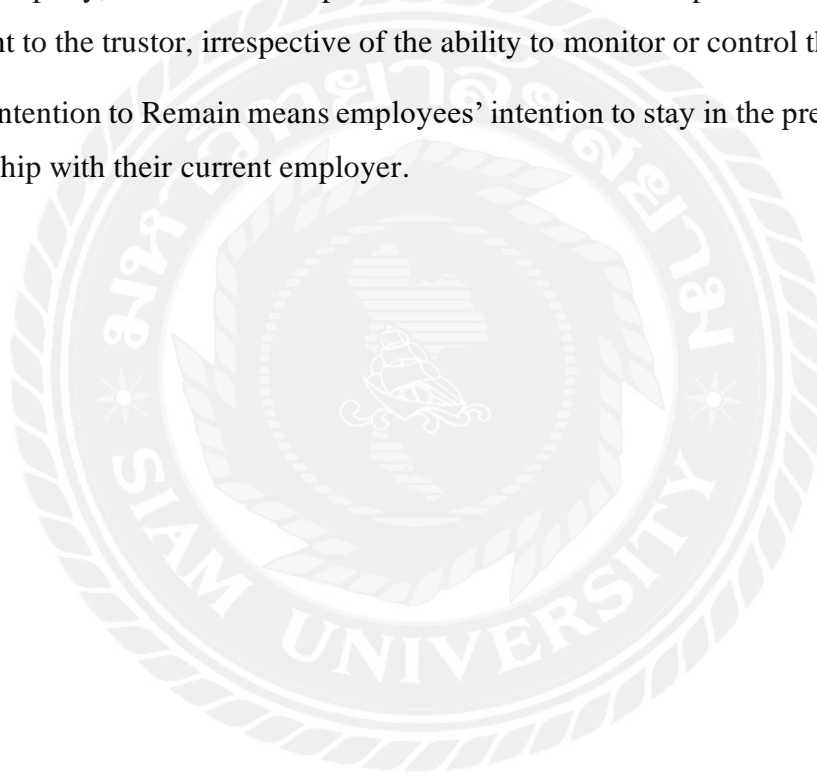
Individual Learning Capability means the capacity of an individual to continuously acquire diverse knowledge, enhance adaptive behaviors, and cultivate competencies in a

dynamic and ever-changing environment, with the aim of ensuring personal well-being and achieving balanced and robust development.

Organizational Change Cognition refers to the extent of awareness and comprehension demonstrated by employees within an organization regarding the ongoing organizational change.

Organizational Trust means the willingness of a party to be vulnerable to the actions of another party, based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.

Intention to Remain means employees' intention to stay in the present employment relationship with their current employer.



CHAPTER 2

LITERATURE REVIEW

This chapter undertakes a comprehensive exploration of the literature, concepts, and theories that bear relevance to the central theme of the study: “The Relationship of Individual Learning Capability and Cynicism toward Organizational Change: A Case Study of the Semiconductor Industry in the Yangtze River Delta, China”. A summary of studies relevant to the topic as well as the research gap and a conceptual framework will be presented in this chapter.

The detail in this chapter will be separated into 7 parts as follows:

- 2.1 Concepts of Organizational Behavior and Human Relations School of Management
- 2.2 Organizational Change: Concept and Theory
- 2.3 Cynicism: Definitions and Typology
- 2.4 Individual Learning Capability
- 2.5 Organizational Trust
- 2.6 Related Academic Researches
- 2.7 Conceptual Framework and Explanation of Variables

2.1 Concepts of Organizational Behavior and Human Relations School of Management

In the semiconductor industry of the Yangtze River Delta, China, understanding the nuances of organizational behavior and human relations is crucial. This sector, at the cutting edge of technological innovation, requires a comprehensive grasp of how employees’ learning capabilities influence their perceptions and attitudes toward organizational change. This section explores the fundamental concepts of Organizational Behavior and the Human Relations School of Management, establishing a foundation for the complex relationships examined in this research.

2.1.1 Concepts of Organizational Behavior

The study of organizational behavior has been a focal point for researchers aiming to connect individual behaviors to organizational performance for decades. The roots of Organizational Behavior trace back to the work of Jim Naylor and George Briggs, who introduced the concept in their 1966 publication “Organizational Behavior and Human Decision Processes,” aiming to enhance the understanding of human performance (Kanfer & Chen, 2016).

Organizational Behavior (OB) is the study of human behavior within organizational settings (Baron & Greenberg, 1990). Robbins and Judge describe it as a field investigating the impact of individual, group, and structural factors on behavior within organizations, with the goal of applying this knowledge to improve organizational effectiveness (Robbins & Judge, 2010).

The literature on organizational behavior encompasses a wide array of definitions. Fundamentally, it involves the study of individuals and their behaviors within the workplace (Foerster-Metz, Marquardt, Golowko, Kompalla, & Hell, 2018). Newstrom defines organizational behavior as the study and application of knowledge about how people act within organizations, positioning it as a tool for human benefit (Newstrom, 2014). Mullins frames it as the study and understanding of individual and group behavior and patterns of structure to enhance organizational performance and effectiveness (Mullins, 2016). Luthans adds that it involves understanding, predicting, and managing human behavior to positively influence organizational performance (Luthans, Luthans, & Luthans, 2015).

At its core, organizational behavior focuses on understanding how individual actions impact organizational performance, seeking more effective ways for individuals to function within work environments. This field has evolved from multiple disciplines, including psychology, sociology, political science, and economics (Schneider, 1985).

Before 1890, management lacked systematic principles and approaches, marking the era of Pre-Scientific Management. However, post-1890, management theories gained

prominence, particularly Scientific Management, which aimed to improve economic efficiency and labor productivity.

The period between 1920 and 1930 saw the rise of the human relations school of management (Warner, 1994). During this interwar period, the importance of workgroups in human relations was recognized, highlighted by the Hawthorne Effect studies of the 1920s, which examined the socio-psychological impacts of various workplace variables on productivity, such as workplace lighting, cleanliness, team collaboration, and regular breaks (Mayo, 1939).

The interwar period also brought an increased awareness of the importance of people factors for proactive organizations (Child, 1969; Follett, 1941). During World War I, efforts to boost worker motivation and productivity were paramount, continuing both post-war and after World War II.

Post-World War II, from 1945 onwards, organizational behavior emerged as a distinct academic discipline, making significant contributions to understanding management principles and human interactions within organizations. This evolution was driven by the need to address the complexities of modern organizations that traditional Human Relations approaches could not resolve.

Organizational behavior evolved to study the structure and functioning of organizations, their cultures, and the behavior of groups and individuals within them. It became an interdisciplinary science, integrating insights from sociology, psychology, economics, political science, social anthropology, and production engineering (Pugh, 1975). This interdisciplinary approach allowed for a comprehensive understanding of organizational dynamics.

Organizational behavior is inherently interdisciplinary, drawing from both psychological and sociological sciences to analyze behavior across various levels. Recognizing that individuals do not operate in isolation, this approach considers the reciprocal influence between employees and their environment. Consequently, the widely accepted model of Organizational Behavior encompasses three interrelated levels: the

micro-level (individual), the meso-level (group), and the macro-level (organization). This framework facilitates a comprehensive examination of organizational behavior from individual, group, and organizational perspectives.

By adopting this holistic view, organizational behavior provides valuable insights into the complexities of human behavior within organizations, paving the way for improved management practices and enhanced organizational performance. The interdisciplinary nature of the discipline continues to drive research and understanding of how individuals and groups interact within the larger organizational context.

Individual level

The micro or individual level of analysis in organizational behavior finds its roots in social and organizational psychology. This level delves into several critical topics: (1) diversity; (2) attitudes and job satisfaction; (3) personality and values; (4) emotions and moods; (5) emotional intelligence; (6) perception and individual decision-making; and (7) motivation.

Table 2. 1 Topics examined regarding OB: the individual level

Topics	Explanation
Diversity	Each employee differs in terms of personal characteristics like age, skin color, nationality, ethnicity, and gender. Other less biological characteristics include tenure, religion, sexual orientation, and gender identity.
Job satisfaction	An attitudinal variable that comes about when an employee evaluates all the components of her or his job, which include affective, cognitive, and behavioral aspects (Weiss, 2002)
Personality	Personality represents a person's enduring traits. The most widely adopted model of personality is the "Big Five" (Costa & McCrae, 1992), which are extraversion, agreeableness, openness, conscientiousness, and neuroticism.
Employee values	Each employee enters an organization with an already established set of beliefs about what should be and what should not be, something behind the employee's attitudes and personality.
Emotions and moods	Both induced by personality, moods are feelings that tend to be less intense but longer lasting than emotions, while emotions are intense feelings directed at someone or something.

Topics	Explanation
Emotional intelligence	<p>The ability to perceive, assimilate, understand, and manage emotion in the self and others (Mayer & Salovey, 1997)</p> <p>A form of adaptive resilience, insofar as employees high in emotional intelligence tend to engage in positive coping mechanisms and take a generally positive outlook toward challenging work situations (Boyatzis, 2005)</p>
Perception	How people organize and interpret sensory cues to give meaning to their surroundings.
Decision-making	Occurring as a reaction to a problem when the individual perceives there to be a discrepancy between the current state of affairs and the state he/she desires.
Motivation	The processes that explain a person's intensity, direction, and persistence toward reaching a goal. Work motivation has often been viewed as the set of energetic forces that determine the form, direction, intensity, and duration of behavior (Latham & Pinder, 2005).

At the micro level, examining these topics provides researchers and practitioners with a deeper understanding of individual behaviors and experiences within organizations. This understanding is essential for designing strategies and interventions that enhance employee performance, well-being, and overall organizational effectiveness.

The individual level of analysis in social and organizational psychology is fundamental to understanding human behavior in organizational contexts. By exploring crucial areas such as diversity, attitudes, personality, emotions, emotional intelligence, perception, decision-making, and motivation, this level reveals the intricate dynamics that influence employees' actions and decisions in the workplace.

Studying diversity helps organizations create inclusive environments and leverage the benefits of a diverse workforce. Understanding attitudes and job satisfaction allows for identifying factors that impact employee morale and productivity. Exploring personality and values aids in predicting behavior and organizational fit. Analyzing emotions and moods provides insights into how employees' emotional states affect their interactions and performance. Developing emotional intelligence enhances communication and leadership skills, fostering more effective relationships among employees. Examining perception and

individual decision-making reveals how individuals interpret information and make choices, which guides problem-solving and decision-making processes. Finally, studying motivation helps design incentive systems that drive employee engagement and commitment.

Recognizing the reciprocal relationship between individuals and their organizational environment, the micro level is a critical building block for a comprehensive study of organizational behavior. It enables researchers and practitioners to identify specific elements that impact organizational dynamics, paving the way for better-informed and focused interventions to improve employee well-being, performance, and overall organizational efficiency. Insights gained from the micro level are essential for developing approaches that empower individuals and cultivate a positive workplace atmosphere, ultimately leading to the accomplishment of organizational objectives and overall success.

Group level

The second level of organizational behavior research, grounded in social and organizational psychology, delves into the dynamics of groups and teams. Building upon individual-level topics such as diversity, personality, emotions, values, attitudes, motivation, and decision-making, this level focuses on how individuals come together to form cohesive groups and teams. By exploring communication, leadership, power and politics, and conflict, researchers gain insights into the functioning of collective entities within organizations, paving the way for a comprehensive analysis of organizational behavior.

A group consists of two or more individuals who come together to achieve a common goal. Groups can be formal, assigned by the organization's management as part of its structure, or informal, forming in response to a need for social contact. Teams, as formal groups, are created to meet specific goals. While it is commonly believed that groups undergo five stages of development (Tuckman, 1965)—forming, storming, norming, performing, and adjourning—and attain effectiveness at the midpoint of their existence, group effectiveness is a multifaceted concept (Gersick, 1988). Beyond this

general framework, group dynamics encompass a range of complexities. For instance, there are two types of conformity to group norms: compliance, where individuals adhere to the norms without truly accepting them, and personal acceptance, where group members' beliefs align with the norms. Group behavior can be categorized as required behavior, dictated by formal norms, and emergent behavior, which arises from interactions among group members (Champoux, 2011).

Table 2. 2 Topics examined regarding OB: the group level

Topics	Explanation
Communication	Communication serves four main functions: control, motivation, emotional expression, and information (Scott & Mitchell, 1976). The communication process involves transferring meaning from a sender to a receiver through both formal channels established by an organization and informal channels that emerge spontaneously.
Leadership	Leadership plays an integrative role in understanding group behavior, as leaders are responsible for directing individuals toward attitudes and behaviors that align with the group's goals.
Power and politics	Power refers to the ability to influence others and achieve desired outcomes, derived from formal positions or informal sources like expertise or alliances. Politics involves individuals seeking to advance their interests or gain influence within the group.
Conflict	Conflict, arising from differences in opinions, values, or interests, is more common in teams due to member interdependence. While conflict can be disruptive, it also presents opportunities for growth and positive change.

By delving into these critical topics—communication, leadership, power and politics, and conflict—researchers and practitioners can better understand the intricacies of group and team behavior. This understanding leads to more effective and cohesive group functioning within organizations, enhancing overall organizational performance and success.

Organization level

The final level of organizational behavior draws insights from the research traditions of three distinct disciplines: organizational psychology, organizational sociology, and organizational anthropology. Much like the way teams and groups extend

beyond the cumulative impact of their individual members, organizations transcend the mere amalgamation of teams and groups within them. In this expansive context, critical components—structure, organizational climate, organizational culture, and organizational change—emerge as central forces shaping employee attitudes and behaviors. These elements are not merely shaped by employee actions; instead, they actively define and sculpt the broader landscape of organizational performance and productivity. Consequently, the interplay of research from organizational psychology, sociology, and anthropology at this conclusive level becomes indispensable for comprehending how organizations operate, how employees interact, and how overall productivity and performance unfold.

Table 2. 3 Topics examined regarding OB: the organization level

Topics	Explanation
Organizational structure	It refers to the formal framework that delineates how tasks, roles, and responsibilities are distributed within an organization. It defines the hierarchical levels, reporting relationships, and communication channels. A well-designed organizational structure promotes efficiency, coordination, and clarity in decision-making processes.
Organizational climate	It quantifies an organization's culture. It encompasses a set of properties within the work environment that employees directly or indirectly perceive. These perceived aspects are believed to significantly influence employee behavior. (Robbins & Judge, 2010).
Organizational culture	Schein (2004) defines organizational culture as “the pattern of shared basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel concerning those problems” (Schein, 2004). It serves as the organization's identity and shapes its unique character and way of operating. A strong and positive organizational culture aligns employees with a common purpose and fosters a sense of unity and commitment.
Organizational change	It encompasses the process of introducing new strategies, structures, technologies, or procedures within an organization. Effectively managing change involves comprehending the factors that drive the need for change, communicating transparently with stakeholders, addressing resistance, and offering support to employees throughout the transition. Successful change initiatives can yield enhanced

Topics	Explanation
	efficiency, improved performance, and a more adaptable and robust organization.

A profound comprehension of the intricate dynamics and interrelationships among organizational structure, climate, culture, and change equips researchers and practitioners with invaluable insights into organizational operations. This profound understanding not only enables them to identify opportunities for transformation and growth but also empowers organizations to flourish in an ever-evolving landscape. Classic organizational management theories, even in the 21st century, continue to breathe new life. Over the past decade, research in the realm of organizational behavior has evolved substantially, delving into topics such as employee engagement (Arnold & VanHouten, 2020; Ellis & Brown, 2020), organizational culture (Curry, Gravina, Sleiman, & Richard, 2019; Ghosh, Shuck, Cumberland, & D'Mello, 2018), coaching (Gil & Carter, 2016; Goksoy & Alayoglu, 2013), gamification (Gray et al., 2015), instructional design (Miller, Grooms, & King, 2018), feedback (Johnson, 2013; Norberg, 2017), employee incentives (Krapfl & Kruja, 2015; Pousa & Mathieu, 2014), performance appraisals (Ludwig & Frazier, 2012; Song, 2011), transfer of training (Miller, Carlson, & Sigurdsson, 2014; Yelon, Ford, & Golden, 2013), and team performance (Zingoni, 2017), goal setting (Gravina & Siers, 2011), rapport-building (Hagge, McGee, Matthews, & Aberle, 2016), and safety (Tilka & Johnson, 2017). These ongoing developments underscore the continued relevance and paramount importance of organizational behavior in contemporary organizational contexts.

2.1.2 Human Relations School of Management

The Human Relations School of Management, which emerged between the 1920s and 1950s, introduced the revolutionary idea that employees are not solely motivated by rules, hierarchical authority, and economic incentives. Instead, it posited that social needs, personal drives, and individual attitudes significantly influence motivation. This theory found its roots in the renowned Hawthorne Experiment (1924-1932), conducted by the Harvard Business School under the leadership of Elton Mayo at the Western Electric

Company in Hawthorne, near Chicago. This groundbreaking experiment served as a cornerstone for the development of the Human Relations Theory of Organization.

In the early stages of the industrial revolution, the primary focus was on technological advancements and process efficiency. However, the advent of the Human Relations school of thought brought the human element into the spotlight, recognizing it as a critical determinant of organizational success. Instead of viewing employees as mere cogs in the machinery or as labor units, the Human Relations theory acknowledged them as complete individuals with social and psychological needs. Central to this theory is the principle that addressing the human element necessitates human-centered solutions. Consequently, the well-being and job satisfaction of employees became pivotal factors in achieving organizational prosperity.

Human Relations Theory encompasses three key elements or features:

1. **The Individual:** This element of the theory acknowledges the significance of emotions and perceptions in individuals within the workplace. It posits that workers' production and organizational output are influenced more by human relations at work than by the physical and economic conditions of work. In this context, the theory emphasizes that human relations and interpersonal dynamics exert a more substantial impact on workers' motivation and productivity than financial incentives alone. Consequently, organizations that prioritize fostering positive working relationships and cultivating a supportive work environment are more likely to witness enhanced performance and overall productivity among their employees.
2. **Informal Groups:** The Human Relations Theory emphasizes the significance of informal groups, particularly the informal shadow organization that exists within the formal group's structure. According to Hicks et al (Hicks, Gullett, Phillips, & Slaughter, 1975), individuals are inherently driven by a desire to belong and be accepted by their work group. As a result, the norms and behavior established within these informal groups significantly influence an individual's behavior in the workplace. These informal dynamics, while not explicitly defined by the organization, can have a

profound impact on group cohesion, collaboration, and overall employee motivation and performance. Understanding and managing the informal aspects of group interactions are crucial for fostering a positive and supportive work environment, ultimately enhancing individual and organizational outcomes.

3. **Participative Management:** The Human Relations Theory advocates participative management, a management approach where managers consult with work groups and their informal leaders before implementing changes. This participatory approach offers several significant benefits. Firstly, it allows workers to have a say in decisions that directly affect them, fostering a sense of ownership and empowerment within the group. Secondly, it promotes a more positive and cooperative working environment by encouraging open communication and collaboration between management and employees. Thirdly, participative management prevents the alienation of workers from management, fostering trust and cooperation across all levels of the organization. Moreover, involving employees in the decision-making process helps them align their interests with the overall organizational objectives, enhancing the acceptance of organizational goals. Furthermore, participative management leads to improved worker morale and job satisfaction, resulting in increased motivation and productivity. Lastly, the active involvement of employees in decision-making creates a shared sense of responsibility and commitment to achieving common goals, ultimately contributing to higher productivity and organizational success. By adopting participative management practices, organizations can cultivate a more engaged and cohesive workforce, driving positive outcomes for both employees and the organization as a whole.

The Human Relations School of Management, significantly shaped by key researchers such as Elton Mayo, Abraham Maslow, and Douglas McGregor, has introduced a more people-centric approach to understanding organizational behavior and informing management practices. Their contributions have played a pivotal role in shaping this school of thought, highlighting the importance of addressing human needs and fostering positive human relations within organizations.

Mayo's Hawthorne Studies

Elton Mayo, an Australian-born psychologist, sociologist, and organizational theorist, is widely recognized as the founder and pioneer of the Human Relations Theory. He spent the majority of his career at Harvard Business School, where he held the position of professor of industrial research from 1926 to 1947. Mayo's background in psychopathology significantly influenced his approach to industrial research.

Mayo's major works include "The Human Problems of an Industrial Civilization" (1934), "The Social Problems of an Industrial Civilization" (1945), and "The Political Problem of Industrial Civilization" (1947). In these seminal texts, Mayo explored the intricate relationship between workers, their social environment, and the organizational setting. He delved into how human needs, motivations, and group dynamics influence individual behavior in industrial settings, laying the groundwork for the Human Relations Theory.

Through his extensive research and writings, Mayo emphasized the profound importance of treating employees as valuable human beings rather than mere cogs in a machine. His focus on recognizing the social and emotional aspects of work revolutionized management practices, ushering in a more people-centric approach to understanding organizational behavior.

Elton Mayo is best known for his influential research, particularly the renowned Hawthorne Studies conducted in the 1920s and 1930s, and his seminal book, "The Human Problems of an Industrialized Civilization," published in 1934. The Hawthorne Studies revealed the significant impact of groups on individual behavior in the workplace. Mayo's findings indicated that work satisfaction was heavily influenced by social relationships within workgroups, with physical conditions and financial incentives having limited motivational value. Instead, socio-psychological factors such as a sense of importance, recognition, attention, participation, cohesive workgroups, and non-directive supervision were identified as key drivers of higher productivity.

To be more specific, the conclusions drawn from the Hawthorne Studies are as follows:

1. Individual workers cannot be treated in isolation but must be seen as members of a group.
2. Social and psychological factors significantly influence workers' productivity and job satisfaction, and simply providing good physical working conditions is insufficient to increase productivity.
3. Informal groups formed at work exert a strong influence on the behavior of workers within the group.
4. Employees tend to perform better when they are allowed to participate in decision-making processes that affect their interests.
5. Employees' performance improves when they perceive that management is genuinely interested in their well-being.
6. Treating employees with respect and dignity enhances their performance.
7. Monetary incentives alone are insufficient to increase performance; addressing social and psychological needs is also crucial for enhancing productivity.
8. Effective communication between superiors and subordinates can improve relations and productivity among subordinates.
9. Providing special attention and encouraging freedom of expression for employees can lead to improved performance.

These conclusions from the Hawthorne Studies have had a profound impact on our understanding of organizational behavior and have shaped management practices to prioritize the well-being and satisfaction of employees.

The results of the Hawthorne Studies brought to light the critical significance of group dynamics and the social structure within organizations in influencing productivity. This finding spurred a call for greater worker participation, increased trust, and openness

in the workplace, as well as heightened attention to teams and groups. While Frederick Taylor's impact on management was characterized by the establishment of industrial engineering, quality control, and personnel departments, Mayo's work in the 1920s and 1930s inspired the human relations movement, which brought focus to the role of organizational leadership and personnel departments. Concepts such as "group dynamics," "teamwork," and organizational "social systems" can all be traced back to Mayo's pioneering research.

Mayo's groundbreaking work fundamentally altered the management landscape by highlighting the importance of human factors in organizational productivity and employee well-being. His research has had a lasting influence on modern management practices, shaping how organizations view and nurture their human resources for better performance and organizational success.

Maslow's Hierarchy of Needs Theory

Abraham Maslow, a prominent psychologist, is known for developing one of the most widely recognized need theories, which revolves around human motivation based on their needs. This theory is built upon three fundamental assumptions:

1. Human needs are inherently insatiable, meaning they are never completely fulfilled.
2. Human behavior is purposeful and driven by the pursuit of fulfilling their needs.
3. These needs can be categorized into a hierarchical structure, ranging from the most basic to the highest order of importance.

Maslow's hierarchy of needs consists of five distinct categories:

1. **Physiological needs:** These encompass the essential requirements for maintaining basic human well-being, such as food and drink. Once these needs are fulfilled, they no longer serve as motivators.

2. Safety needs: This category includes the need for basic security, stability, protection, and freedom from fear. When an individual's safety needs are generally satisfied, they no longer act as primary motivators; otherwise, they become crucial drivers of behavior.

3. Belonging and love needs: Once the physical and safety needs are met and are no longer motivating factors, the need for belonging and love takes precedence. Individuals strive to establish meaningful relationships with others.

4. Esteem needs: In this stage, individuals seek to build self-confidence and aim to achieve status, reputation, fame, and recognition.

5. Self-actualization needs: Assuming all the preceding needs in the hierarchy are fulfilled, individuals feel a compelling desire to discover and fulfill their potential.

Maslow's hierarchy of needs has been instrumental in helping managers comprehend employee motivation within organizational settings. By understanding the different levels of needs and their impact on employee behavior, managers can design strategies and initiatives that effectively engage and motivate their workforce. This understanding contributes to a more fulfilling work environment, increased employee satisfaction, and improved overall organizational performance.

McGregor's Theory X and Theory Y

Douglas McGregor was significantly influenced by both the Hawthorne studies and Maslow's hierarchy of needs. He classified managers into two fundamental types. The first type, known as Theory X managers, hold a negative view of employees, assuming they are lazy, untrustworthy, and unwilling to take on responsibility. Conversely, Theory Y managers believe that employees are trustworthy, capable of assuming responsibility, and inherently motivated.

A central aspect of McGregor's concept lies in his belief that managers, regardless of whether they held Theory X or Theory Y assumptions, could unintentionally create self-fulfilling prophecies. This means that their behaviors and interactions with subordinates

could influence employees' actions in a way that confirmed the manager's initial expectations.

Together, the work of these influential researchers above revolutionized the field of management, leading to a more comprehensive understanding of the human factor in organizational success. They discovered that people are motivated by inner satisfaction rather than just material rewards. This insight shifted the focus of organizational studies to the role of individuals in driving organizational performance. The experiments conducted by scholars from the human relations school introduced the concept of viewing an organization as a social system, with the worker as its most vital element.

These experiments demonstrated that individuals within an organization are not mere tools but complex personalities who interact within a group context that is challenging to fully comprehend. Ultimately, the human relations school played a pivotal role in a major paradigm shift in organizational theory, giving rise to the concept of organizational humanism. This concept became a prominent field within the social sciences, providing valuable insights into how organizations could effectively leverage the potential of their workforce to achieve greater success and fulfillment.

The Human Relations School of Management emerged as a response to the limitations of classical theories, which prioritized formal structure, control, efficiency, economy, and hierarchical authority. In contrast, the human relations movement sought to address these limitations by refocusing attention on the human aspects within organizations.

At the core of the human relations school are key concepts like group dynamics, sensitivity training, and fostering institutional growth. These elements exemplify the fundamental principles of the human relations approach, which include promoting openness, encouraging worker self-actualization, reducing absenteeism, embracing diversity, and minimizing interpersonal competition.

A defining feature of the Human Relations School of Management is its recognition and appreciation of both formal and informal organizations. These two components work

in parallel to enhance efficiency and productivity. Understanding the interrelationships between formal and informal aspects is crucial to effectively managing organizations.

The existence of informal institutions highlights the potential conflict between individual aims and the organization's objectives. The principles of the human relations school are designed to harmonize these aims, encouraging dedication and commitment from individuals toward achieving both organizational productivity and personal fulfillment.

Unlike classical methods that mainly focus on observing formal aspects of an institution, the Human Relations School of Management acknowledges the need to comprehend the organization's entire dynamics. By doing so, it continues to shape contemporary management practices, emphasizing the importance of nurturing positive work relationships, recognizing employee needs and motivations, and adopting participative leadership to create thriving and effective organizations.

2.2 Organizational Change: Concept and Theory

In the dynamic landscape of the semiconductor industry, organizational change is a constant force shaping the future of companies within the Yangtze River Delta, China. The rapid growth and technological advancements in this pivotal industry make it an ideal context for exploring the concepts and theories surrounding organizational change. This section delves into the fundamental concepts and theories of organizational change and organizational change cognition, shedding light on the multifaceted dimensions that shape the industry's transformational dynamics.

2.2.1 Organizational Change

The study of organizational change originated in the 1940s and has remained a prominent topic in management ever since. Initially, research focused primarily on changes in organizational structure (Argyris, 1977; Beckhard, 1969; Lewin, 1948; Mosher, 1967). However, Friedlander and Brown (1974) expanded the scope to include new dimensions

such as knowledge skills, organizational communication, and organizational culture change.

In the 1980s, economic globalization accelerated significantly, leading to the rise of market mechanisms and multinational corporations that played increasingly influential roles. The rapid advancement and widespread adoption of information technology further revolutionized transaction modes, management approaches, and operational processes, fundamentally altering traditional enterprise organization methods. This era witnessed profound changes in how organizations functioned and interacted with the evolving global landscape.

The contemporary business environment is characterized by dynamic and intricate internal and external factors, resulting in heightened uncertainty. To thrive and survive in this fiercely competitive setting, organizations must exhibit a high degree of flexibility and adaptability.

Starting in the early 1980s, companies like Ford, ABB, and General Electric recognized the need to transform their organizations to remain relevant and competitive. By the early 1990s, a popular approach to organizational change emerged, which involved leveraging information technology to redesign enterprise operation processes. This practice came to be known as “organization reengineering.”

However, the outcomes of these reforms varied among companies. While some adapted swiftly and seamlessly to the changes, others encountered challenges and experienced stagnation. This divergence in outcomes highlighted the importance of timely and well-aligned adjustments across various organizational elements.

Successful organizational change hinges on the ability to tailor the change process to align with the formulated organizational strategy and the evolving nature of the organization itself. This adaptive approach ensures that the changes made are well-suited to the external environment, enabling the achievement of change goals while enhancing overall organizational effectiveness.

Given the increasing complexity and dynamism of both external and internal business environments, organizations must embrace and implement organizational change effectively. Adapting to changing circumstances is imperative for companies to remain competitive and relevant in the face of new challenges and opportunities.

In conclusion, a thoughtful and well-managed approach to organizational change, aligned with the organization's strategy and the external environment, is essential for achieving successful outcomes. Embracing change becomes a vital strategic choice for companies seeking to thrive in the dynamic and complex world of modern business.

Definitions

In management research, the definition of organizational change has been a focal point for theorists and researchers (Schwarz, Watson, & Callan, 2011). Advances in science and technology, coupled with constant fluctuations in both internal and external organizational environments, have prompted scholars from diverse academic backgrounds to extensively explore and expand the concept and essence of organizational change. Consequently, research outcomes often appear fragmented due to varying perspectives.

However, as the study of change theory deepens and practical insights are consolidated, the understanding of organizational change is continuously enriched. As technology improves, the cognition of its concept and nature evolves. Presently, the concept of organizational change has broadened significantly, yet a consensus remains that recognizes it as the process wherein an organization transitions from one form to another (Burke, 2002; King & Anderson, 1995). Despite this, there is no universally accepted definition of organizational change in academia (Dunphy, 1996).

To enhance business performance, enterprises must initiate changes in attitudes, behaviors, organizational frameworks, and policy systems (Weber & Weber, 2001). Dessler proposed that performance goals can be achieved by adjusting or redesigning the organizational structure and developing new technologies or training methods for personnel (Dessler, 1980). Recardo defined organizational change from the perspective of organizational personnel, emphasizing that it ultimately requires members to change their

work behaviors and relationships, necessitating corresponding auxiliary strategies or plans (Recardo, 1991).

Morgan and Zeffane highlighted the importance of employee participation and trust in formulating change plans and achieving organizational change through collaborative efforts (Morgan & Zeffane, 2003). Yeo described organizational change as a collection of events, where identifying and intervening in key events can accomplish the organization's strategic goals (Yeo, 2009). Williams argued that organizational change activities occur within a specific corporate cultural context, with cultural factors subtly influencing organizational behavior and providing continuous internal motivation for change (Williams, 1980).

Hill and Jones defined organizational change as the transformation of the organizational framework, reengineering work processes, and innovating technology to promote the enterprise from its original state to a planned ideal state, ultimately enhancing competitiveness (Hill & Jones, 2001). Dawson described organizational change as significant transformations in institutional strategies, organizational types, and operational methods during the process of change planning and execution (Dawson & Buchanan, 2003).

Morgan (1972) emphasized the benefits of organizational change, highlighting its potential to enhance operational efficiency, achieve balanced growth, foster improved cooperation, and increase organizational adaptability and resilience. Webber characterized organizational change as a process aimed at enhancing organizational performance through improvements in the policy structure or by inducing changes in people's attitudes or behaviors (Webber, 1979).

Beer viewed organizational change as a process of transforming an organization from its current state to a desired future state to enhance effectiveness. Planned organizational change aims to identify innovative or improved approaches for utilizing resources and capabilities, thereby elevating the organization's capacity to generate value and enhancing rewards for stakeholders (Beer, 1980). Dessler stated that organizational

change involves modifying the structure, technology, or people to enhance overall effectiveness (Dessler, 1980).

Michael described organizational change as the adjustment process an organization undertakes to adapt to environmental changes when business operations cannot be effectively coordinated with these changes (Michael, 1982).

Astley and de Ven defined organizational change as the modifications and adjustments made in anticipation of environmental changes as part of organizational development decisions (Astley & de Ven, 1983).

According to Bartunek (1984), Fugate and Kinicki (2008), Huy (2012), and Kiefer (2005), organizational change is described as a series of intense and enduring emotional responses experienced by employees triggered by the occurrence of “affective events.”

Argyris, Putnam, and Smith defined organizational change as the process of moving from the current state to a desired future state to improve efficiency (Argyris, Putnam, & Smith, 1985).

Biggart, Levy, and Merry stated that organizational change is a major adjustment in organizational structure for survival, including the change of mission, goals, and corporate culture when organizations can no longer handle situations routinely (Biggart, Levy, & Merry, 1988).

Hill and Jones described organizational change as an activity aimed at increasing competitive advantage by transitioning from the current state to a future ideal situation, primarily through transformation, process reorganization, and innovation (Hill & Jones, 1989).

Recardo argued that organizational change involves planning and forming strategies to make organizational members behave differently (Recardo, 1991).

Porras and Robertson defined organizational change as a set of behavioral science-based theories, values, strategies, and techniques designed to promote personal

development and improve performance by changing the on-the-job behavior of members (J. Porras & P. J. Robertson, 1992).

Daft and Marcic viewed organizational change as the process through which an organization embraces a new mode of thinking or behavior, focusing on altering people's behavior and attitudes (Daft & Marcic, 1994).

Dunphy (1996) and Czarniawska-Joerges (1996) described organizational change as an innovation in behavioral science and related management methods, usually triggered by the failure to build adaptive organizations.

Kotter, Cohen, and Hoover (2004) defined organizational change as activities undertaken with the primary objectives of significantly enhancing innovation capabilities and improving organizational culture. These changes can involve adopting new technologies, implementing major strategic shifts, reengineering processes, engaging in mergers and acquisitions, and undertaking restructuring efforts.

Alternatively, Strebel viewed organizational change as an equilibrium process arising from the interaction of external forces driving change and internal resistance within the organization (Strebel, 2009).

In modern management academia, the concept of organizational change emerges as a prominent and dynamically evolving trend, progressively broadening in its scope. Initially focused on localized adjustments within organizations, it has evolved to incorporate sweeping transformations that extend across entire enterprises. Furthermore, the paradigm of organizational change has transcended the boundaries of individual enterprises, underscoring its extensive impact and significance in today's dynamic business environment.

This evolution in understanding organizational change has been influenced not only by driving forces promoting change but also by resistance hindering it. Consequently, the content and process of organizational change have become increasingly complex. A better understanding of the concept and essence of organizational change can only be achieved by integrating it with real-world situations and contexts.

As the business landscape continues to evolve rapidly, organizational change remains a vital area of study and practice for management professionals. Understanding and effectively managing organizational change are essential skills for organizations seeking to stay competitive and resilient in an ever-changing world. By continuously refining our understanding of organizational change and its complexities, we can improve the way we approach and implement transformative initiatives, driving positive outcomes for both organizations and their stakeholders.

In the following sections, organizational change is examined from three major perspectives: the content perspective, the process perspective, and resistance to change. Each viewpoint provides valuable insights into different aspects of organizational change, helping us better understand its intricacies. By analyzing organizational change through these perspectives, researchers and management professionals can gain a comprehensive understanding of its various dimensions and the associated challenges and opportunities.

The Content Perspective

From an organizational development perspective, change is a deliberate and planned activity driven by behavioral science theories, organizational values, strategies, and technologies. It focuses on transforming the work processes and behaviors of the organization's members to enhance corporate performance and personal development (J. Porras & P. J. Robertson, 1992).

Organizations are seen as open, dynamic, and complex systems composed of various subsystems, including strategy, structure, systems, and culture. In response to continuous changes in the internal and external environment, organizations need to adjust and modify these fundamental subsystems. Additionally, they must engage in effective communication with the external environment concerning material, energy, information, etc., to sustain their prosperity, achieve organizational goals, and improve competitiveness.

Depending on the intensity and speed of execution, organizational change can be classified into two categories: evolutionary change and revolutionary change. Evolutionary change involves gradual modifications within the existing framework, while revolutionary

change encompasses radical shifts that break the original framework, leading to significant and swift adjustments in the organizational system (Cady & Hardalupas, 2011; Porras & Silvers, 1991; Weick & Quinn, 1999).

Evolutionary change, also referred to as “first-order change,” involves gradual and incremental adjustments that allow an organization to adapt progressively to a changing environment. This type of change does not fundamentally alter the organization’s system and typically makes fewer and minor modifications. The results of evolutionary change can be easily reversed if required.

A prominent advocate of evolutionary change, Abrahamson contends that organizations should adopt a slow and progressive reform model. This approach involves meticulous planning of the implementation process and steps, continuously accumulating subtle changes throughout the process. The slower pace of this change is believed to result in increased durability and stability, ultimately enhancing the organization’s adaptability (Abrahamson, 2004).

Revolutionary change, also known as “second-order change”, is characterized by sudden, drastic, and comprehensive transformations that encompass the entire organization on a large scale. This type of change accelerates the change process throughout the organization, affecting various aspects such as organizational strategy, structure, core processes, power distribution, control systems, corporate culture, and employee arrangements. Revolutionary change reflects the organization’s rapid response to an uncertain environment.

Emphasizing powerful means of implementation and rapid, large-scale actions, revolutionary change penetrates organizations swiftly, leading to systemic impacts that can subvert and rebuild the organizational structure (Miller, 1982). Tushman and O’Reilly argued that change is most effective when executed quickly and efficiently, optimizing the utilization of existing resources to achieve the desired change outcome. Furthermore, managers can build a foundation for organizational improvement based on the experiences gained during this change process (Tushman & O’Reilly, 1996).

Porras and Robertson further divided organizational change into the following four types: developmental change, evolutionary change, transformational change, and revolutionary change (J. Porras & P. J. Robertson, 1992). Krysinski and Reed argued that the dimension of “time”, one of the most important variables to measure organizational change, plays a substantial role in the process of implementing organizational change (Krysinski & Reed, 2016).

Christina (2002) introduced a novel classification of organizational change derived from a case study, taking into account its universality (the extent of impact on organizational change) and temporal dimensions (long-term and short-term). In this classification, short-term change is defined as alterations occurring within a 12-month period, while long-term change encompasses transformations lasting beyond 12 months.

Within this classification, revolutionary change involves fundamental alterations in the organizational system and processes, while evolutionary changes denote enhancements to the existing organizational systems and processes. This categorization, based on universality and time, provides a comprehensive framework for comprehending the diverse types and durations of organizational change.

Therefore, it becomes imperative for organizations to consistently evaluate their internal and external environment and make requisite adjustments to their strategy, structure, and culture. However, implementing change indiscriminately, and lacking proper planning and guidance, can result in detrimental consequences for the organization.

To mitigate adverse consequences, organizational change should be approached thoughtfully and strategically, guided by the principles and insights offered by the scientific theory of organizational change. This method guarantees that the change aligns with the specific needs and realities of the organization’s current situation, enhancing the likelihood of successful adaptation and growth.

Theories related to organizational change primarily encompass structural inertia theory, organizational adaptability theory, and random walks theory, as detailed in Table 2.4.

Table 2. 4 Organizational change: The content perspective

Theory		Scholar, Year	Research findings
Structural Inertia		Hannan and Freeman (1984)	Organizational structures exhibit a high degree of inertia when the rate of change in the organization's core characteristics is much lower than the rate of change in structural inertial environmental conditions.
Organizational adaptation	Contingency Theory	Luthans (1973); Galbraith (1973); Lawrence and Lorsch (1967); Donaldson (2001); Daft (2005)	There is a strong correlation between environment, internal structure, and performance, and a tighter fit between structure and context increases organizational performance and survival chances.
	Resource Dependence Theory	Aldrich and Pfeffer (1976) Pfeffer (2003) Zott and Amit (2007)	The goal of an organization is to minimize its dependence on other organizations and to find ways of influencing these organizations to make resources available.
	Institutional Theory	Scott (1987)	Institutional structures become established as authoritative guidelines for social behavior.
	Adaptive Strategy	Andrews (1971)	It emphasizes the formation and implementation of organizational strategies. Management seeks a match between organizational resources, capabilities, and the external environment according to a consistent strategy.
Random Walks		Cohen, March, and Olsen (1972)	Change has little to do with management willingness or environmental demands. In an

Theory	Scholar, Year	Research findings
		environment of causal ambiguity and complexity, change occurs in response to irrational endogenous processes.

The Process Perspective

Kurt Lewin was the first theorist to propose the foundational syllogism for organizational change, known as “unfreezing - changing - refreezing.” (Lewin, 1939, 1947). The process of change commences with “unfreezing,” necessitated by shifts in the organization’s internal and external environment, rendering the old practices obsolete. This stage instigates adaptive changes (Hendry, 1996) by providing incentives and motivations for employees to embrace the altered reality, modifying their behaviors and attitudes to better align with the transformed organization.

The pivotal stage of “changing” introduces a new vision for the organization, outlining the specific steps required to achieve this vision, and stimulates the generation of fresh ideas, altering employee behaviors and attitudes. “Re-freezing,” on the other hand, serves as a crucial factor in ensuring the success of the change process, as it stabilizes employee behaviors and attitudes after the change. This phase represents the consolidation of the results of organizational change.

Lewin’s change model, as the foundation of organizational change theory, has paved the way for numerous scholars to propose new models for the organizational change process. Regarded as an analytical and guiding model, Lewin’s approach addresses the initiation, management, and consolidation of change.

Similarly depicting change as the management of a force field (Lewin, 1947), Judson proposes a five-stage model for the management of change (Judson, 1991). These five stages include 1) Analysis and Planning. 2) Communication. 3) Gaining acceptance. 4) Transitioning. 5) Consideration and Institutionalization.

Kotter (1996) Change Model, developed by a Harvard Business School professor, adopts a top-down management approach encompassing eight critical steps: 1) Create

Urgency, 2) Form a Powerful Coalition, 3) Create a Vision for Change, 4) Communicate the Vision, 5) Remove Obstacles, 6) Create Short-Term Wins, 7) Build on the Change, and 8) Anchor the Changes in Corporate Culture. Kotter's change model offers a comprehensive and strategic framework, guiding organizations through the intricacies of effective change management.

Overall, Lewin's three-stage change model places significant emphasis on the entire process of organizational change, highlighting its procedural nature. Judson's five-stage change model, on the other hand, centers around organizational change processes, starting at the company level and encompassing five closely linked stages. Meanwhile, Kotter's eight-step change model offers a specific and structured set of plans and actions to guide the change process.

Several other scholars have also made contributions to the study of organizational change and its process model. Beckhard (1977) offered valuable insights into change interventions and the importance of aligning organizational structures with change efforts. Kast and Rosenzweig (1981) focused on the role of management and leadership in facilitating successful organizational change. Kotter and Cohen (2002) collaborated on research that emphasized the significance of a shared vision and employee engagement in driving change initiatives.

For a comprehensive overview of the major research on the process model of organizational change, it is listed in the table below.

Table 2. 5 Organizational change: The process perspective

Scholars, Year	Steps of Change	Explanation
Lewin (Lewin, 1939, 1947)	Unfreezing	Recognizing the need for change
	Changing	Attempting to create a new state of affairs
	Refreezing	Incorporating the changes, creating and maintaining a new organizational system
Kast and Rosenzweig (1972)	Examine the status quo, identify the issue, recognize the gap, design the method, implement the change, and feedback	
Beckhard (1977)	Identifying the need for change	Identifying issues to be resolved and expected future state

Scholars, Year	Steps of Change	Explanation
	Overcoming obstacles to change	Addressing issues at the organizational level, functional level, group level, and personal level encountered in the change
	Determining the strategy for change	Adopt a top-down change strategy based on the structure and cultural characteristics of the organization
Judson (1991)	Analysis and Planning	analyzing the need for change and devising a comprehensive plan to facilitate the process effectively
	Communication	conveying the reasons for change and the intended outcomes to all stakeholders.
	Gaining acceptance	gaining acceptance of the new behaviors and approaches among employees and other involved parties
	Transitioning	navigating the shift from the existing state to the desired state, effectively implementing the planned changes
	Consideration and Institutionalization	evaluating the change's success and ensuring its integration into the organizational culture for long-term effectiveness
Kotter (2009)	Establish a sense of urgency	Creating awareness among stakeholders about the need for change and the reasons behind it
	Build a guiding coalition	Assembling a strong and influential team to drive and support the change process
	Create a vision for change	Developing a clear and inspiring vision that outlines the desired future state of the organization
	Communicate the vision	Effectively communicating the vision and strategies to gain buy-in and commitment from employees and stakeholders
	Remove obstacles	Enabling employees to take an active role in the change process, fostering a sense of ownership and involvement
	Create short-term wins	Achieving early, tangible successes to demonstrate progress and build momentum
	Build on the change	Building on the short-term wins and making further improvements to solidify the change efforts
	Anchor the changes in corporate culture	Embedding the changes into the organization's culture and practices to ensure long-term sustainability

Scholars, Year	Steps of Change	Explanation
Kotter et al. (2004)	See	Identifying the issue and creating an atmosphere for the change
	Feel	Stimulating positive feelings and reducing negative emotions
	Change	Making the change and institutionalizing new behaviors

Resistance to Organizational Change

Implementing changes is challenging not only because systems, structures, and routines generate inertia but also because individuals are likely to resist passionately (Heinze & Weber, 2016). If resistance is not handled, changes may be superficial and symbolic at best (Kraatz & Block, 2008). In the dynamic landscape of the semiconductor industry in the Yangtze River Delta, China, unraveling the factors contributing to resistance to organizational change becomes paramount. This subsection meticulously explores the nuanced dimensions of “Resistance from Personal Level” and “Resistance from Organizational Level”.

Personal level

Despite the prevalence of organizational change in today’s business landscape, many companies still encounter the harsh reality that change efforts do not yield the expected outcomes (Herold, Fedor, & Caldwell, 2007). This has prompted scholars to delve into the key factors that influence the success of organizational change initiatives. While organizations often invest considerable time and resources in technological and structural changes, they may neglect a crucial element: the employees (Bovey & Hede, 2001).

According to Beer et al., the lack of support from employees constitutes a significant reason for the failure of organizational change (Beer, Eisenstat, & Spector, 1990). The achievement of organizational goals not only relies on cooperation among organizational members but also demands that each individual’s actions align with the organization’s objectives and exhibit behaviors expected by the organization (Furst & Cable, 2008). Essentially, nearly all organizational change activities necessitate the right

employee behaviors for successful implementation, and without the support of employees, an organization's change endeavors are likely to falter.

Hendry emphasized that successful organizational change requires not only the identification of urgent content or elements that need to be changed but also the adoption of appropriate implementation activities and execution processes (Hendry, 1996). Peterson et al. argued that when employees' roles deviate from the organization's expectations, role conflict, ambiguity, and overload may arise, leading to role pressure (Peterson et al., 1995). Prolonged role pressure can result in confusion and anxiety among employees, as they perceive a loss of control over their work, leading to negative psychological and behavioral effects (Luthans & Sommer, 1999).

These negative effects manifest in various ways, such as displaying unfavorable work attitudes, reduced organizational commitment, and diminished organizational citizenship behavior. Consequently, job performance may suffer, and turnover rates could rise, thereby jeopardizing the overall outcomes of organizational change efforts. To promote active employee engagement in the change process, it is imperative for management to address personal-level factors that resist organizational change.

Table 2. 6 Factors resisting organizational change: The personal perspective

Scholar, Year	Personal-level factors resisting organizational change
Hodge (1970)	Possible decline in status, fear of change, change of work content, reduced personal authority or opportunity, change of rules, change of group relations, lack of explanation to employees, lack of employee participation in change plans
Kotter and Schlesinger (1979)	Parochial self-interest, misunderstanding, lack of trust, different assessment, low tolerance for change
Reitz (1981)	Vested interest, resources gained
Nadler (1981)	Economic insecurity, fear of changes in social relations, ignorance of the meaning of change, and personality characteristics
Daft and Steers (1986)	Self-interest, uncertainty, lack of understanding and trust, different perceptions and goals, social disruption
O'Connor (1993)	Lack of confidence in the change, different perceptions of the need for change, different perceptions of change goals, lack of confidence in achieving the goal, and lack of confidence in change management

Scholar, Year	Personal-level factors resisting organizational change
Robbins (2001)	Habit, security, economic factors, fear of the unknown, selective information processing
Daft (1989)	Excessive focus on costs, undetectable benefits, avoiding uncertainty, lack of cooperation, and fear of loss
Donnelly (1994)	Narrow self-interest, misunderstanding, lack of trust, different evaluations, and a low tolerance for the comparison
Greenberg (1999)	Personal factors: economic instability, fear of the unknown, threat to social relationships, habits, and insufficient awareness of change
Caldwell (2006)	Personality traits: point of control, self-efficacy, self-evaluation, positive affect, tolerance for uncertainty, and risk aversion
Judson (1991)	Personality traits: self-efficacy, internal control, and risk tolerance
Wanberg and Banas (2000)	Self-efficacy
Rotter (1966)	Employees' internal control
Folkman, Lazarus, Dunkel-Schetter, DeLongis, and Gruen (1986)	Self-esteem strongly affects coping with change.
Stanley Budner (1962)	Tolerance
Maehr and Videbeck (1968)	Risk aversion
Lysova, Korotov, Khapova, and Jansen (2015)	Organizational change cognition
Kim, Hornung, and Rousseau (2010)	Employee's perception of the intrinsic benefits of change
Greenhalgh (1983), Rafferty and Griffin (2006)	Psychological activities of employees in organizational change

Organizational level

Resistance to change at the organizational level often arises from structural and cultural factors (Greenberg, 1999).

Structural factors:

Organizational structures, processes, and systems are pivotal in defining how work is executed and decisions are made. Introducing change often necessitates adjustments to

departmental relationships, power distribution, hierarchical arrangements, and work associations. Such modifications invariably lead to the realignment of individual and group interests. Individuals or groups facing potential losses of vested interests may strongly oppose organizational change.

When structural changes occur, they disrupt existing power dynamics and resource allocation. Those currently occupying influential positions or controlling critical resources may perceive the change as a threat to their status, privileges, and the established power equilibrium. In response, they may resist change vehemently to protect their vested interests.

Cultural factors:

Organizational culture refers to the collective values and behavioral norms that employees have gradually developed over time. As organizational members become accustomed to specific ways of working during their years of employment, relationships between them tend to be stable, characterized by a tacit understanding.

Changes in organizational culture can disrupt established working relationships and interpersonal dynamics. Employees may find it challenging to adapt to new cultural norms, leading to dissatisfaction and resistance to change. Cohesive workgroups, influenced by existing group norms, may collectively resist change, hindering the implementation of new strategies or initiatives.

Resistance to change, rooted in organizational culture, can pose a substantial barrier to successful change implementation. To effectively manage change, organizations must recognize the impact of culture, involve employees in the change process, and provide support and effective communication to help them embrace the new cultural shift. By doing so, organizations can cultivate a positive and adaptive culture that facilitates successful change initiatives.

2.2.2 Organizational Change Cognition

In the dynamic landscape of the semiconductor industry in the Yangtze River Delta, China, marked by swift technological advancements and frequent organizational changes, comprehending the impact on employee attitudes extends beyond the mere occurrence of organizational changes. Instead, it is essential to recognize that a myriad of perceptions and interpretations of these changes collectively shape a diverse spectrum of employee attitudes.

Today, every organization faces the imperative of continuous adjustments to expedite its overall development. Influential factors such as technological advancements, product innovations, organizational expansion, domestic and international market penetration, and intensified competitiveness necessitate organizations to adapt promptly (Cummings & Worley, 2014). However, the outcomes of these endeavors are less than promising, with less than 40% yielding positive results, as reported by Porras and Robertson (1992). A mere 20% of enterprises successfully achieved their anticipated financial, strategic, and collaborative operational goals through mergers (Marks & Mirvis, 1992), while around 50% of organizational change initiatives conclude in failure (Spreitzer, De Janasz, & Quinn, 1999).

Why do the outcomes of organizational change often fall short of expectations? Researchers have identified a natural apprehension among most employees toward change, anticipating negative impacts (Weeks, Roberts, Chonko, & Jones, 2004). Employees experience feelings of uncertainty (Jones, Roberts, & Chonko, 2000) stemming from organizational change, including skepticism towards the organization and colleagues, as well as anxiety related to shifts in job responsibilities and status following organizational transformations (Doby & Caplan, 1995).

From an employee's standpoint, this is a reasonable expectation. Organizational change inevitably requires employees to step out of their comfort zones. While in the comfort zone, employees maintain relatively clear expectations about their actions and potential outcomes, leading to lower work pressure. However, the imminent prospect of

change forcibly thrusts employees into the panic zone, eliciting significant discomfort and negative emotions such as fear, anxiety, and restlessness.

Out of a self-preservation instinct, employees facing change are compelled to choose between stepping forward actively or opting for passive avoidance. As the inevitability of change sets in, employees enter the development zone, where they actively explore and acquire new skills, striving to comprehend the meaningfulness of the impending changes. In this context, employees' perceptions, cognition, and attitudes toward organizational change become pivotal factors in determining the success of the overall change process (McDonald & Siegall, 1992).

This section provides a comprehensive exploration of organizational change cognition, beginning with an examination of its origin and definitions. Subsequently, it delves into a review of research associated with correlated variables. Finally, the section provides insights into the various measurement techniques employed to assess organizational change cognition.

Its origin and definitions

To comprehensively grasp the concept of organizational change cognition, it's essential to start by understanding cognition itself. Cognition refers to the conscious mental activity of individuals, encompassing processes such as memory, imagination, and thinking as they perceive and process external information. This cognitive process not only encompasses the objective description of external events but also incorporates an individual's subjective understanding and interpretation.

This cognitive process involves various stages, including stimulus reception, encoding, storage, retrieval, and the utilization of information. In the realm of organizational change, cognitive theory suggests that human behavior is intricately linked to an individual's perception and processing of the social contexts they find themselves in.

Recognizing the significance of cognitive processes in shaping human behavior and responses to change is vital for understanding how individuals perceive and adapt to

organizational change. By acknowledging the role of cognition, organizations can tailor change initiatives to align with employees' cognitive frameworks and facilitate a smoother transition during periods of change.

Bandura (1986) is the American psychologist who introduced the social cognitive theory, which centers on the concept of triadic reciprocal determinism. According to this theory, an individual's behavior is not only influenced by cognitive and personal factors but also plays a role in shaping and being shaped by the social environment. The relationship between human behavior, cognition, and the environment is dynamic and reciprocal, with the strength and pattern of interactions between these factors evolving with shifts in behavior, individuals, and the environment.

Bandura's theory emphasizes three mechanisms of action:

1. Interaction between people and behavior: Behavior is influenced and responded to by an individual's thoughts or cognitive processes. Changes in thinking can lead to modifications in individual or group behavior.
2. Interaction between environment and behavior: Human behavior can shape the social environment, and in turn, the environment can also modify behavior.
3. Human-environment interaction: Human consciousness and cognitive abilities are not static but are influenced and adapted by social influences present in the environment.

Bandura's theory of reciprocal determinism emphasizes human capabilities such as symbolization, prediction, alternative learning, self-regulation, and self-reflection. These abilities play a pivotal role in human initiative, as individuals harbor high expectations regarding their experiences and potential outcomes, thereby shaping their behaviors. Positive cognitions can serve as motivational drivers, while negative cognitions may yield adverse effects.

Consequently, Social Cognitive Theory finds widespread application in comprehending and predicting individual and group behavioral characteristics.

Researchers employ this theory to probe into how the knowledge structures of individuals and groups influence behavior and impact organizational outcomes, particularly in areas such as strategic decision-making and the repercussions of organizational change.

It is essential to acknowledge that within any organizational context, employees with diverse characteristics will establish distinct goals and expectations based on their perceptions of the current state. These perceptions mold their understanding of events and situations, subsequently influencing behaviors and actions, leading to varied outcomes. During organizational change, employees' cognitive perceptions of the change initiative significantly influence their attitudes and behavioral decisions, directly impacting the effectiveness of change implementation.

The significance of employees' cognition in the success of organizational change is evident; however, the concept of organizational change cognition in the initial phase remains relatively underexplored. To deepen our understanding, further research that concentrates on attitudes toward change, change appraisal/evaluations, beliefs about change, perceptions of change, and change schema is essential. This research seeks to examine how employees' perceptions and evaluations of organizational change directly impact change performance and overall organizational effectiveness.

Researchers have engaged with the concept of organizational change cognition, offering various definitions. A selection of these definitions is presented below.

Table 2. 7 Definitions of Organizational Change Cognition

Researcher	Year	Definition
Lau & Woodman	1995	the perception and understanding of organizational change through the change schema (Lau & Woodman, 1995)
Kayser K. et al.	2000	a cognitive framework for the attributes of change (Kayser, Walker, & Demaio, 2000)
Hui & Lee	2000	the uncertain perception of employees about organizational change (Hui & Lee, 2000)
Rafferty & Griffin	2006	employees' cognition of the degree of the necessity and importance of the change. (Rafferty & Griffin, 2006)
Bouckenoghe et al.	2009	employees' cognition of the necessity and significance of the change (Bouckenoghe, Devos, & van den Broeck, 2009)

Researcher	Year	Definition
Hetty van Emmerik, Bakker, & Euwema	2009	deriving from the evaluation of the degree of the influence of the change, including the purpose (of the change) cognition, the outcome cognition, the significance cognition, the influence cognition, the management cognition, cognition of the impact of self-interest, the preparation cognition, the employees' participation cognition, and the employees' evaluation cognition (Hetty van Emmerik, Bakker, & Euwema, 2009)
Wu	2010	the degree of recognition of organizational change by employees in the organization based on their understanding of the organization and the information related to the change
Wang	2015	a thought process for individuals to identify and collect information about organizational change, and to give organizational change information a certain meaning
Chi, Ouyang & Xu	2018	an evaluation process of individuals for organizational change events, which can be divided into positive cognition and negative cognition (Chi, Ouyang, & Xu, 2018)

This reveals that researchers hold diverse views on the concept of organizational change cognition. However, from a cognitive perspective, it should encompass at least two key aspects: firstly, organizational change cognition constitutes the psychological activities that individuals undergo during the process of organizational change, involving attitudes, viewpoints, and behaviors; secondly, even within the same organization, individuals may exhibit varying attitudes and viewpoints toward changes, highlighting the subjective nature of organizational change cognition.

The research on correlated variables

In the realm of existing literature, research on employees' organizational change cognition has primarily focused on exploring the impact of dependent variables. Only a limited number of studies have delved into investigating the factors influencing organizational change cognition in relation to employees' attitudes and responses to such changes. This gap in the exploration of the dependent variables of organizational change cognition has left a noticeable void, with only a handful of researchers incorporating these crucial factors into their investigations.

Previous research has identified an array of antecedent variables that impact organizational change cognition among employees. These factors encompass organizational, change-related, management, and personal aspects. Organizational factors relate to the cultural atmosphere and organizational structure, while change factors involve the nature, extent, speed, and potential impact of organizational change. Management factors encompass the leadership style of the change leader and their emotional intelligence, and personal factors include employees' personality traits, work experience, social background, and life experiences.

For instance, Caldwell et al. found a significant correlation between individuals' perceptions of environmental adaptation and their organizational change cognition (Caldwell, Herold, & Fedor, 2004). Similarly, Oreg explored the relationship between employees' personality traits, organizational environment, and resistance to change, revealing that personality traits and life experiences influence cognition and attitudes toward organizational change (Oreg, 2006). Moreover, Bartunek et al. discovered that individuals' emotional responses play a crucial role in shaping their perceptions of organizational change (Bartunek et al., 2006).

Integrating these findings reveals that multiple factors intertwine to influence employees' cognitive processes and attitudes regarding organizational change.

Dependent variables affected by organizational change cognition encompass various aspects, including change support behavior, organizational citizenship behavior, job performance, job stress, organizational commitment, change commitment, job satisfaction, and employee turnover intention during periods of organizational change. According to cognitive theory, an individual's cognition profoundly influences their attitudes and behaviors. Gavetti, through a case study, discovered that employee cognition positively contributes to change adaptation. He affirmed the constructive impact of employee cognition on supporting organizational change (Gavetti, Levinthal, & Rivkin, 2005).

Lin (2010) demonstrated that employees' attitudes and behaviors in response to organizational change are shaped by their cognition of the change, establishing a significant correlation between organizational change cognition and organizational citizenship behavior. Similarly, Kim et al. revealed that employees' perception of the potential benefits associated with organizational change influences their level of change-supporting behaviors (Kim et al., 2010).

Additionally, Chiaburu et al. developed a conceptual model suggesting that employees' cognition directly impacts their voice behavior within the organization (Chiaburu, Marinova, & Van Dyne, 2008). Their study emphasized that employees' voice behavior arises from a complex cognitive thinking process.

Ferreira and Armagan assert that, from the perspective of turnover intention, a substantial disparity between psychological expectations of change and the actual reality may lead employees to consider leaving. They argue that employees' cognition of organizational change is positively correlated with their turnover intention (Ferreira & Armagan, 2011).

During times of organizational change, the inherent uncertainty introduced by these changes often leads employees to feel less secure both in the organization and in their personal interests. Concerns about how well they will adapt to the altered work environment and practices further impact their organizational change cognition. Consequently, these factors play a vital role in shaping employees' attitudes, behaviors, job satisfaction, and more.

By examining and understanding the interplay between cognitive processes and the dependent variables influenced by organizational change cognition, organizations can better navigate periods of change and facilitate positive outcomes for employees.

Thus, in the course of implementing organizational change, organizations can create a conducive environment and guide employees to adopt a positive perspective toward the change. This approach aims to garner employee support, minimize resistance,

and reduce obstructive behavior, fostering active employee participation in the organizational change process.

Wang (2015) further investigated the mediating role of employees' organizational change cognition in the relationship between their psychological capital and change support behaviors. The empirical findings of their study revealed a positive correlation between employees' organizational change cognition and their behaviors supporting change.

Recognizing the mediating influence of organizational change cognition and its positive impact on employees' change support behaviors, organizations can devise targeted strategies to harness and enhance employees' cognitive responses during periods of organizational change.

The measure of organizational change cognition

Since the inception and advancement of research on organizational change cognition, scholars have explored the dimensions and measurement of this construct from various perspectives. A pioneering contribution in this field came from Lau and Woodman, who conducted a systematic study on change schema and its dimensions (Lau & Woodman, 1995). They proposed a comprehensive three-dimensional theory, comprising causality, valence, and inference, and subsequently expanded it to encompass five dimensions.

The five dimensions are as follows:

1. Impact of change on current practice ($\alpha=.81$)
2. Intensity and significance of change process ($\alpha=.80$)
3. The meaning of change ($\alpha=.60$)
4. The salience of change ($\alpha=.61$)
5. Personal control over change ($\alpha=.69$)

Since its introduction, this scale has found widespread use in subsequent studies investigating organizational change cognition.

Table 2. 8 Dimensions of Organizational Change Cognition

Theorists/scholars	Year	Dimensions of organizational change cognition
Greenberger & Strasser	1986	Role conflict, role burden, possible demotion, job insecurity, and resource reduction (Greenberger & Strasser, 1986)
Mathieu & Zajac	1990	Change benefit cognition, employee welfare cognition, and job security cognition (Mathieu & Zajac, 1990)
Burke & Litwin	1992	Organizational culture, leadership effectiveness, planning and execution effectiveness, organizational structure, roles and responsibilities, skills, systems, personal needs, and values (Burke & Litwin, 1992)
Hall, Resenthal & Wade	1993	Roles and responsibilities, measurement and motivation, organizational structure, information technology, shared values, skills, etc. (Hall, Rosenthal, & Wade, 1993)
Lau & Woodman	1995	Change effectiveness, the role of change, the criticality of change, the significance of change, controllability of change in the management process (Lau & Woodman, 1995)
Waddell & Sohal	1999	Change benefit, change adaptation, communication, engagement, and employee rights (Waddell & Sohal, 1999)
Pierce, Kostova & Dirks	2003	To study the impact of organizational change on psychological ownership from three dimensions: the frequency of change, the planning of change, and the impact of change (Pierce, Kostova, & Dirks, 2003)
Rafferty & Griffin	2006	Change frequency, change impact, and change planning (Rafferty & Griffin, 2006)
Hetty van Emmerik, Bakker & Euwema	2009	Cognition of change purpose, change the outcome, change significance, change impact, change management, employee benefits, change resources, and change engagement (Hetty van Emmerik et al., 2009)
Wu	2010	Cognition of change significance, cognition of change effect, cognition of employee rights, and cognition of post-change adaptation

Due to the high reliability and validity in Chinese cases, this research adopts the dimension of change cognition developed by Wu (2010), which includes cognition of change significance, cognition of change effect, cognition of employee rights, and cognition of post-change adaptation. They can be described respectively as follows:

Cognition of change significance: the degree to which employees agree and accept the significance of the change

Cognition of change effect: the degree of recognition of the effect of change during the implementation of the change

Cognition of employee rights: employees' views on whether the organization can effectively protect employee rights during the change

Cognition of post-change adaptation: the degree of recognition of their ability to adapt after the change

Correspondingly, this research adopts and modifies the scale developed by Wu (2010) to measure organizational change cognition to better fit the Chinese context. Originally, it is a scale that contains 20 items, 5 items for measuring each dimension of organizational change cognition.

2.3 Cynicism: Definitions and Typology

Within the intricate landscape of organizational dynamics, cynicism has garnered significant attention as a critical element influencing employee attitudes and behaviors during periods of change. Characterized by skepticism and distrust, cynicism can significantly impact an organization's change initiatives and employees' intention to remain. This section delves into the multifaceted nature of cynicism, providing comprehensive definitions and typologies to facilitate a deeper understanding of its implications within the context of the semiconductor industry in the Yangtze River Delta, China. The first subsection introduces cynicism, followed by an exploration of cynicism toward organizational change.

2.3.1 Cynicism

This subsection reviews the origin, concept, and typology of cynicism, encompassing its presence within organizational behavior and its multifaceted nature as a philosophical and psychological construct. This dual perspective resonates within human experiences and holds particular relevance in organizational contexts.

Origin of cynicism

The lineage of cynicism can be traced back to ancient times, primarily rooted in the philosophical tradition of the kynics, which thrived in Athens during the 5th and 4th centuries BC. This philosophical movement emerged as a response to profound disillusionment with the prevailing values and norms of ancient society.

The term “cynicism” emanates from ancient Greek philosophy. Antisthenes, a pupil of the Greek philosopher Gorgias, defined cynicism as rejecting worldly fame, housing, desire, religion, power, and dress, which he deemed of no real value in nature (Kidd, 2005). Cynicism encompasses a variety of interpretations, with some regarding it as a way of life, a comprehensive worldview, or a unique system of beliefs founded on the explicit rejection of established laws and social conventions. At its core, cynicism is characterized by a deliberate and defiant disregard for prevailing ideologies (Cutler, 2005).

The term “cynicism” in its contemporary sense originates from the Greek word “kyon.” The philosophical school of thought known as kynicism was founded by Antisthenes, a disciple of Socrates. The name “cynicism” derives from the gathering place of Antisthenes’ followers near the hill of Lycabettus, which translates to “dog” or “white” or “fat” in Greek. The allusion to a “dog” also evokes the image of Diogenes of Sinope, often referred to as “the dog” due to his unconventional and ascetic lifestyle (Diogenes, 2013).

Although the kynic school lacked a well-structured institutional framework, it persisted until the 3rd century BC. Kynicism challenged established conventions and societal norms, advocating a return to a more natural way of living while critiquing norms perceived as contradictory to nature. Ethically, kynicism proposed that the purpose of life was to achieve happiness through virtuous living. Kynics embraced an ascetic approach to the practice of virtues (Diogenes, 2013).

Antisthenes, an ardent follower and student of Socrates, is credited as the founder of Cynicism. His prominent position in Classical Greek and Western philosophy as a

Socratic philosopher marked him as an influential figure, and his evolution into a Cynic philosopher underscored his significance.

Antisthenes ardently urged his students to emulate Socrates and become his disciples. Among these students, Diogenes of Sinope emerged as a standout, surpassing his teacher and embodying the essence of most cynics. Diogenes became renowned for his extreme ascetic lifestyle and vehement criticism of the prevailing human values of his time. He embraced utter poverty as a virtue and staunchly rejected any form of material possession. In a striking display of his disdain for materialism, he famously resided in a large ceramic jar known as a pithos in the Athens marketplace.

One of the most iconic anecdotes about Diogenes involves his habit of carrying a lamp in broad daylight. When questioned about this peculiar behavior, he would respond simply, "I am looking for an honest man." This anecdote epitomizes his rejection of societal norms and his relentless quest for genuine virtue.

Much like Diogenes, the disciples of Antisthenes advocated for virtues, self-reliance, the renunciation of worldly desires, and rigorous self-discipline. They embraced a simple and austere way of life, seeking to live in harmony with nature while rejecting the materialistic and superficial pursuits of their contemporaries.

Cynicism, a profound philosophical school originating in ancient Greece during the 5th century BC, boldly ridiculed the predominant pursuits of fame, power, wealth, and sensual pleasures of its era (Copleston, 1946). Early cynics held an ardent disdain for the societal system and openly disparaged it through both their words and actions. They firmly believed that the focal point of human life should revolve around individuals rather than institutions, including ostensibly benevolent entities like religion and government, which they considered unnatural and unnecessary. Employing dramatic and sardonic performances, cynics fearlessly criticized these establishments, employing cynical sarcasm, gossip, humor, nicknames, and banter to spotlight their perspectives (Mack, 1993). Humor was their weapon of choice, with the privileged and powerful being their primary targets. They consistently underscored the transient and unpredictable aspects of

social status and the fleeting and ephemeral rewards of material success. By satirizing the superficial norms of honor and shame that underpinned social structures, they vehemently denounced authority, domination, and unjust social arrangements. Uncompromising in their efforts, they endeavored to belittle and discredit the privileged, taking delight in exposing the concealed motives behind calculated actions (Mack, 1993).

While other Greek philosophers such as Socrates, Plato, and Aristotle gained more widespread recognition and followers, cynicism seemed to wane in influence. However, cynicism experienced a resurgence during the moral decline of Rome in the 3rd century BC (James, 2005). During this period, cynicism shifted its emphasis away from independence, self-control, and discipline and instead adopted a relentless mockery of tradition, mainstream social beliefs, and behaviors (Copleston, 1946). This form of cynicism has persisted throughout history and continues to manifest in modern times.

Contemporary cynics perceive ethical standards as futile, leading them to distance themselves from mainstream society, which they regard as under the control of sin and power (Mirvis & Kanter, 1989). Their response often involves apathy and compliance, with rare advocacy for organizational change (Mirvis & Kanter, 1989).

The concept of cynicism

Scholars have approached the study of cynicism from various disciplines, including sociology, psychology, and organizational behavior. This research encompasses both a general perspective, exploring cynicism as it relates to human nature, and specific perspectives, focusing on cynicism towards particular organizations, institutions, industries, unions, jobs, leaders, organizational change, government, media, and more. Due to its varied research background, cynicism carries distinct definitions depending on its application. Researchers commonly categorize cynicism as a personal trait, emotion, belief, or attitude (Andersson, 1996).

In his book “Critique of Cynical Reason,” Sloterdijk (1987) delves into the historical evolution of cynicism and presents three approaches to defining cynicism (Sloterdijk, 1987):

1. The Intuitive Approach: This perspective characterizes cynicism as a form of enlightened false consciousness. It suggests that cynics are aware of the flaws and contradictions in societal norms and values, yet they adopt a seemingly indifferent or mocking attitude.
2. The Historical Approach: In this view, cynicism is seen as a tool used in the polemics of power. Cynics are believed to “know what they are doing” and employ their critical stance to challenge established power structures. This approach also distinguishes between cynicism and kynicism.
3. The Phenomenological Approach: Here, cynicism is understood as a result of a polemic or conflict between different forms of consciousness. It involves a continuous interplay and tension between opposing perspectives.

When defining cynicism, researchers predominantly adopt one of two main theoretical perspectives: the trait perspective and the state perspective.

From the trait perspective, cynicism is viewed as a stable and inherent personality trait that reflects a negative and disparaging outlook on humanity as a whole. This perspective suggests that cynicism is unlikely to undergo significant changes over time. For instance, Cook and Medley described cynicism as a hostile perception of others, viewing them as dishonest, insincere, untrustworthy, and lazy (Cook & Medley, 1954). Similarly, Barefoot et al. characterized cynicism as a generally negative outlook on human nature, perceiving people as hateful, deceitful, and selfish (Barefoot, Dodge, Peterson, Dahlstrom, & Williams, 1989).

In line with this perspective, the Oxford Advanced Learner’s Dictionary defines cynicism as the belief that people primarily act for their own benefit rather than for genuinely good or sincere reasons. According to Abraham, cynicism is an inherent and stable trait within individuals, reflecting their negative perceptions of human nature. Cynics believe that people are selfish, ruthless, dishonest, and prone to conspiracies. This outlook is characterized by a general distrust of others’ motives, often expressed through cynical contempt and fragile relationships (Abraham, 2000).

From the state perspective, cynicism is perceived as a more situational and specific concept. Cynicism is defined from sociological or organizational viewpoints as feelings of distrust, contempt, disgust, frustration, attitudes of despair, and disillusionment. Unlike the trait perspective, the state perspective sees cynicism as a state of mind that is susceptible to change over time and influenced by environmental factors rather than being an inherent, stable personality trait.

For instance, Mirvis and Kanter attributed the rise of cynicism to the social and political turmoil in the United States during the twentieth century. They also pointed to historical events such as the exploitation of workers by capitalists in the early industrial era and the failure of modern organizations to fulfill promises to improve working and living conditions. This disillusionment with society, institutions, government, people, or oneself leads to cynicism (Mirvis & Kanter, 1989).

Wrightsmann defined cynicism as a set of consistent beliefs or expectations about human behavior, forming part of a holistic view of humanity. As the antithesis of idealism, cynicism reflects a fundamental life philosophy that does not trust in people's inherent trustworthiness and honesty (Wrightsmann, 1992).

In the fields of organizational behavior and human resource management, cynicism is often directed toward specific targets, including large organizations, particular industries, companies, specific jobs, organizational change efforts, unions, or management. As a result, the definitions of cynicism provided by researchers in these fields tend to align with the state perspective, which considers cynicism as a situational and changeable concept.

A comprehensive overview of these definitions from the state perspective will be presented in section 2.3.2.

Typology of cynicism

The early generations of Cynics played a pivotal role as the primary representatives who articulated and embraced the fundamental values and principles of the philosophical

movement. Subsequent developments in Cynicism led to various interpretations and adaptations, largely influenced by the prevailing historical context. However, it is important to note that these later iterations did not introduce any substantially new ideas beyond the original Cynic principles. Historically, cynicism is discussed in two different periods, Ancient cynicism and modern cynicism (Laursen, 2009). Ancient Greek cynicism was a school of thought, and lifestyle based on Socrates' thoughts, influenced by the ancient Chinese belief of cynicism (Luck, 1997). Modern cynics, on the other hand, have tried to isolate themselves from the values that society believes in (Vice, 2011).

1. Ancient cynicism

Origin of the concept of cynicism is based on Cynicism, a school of thought and lifestyle emerged in Ancient Greece in the 500s BC (Brandes, 1997). Cynicism is a philosophical movement that lays emphasis on rejecting all mundane desires (Kasalak & Bilgin Aksu, 2014). It attached importance to becoming a self-sufficient individual of virtue who is freed from all dependencies. Ancient Cynicism, which emerged in fifth-century BC Greece, owes its establishment to Antisthenes, a devoted disciple of Socrates. Antisthenes furthered Socrates' philosophical teachings, placing a strong emphasis on the intrinsic value of virtue. In his view, genuine happiness could only be achieved through the cultivation of virtue, a pursuit that demanded rigorous physical training. Consequently, he rejected all forms of comfort and indulgence.

Antisthenes' ethical ideas were carried forward by his disciple, Diogenes, who placed a profound emphasis on contentment derived from asceticism. Diogenes chose to renounce all worldly possessions except for the essentials required for sustenance. He actively encouraged the abandonment of comfort and dedicated himself to an ascetic way of life. Diogenes vehemently opposed the conventional notions of happiness tied to wealth, power, or fame, instead advocating that virtuous living was the path to genuine happiness.

In his rebellion against societal norms, Diogenes openly criticized behaviors such as greed, which he believed to be a source of human suffering. While cynicism was more a protest against prevailing societal ills than a doctrine promoting the arts, sciences, or

politics, it must be acknowledged for its courageous defiance and genuine resistance to the norms of its time (Russell, 1972).

Considering ancient cynicism as a form of life philosophy, the rebellion and resistance displayed by cynics can be seen as a distinctive form of philosophical resistance. Firstly, cynics share a common trait in their life pursuits – a quest for independence. They remain unwayed by worldly fame and fortune, steadfast in their rejection of societal norms. Their unique life philosophy is exemplified through their extraordinary principles of action and unconventional practices. Rooted in their belief in living in harmony with nature, they strive to preserve human nature and lead lives that diverge from societal norms.

Secondly, cynics not only distrust existing social and cultural values but also hold disdain for refined philosophical systems and pre-established norms. They dedicate themselves to subverting traditional values and are wary of universal beliefs, choosing not to align themselves with mainstream values. Their commitment to challenging conventional values sets them apart as philosophical rebels, refusing to be bound by societal expectations.

Thirdly, cynics perceive existing social moral norms and ethical order as impediments to human nature, leading them to approach moral requirements from a perspective grounded in human nature itself. Their pursuit of moral freedom from the bondage of desire can be seen as an emotional and rational rebellion against greed and societal decay.

It is with these distinctive characteristics in mind that Foucault argued, “The cynic way of life and philosophical practice should be regarded as a typical paradigm of philosophical experience” (Foucault, 2012). Through the embodiment of philosophical resistance in their lives, ancient cynics serve as exemplars of a profound philosophical experience.

The emergence of Stoicism in the 3rd Century B.C. marked a significant turning point for Cynicism as it began to wane as a dominant philosophical movement. However, during the Roman era, Cynicism experienced a remarkable revival. In the 1st Century A.D.,

with the rise of Imperial Rome, Cynicism saw a resurgence, with Cynics found begging and preaching in cities across the Roman Empire. They garnered a mix of scorn and respect from society.

In contrast to Stoicism, which had significantly declined by the 4th Century A.D., Cynicism managed to thrive during this period. The Cynic philosophy continued to exert its influence and maintain a presence, offering an alternative worldview that resonated with specific individuals, even as other philosophical schools diminished.

Although Cynicism eventually vanished in the late 5th Century A.D., its legacy endured through the adoption of many of its ascetic ideas and rhetorical methods by early Christians.

Ancient Cynicism symbolized the idealism of the common people, while contemporary cynicism among the elite reflects idealism as an ideology. According to Sloterdijk, in modern societies where alternative ideologies are lacking, cynicism becomes more prevalent (Sloterdijk, 1987). Interestingly, despite seeming to be opposing each other, both the cynicism of the plebeians and the cynicism of the elite serve as ways to express contempt for the masses.

The transition from ancient to modern cynicism and contemporary cynicism reveals the evolution and adaptation of this philosophical movement over time, influencing various aspects of society and thought. The assimilation of Cynic ideas by early Christians further underscores the enduring impact of this philosophical tradition, even after its formal disappearance.

2. Modern cynicism

Ancient cynicism underwent a gradual evolution, ultimately giving rise to modern cynicism. By the 6th century AD, the influence of ancient cynicism had considerably waned. However, during the Renaissance period, certain Western thinkers ignited a revival of cynicism. This resurgence transformed cynicism into a social critique aimed at exposing the hypocritical values of mainstream culture. The new form of cynicism found expression

through satirical and witty literary forms, often referred to as “black humor,” as an effective means to convey its message.

During this period, cynicism advocated disbelief in universal moral values and questioned the authenticity of seemingly good intentions behind human behavior. Followers of cynicism responded to worldly affairs with contempt, scorn, ridicule, and suspicion.

In the subsequent centuries, spanning the 18th to the 19th century, modern cynicism continued to evolve. It expanded beyond contempt, scorn, and ridicule to encompass bitterness, resentment, mockery, and nitpicking as additional expressions of its ideas and attitudes.

Modern cynicism is characterized by a skeptical and distrustful attitude toward professed ethical and social values. It involves a rejection of the notion of active social engagement (Navia, 1999) and reflects a pessimistic outlook on human beings’ capacity to make morally sound choices. It stands in opposition to naiveté and is often seen as a consequence of mass society, particularly when individuals perceive a gap between society’s proclaimed motives and goals and its actual behaviors (Bewes, 1997; Goldfarb, 1991).

This form of cynicism can manifest in various ways, but its underlying features include misanthropy and a loss of passion, often stemming from a profound sense of disbelief. For instance, political cynicism has been a growing concern in the United States, where many citizens have become disenchanted with the belief that democracy is inherently virtuous, leading to a decline in their confidence and enthusiasm for political participation.

Modern cynicism has gradually transitioned into a “contemporary” form, departing from its original purpose of pursuing a natural way of life, the fundamental principles of renouncing desires, seeking freedom, and the moral commitment of being a cynic who rejects mainstream values. Instead, contemporary cynicism has evolved into a general life attitude that blurs the lines between different moral standards. Consequently, one might

argue that contemporary cynicism is no longer a form of philosophical resistance, but rather a pragmatic compromise with life.

What sets cynicism apart from mere depression is its inherent activity. According to Sloterdijk's characterization, modern cynics can be viewed as borderline melancholics who skillfully manage their depressive symptoms while retaining a remarkable capacity for productivity, irrespective of circumstances. A crucial trait of modern cynicism lies in the ability of its adherents to persist in their work amid any adversities that may arise. (Sloterdijk, 1987)

One notable active aspect of cynicism is its pursuit of unmasking hypocrisy and exposing the stark disparity between society's professed ideals and its actual practices.

Social cynicism arises from the burden of excessively high expectations imposed upon society, its institutions, and authorities. The inevitable disappointment stemming from unmet expectations gives rise to feelings of disillusionment and betrayal, culminating in the emergence of cynicism.

In the context of modern organizations, cynicism assumes various forms, manifesting as pervasive or targeted attitudes characterized by frustration, hopelessness, disillusionment, and deep-seated distrust toward economic or governmental entities, as well as managers and other aspects of work. As Andersson and Bateman (1997) put it, cynicism is "both a general and specific attitude, characterized by frustration and disillusionment as well as negative feelings toward a person, group, ideology, social convention, or institution".

2.3.2 Cynicism Toward Organizational Change

Ancient cynicism once emphasized the pursuit of self-sufficiency and virtue, striving for independence from all dependencies. However, in contemporary contexts, this notion has transformed into a characterization of individuals as discerning, dissatisfied, consistently critical of events, self-interested, and often harboring negative thoughts. Cynicism today is defined as a new paradigm specifying the pattern of relationships

between employer and employee (Feldman, 2000). In the dynamic and rapidly evolving landscape of modern organizations, cynicism takes on a nuanced dimension, especially when directed towards organizational change. Cynicism towards these changes emerges as a pivotal element significantly influencing employee attitudes and responses to various transformative initiatives. As organizations contend with continual adaptation to external pressures, technological advancements, and shifting market demands, a profound understanding of cynicism towards organizational change becomes imperative for adeptly managing and facilitating successful transformations. This section delves into the multifaceted realm of cynicism toward organizational change, reviewing its definitions, as well as research on its related variables.

Definition of cynicism toward organizational change

Cynicism, with its origins dating back to the fifth century BC as a prominent school of philosophical thought in ancient Greece, stands as an ideology advocating the rejection of moral conformity. This philosophical stance centers on the belief that mainstream society and conventional culture are entrenched in power, control, and material wealth pursuits. Consequently, cynicism emphasizes a relentless critique and mockery of the social institutions, concepts, traditions, and behavioral norms prevailing in mainstream society (Dean, Brandes, & Dharwadkar, 1998).

Over the years, cynicism has piqued the interest of scholars, not only as a personality trait but also as a compelling social phenomenon. By the 1990s, a growing number of researchers had begun to recognize cynicism as a prevalent attitude within workplace settings. Consequently, cynicism has ascended to a prominent position in the realm of organizational behavior and management (Andersson & Bateman, 1997; Kim, Bateman, Gilbreath, & Andersson, 2009).

When cynicism is directed towards organizational change, it can have significant detrimental effects on an organization, especially when change is essential for adapting to evolving circumstances. Liegman characterizes cynicism as a consequence of despair, distrust, and disillusionment (Liegman, 2015).

According to Cole et al., organizational cynicism is an evaluative judgment or attitude derived from an individual's personal work experience (Cole, Bruch, & Vogel, 2006). Pierce et al. define organizational cynicism among employees as the belief that they are being treated unfairly by the organization, leading them to act in opposition to it (Pierce, Gardner, Cummings, & Dunham, 1989). This attitude encompasses emotions, cognition, and behaviors, involving three main aspects:

1. A conviction that the organization lacks integrity.
2. A perception that the organization has a negative impact.
3. A tendency to disparage and criticize behaviors that align with these beliefs, ultimately affecting the organization (Dean et al., 1998).

In the specific context of organizational change, cynicism directed towards such changes has been the subject of extensive study (Bernerth, Armenakis, Feild, & Walker, 2007; Bommer, Rich, & Rubin, 2005; Brower, Lester, Korsgaard, & Dineen, 2008; Reichers et al., 1997; Stanley et al., 2005; Wanous et al., 2000).

In the research field of human resource management and organizational behavior, cynicism is a focal point that often centers on specific target objects or multiple objects. These objects may include organizational change, the organizational environment, leadership, teams, top managers, specific industries, trade unions, companies, and more (Andersson & Bateman, 1997; Cole et al., 2006). For instance, Stern et al. identified work-oriented cynicism as an attitude expressing that work is disheartening, ungrateful, and not worth the effort (Stern, Stone, Hopkins, & McMillion, 1990).

However, earlier research on cynicism often lacked clear conceptual definitions and distinctions at the organizational level. Bateman et al. highlighted cynicism as a negative, distrustful attitude towards authority and organizations, with the possibility of cynicism towards one group or organization extending to other objects (Bateman, Sakano, & Fujita, 1992). Gudjonsson defined cynicism toward business as a specific negative attitude and found it unrelated to stable personality traits (Gudjonsson, 1989).

Graham argued that organizational cynicism is not an inherent personality trait, but an attitude that involves employees' temporary evaluation of the organization that employs them (Graham, 1993). The evaluation changes over time as the conditions of the organization evolve. Andersson (1996), Andersson and Bateman (1997) emphasized that cynicism is both a general attitude and a specific attitude, characterized by frustration, despair, disillusionment, contempt, and distrust towards individuals, groups, management, ideas, social conventions, or institutions. Cynicism can target objects such as business organizations, managers, and even human nature, with its roots in past experiences.

Dean et al. categorized cynicism into five distinct types: the personality approach focus, occupational cynicism focus, social/institutional focus, employee cynicism focus, and organizational change focus (Dean et al., 1998). They proposed a comprehensive definition of organizational cynicism as a "negative attitude employees hold toward the organization that employs them." This attitude comprises the belief that the organization lacks integrity, accompanied by negative emotions such as anger and contempt, and behavioral tendencies involving the denigration and criticism of the organization, aligning with their beliefs and emotions.

In other words, employees with high levels of cynicism perceive the organization as lacking honesty, fairness, and integrity and view its decision-making process as hypocritical (Dean et al., 1998). Abraham later examined the formation basis of these five types of cynicism and empirically verified their relationship with different emotional outcomes (Abraham, 2000). The study revealed that the personality approach was the most robust predictor of organizational cynicism.

Bedeian (2007) and Dean et al. (1998) defined organizational cynicism as an attitude rather than a personality trait. According to them, organizational cynicism is described as a negative attitude toward the employing organization, comprising cognitive, affective, and behavioral components, that result from a critical appraisal of organizational motives, actions, and values. Unlike societal, industry, occupational, or governmental cynicism, it is targeted specifically at the organization itself. Organizational cynicism is prevalent across various industries, offering a wide range of positions and job

opportunities. Its clarity and practicality have led to widespread acceptance among researchers, who have since continued their in-depth exploration of cynicism in both theoretical and empirical studies, building upon Dean et al.'s conceptual connotation and framework (Johnson & O'Leary-Kelly, 2003).

Organizational change cynicism primarily comprises two factors: a pessimistic inclination towards the success of future changes (Reichers et al., 1997; Wanous et al., 2000), and the tendency to hold those responsible, usually management, accountable for this pessimism (Brown & Cregan, 2008; Wanous et al., 2000). It is essential to differentiate cynicism toward organizational change from general cynicism, change skepticism, or distrust of management conceptually. In comparison to general cynicism, cynicism toward organizational change proves to be a more accurate predictor of employee resistance to change (Stanley et al., 2005).

Definitions of cynicism toward organizational change provided by different researchers are listed in the following table:

Table 2. 9 Definitions of cynicism toward organizational change

Researcher, Year	Definition of cynicism toward organizational change
Reichers, 1997 Bommer, 2005 Watt et al., 2008	Pessimism about the success of organizational change, accusing those responsible for the change of being incompetent and lazy (Bommer et al., 2005; Reichers et al., 1997; Watt & Piotrowski, 2008)
Stanley et al., 2005	Questioning management's motives, either explicit or implicit, for the change (Stanley et al., 2005)
Wanous et al. 2000 Bernerth et al., 2007 Wu et al., 2007	A pessimistic view of successful change, and accusations of "responsible people" who lack motivation and/or the ability to implement the change successfully (Bernerth et al., 2007; Wanous et al., 2000; Wu, Neubert, & Xiang, 2007)
Qian et al., 2008	Disbelief in management's explicit or implicit motives of change, pessimism, and frustration toward change efforts, and a tendency of contempt and criticism of the change (Qian & Daniels, 2008)
Brown & Cregan, 2008	Seeing change as futile and blaming the change leader for the failure of the change, usually the management

Researcher, Year	Definition of cynicism toward organizational change
Rubin et al., 2009	(Brown & Cregan, 2008; Rubin, Dierdorff, Bommer, & Baldwin, 2009)
Liegman, 2015	<p>Cognitive: disbelief in management's explicit or implicit motives for change</p> <p>Emotional: pessimism and frustration toward change efforts, and blame for the inability of change leaders and organizations to implement change</p> <p>Behavioral: a tendency to behave disdainfully and critically toward organizational change that aligns with their beliefs and emotions (Liegman, 2015)</p>

Research on Related Variables

This section provides a comprehensive literature review focusing on cynicism toward organizational change. This review encompasses research related to the variables influencing cynicism toward organizational change, the research examining the variables influenced by cynicism toward organizational change, and the dimensions and measurements of this variable.

1. Research on the causes of cynicism toward organizational change

Organizational factors have garnered considerable attention in research on the determinants of cynicism toward organizational change. For instance, extensive studies have highlighted the significance of transformational leadership in addressing and mitigating employee cynicism and resistance toward organizational change (Bass, 1985; Bass & Avolio, 1990; Bommer et al., 2005; Liegman, 2015; Rahman & Hadi, 2019; Stanley et al., 2005; Wu et al., 2007).

Furthermore, Alavi et al. demonstrated in their research that the practice of authentic leadership by change leaders has a negative association with followers' (employees and/or managers) cynical attitudes toward change (Alavi & Gill, 2016). Additionally, Ferres et al. found that leaders with higher emotional intelligence exhibit

greater success in reducing employees' cynicism toward organizational change and improving their overall attitudes toward it (Ferres & Connell, 2004).

Poor historical performance in change management is another organizational factor that has been linked to higher levels of cynicism toward organizational change (Bordia, Restubog, Jimmieson, & Irmer, 2011; Cullen-Lester, Webster, Edwards, & Braddy, 2018; Reichers et al., 1997). Moreover, variables at the coworker group level, such as perceived group cohesion (Wu et al., 2007) and coworker cynicism (Qian & Daniels, 2008) are believed to exert an influence on employees' cynicism toward organizational change.

Studies have consistently emphasized the close relationship between employee engagement in change decisions and the level of cynicism toward organizational change (Brown & Cregan, 2008; Silva & Castro, 2017; Wanous et al., 2000). Moreover, Dubois et al. discovered that employees' perception of resource loss positively impacts their cynicism toward organizational change, mainly through emotional exhaustion (Dubois, Bentein, Mansour, Gilbert, & Bedard, 2014). Albrecht and Qian et al. argued that employee trust in management has a negative association with employee cynicism toward change (Albrecht, 2010; Qian & Daniels, 2008).

Despite the exhaustive discussion of the antecedents of organizational change cynicism in the existing literature, it is worth noting that there is a relative scarcity of studies focusing on the antecedents of cynicism toward organizational change from an individual perspective.

2. Research on the effects of cynicism toward organizational change

Cynicism toward organizational change arises when employees become pessimistic about the change's outcome and lack trust in the competence of the change leader (Abraham, 2000). Previous research indicates that prolonged employee cynicism can significantly undermine the entire change process (Chiaburu et al., 2008). Furthermore, if employees are cynical about an unsuccessful change initiative from the start, their level of cynicism is likely to escalate, thus perpetuating a detrimental cycle that further undermines the change effort (Mishra & Spreitzer, 1998).

Notably, cynicism toward organizational change significantly impacts the effectiveness of the intended change within the organization (Stanley et al., 2005). Subsequent research suggests that such cynicism can have negative consequences on employees' work attitudes, leading to increased resistance to change, reduced job engagement, and decreased job satisfaction (Stanley et al., 2005; Thundiyil, Chiaburu, Oh, Banks, & Peng, 2015). For instance, researchers have proposed that cynicism toward organizational change has a direct negative impact on nurse engagement, which in turn affects job satisfaction (Nguyen, Teo, Pick, & Jemai, 2018).

Liegan found that employees' cynicism toward change weakens their commitment to change initiatives (change affective commitment), diminishes their sense of obligation to support the organization in achieving its change goals (change normative commitment), and reduces their organizational citizenship behavior (Liegan, 2015). Similarly, research by Rubin et al. revealed that leaders' cynicism toward organizational change has substantial negative effects on both management and employees (Rubin et al., 2009). Leaders exhibiting high skepticism towards change are less likely to be rated as high performers and civics by their superiors, and their cynicism is often transmitted to their followers, resulting in poor performance evaluations. Thus, change cynicism in leaders reinforces similar sentiments in employees.

3. Dimensions and measurements of cynicism

Numerous empirical studies have extensively explored the concept of organizational cynicism, initially proposed by Dean et al., leading to the development of corresponding measurement scales (Dean et al., 1998). Building upon Dean et al.'s research, Brandes et al. devised a comprehensive three-dimensional scale consisting of 14 items to assess beliefs, affect, and behavioral tendencies related to organizational cynicism (Brandes, Dharwadkar, & Dean, 1999).

Since its introduction, this scale has been widely adopted and adapted in various empirical studies (Johnson & O'Leary-Kelly, 2003; Kim et al., 2009). Johnson & O'Leary-

Kelly utilized the dimensions of beliefs and affect from Brandes et al.'s scale and tailored it to their specific study requirements.

Wanous et al. introduced a widely recognized 12-item scale for measuring cynicism toward organizational change (Wanous et al., 2000). Building upon the work of Dean et al. (1998) and Wanous et al. (2000), Cole et al. developed a 7-item scale to assess employee cynicism (Cole et al., 2006).

In addition to these scales, Bedeian et al. devised a 12-item scale to measure cynicism (Bedeian, 2007), while Naus, van Iterson, and Roe formulated a 7-item scale specifically focused on cynicism (Naus, van Iterson, & Roe, 2007). Similarly, Wilkerson et al. conceptualized cynicism as an employee attitude involving beliefs and expectations and created a 7-item organizational cynicism measurement scale (Wilkerson, Evans, & Davis, 2008).

2.4 Individual Learning Capability

Situated primarily within the domains of psychology and organizational behavior, learning stands out as a pivotal factor with profound implications for both individual and organizational development. Within this expansive scope, this section encapsulates Organizational Learning, Individual Learning, and Individual Learning Capability.

2.4.1 Organizational learning

In the realm of organizational learning, a field that has been under investigation for over six decades since the pioneering work of Cyert and March (Cyert & March, 1963), significant strides have been made, and it has now reached a stage of maturity (Rowley & Poon, 2011). This evolution is evident through a substantial body of scholarly publications (Hong, Snell, & Rowley, 2017), sustained interest from business practitioners (Argote, 2011; Easterby-Smith & Lyles, 2003), and its interconnections with knowledge management (Rowley & Poon, 2011).

Over time, several fundamental concepts and ideas have emerged, becoming integral components of the field. Among these are the notions of routines (Nelson & Winter, 1982), absorptive capacity (Cohen & Levinthal, 1990), communities of practice (Brown & Duguid, 1991), and the distinction between exploitation and exploration (March, 1991). Interestingly, each of these concepts has grown into a distinct field of interest in its own right, underscoring the robustness of organizational learning as an enduring and significant research domain. This growth and diversification of related fields provide further evidence of the enduring importance and lasting impact of organizational learning.

Its Origin and Development

Organizational learning has emerged as a crucial area of study in management research and organizational studies (Bapuji & Crossan, 2004). Its roots can be traced back to Simon's seminal work in 1953, "Birth of an Organization: The Economic Cooperation Administration," where he conceptualized government organizations adjusting their structures in response to external influences as a form of organizational learning (Simon, 1953). Building on this foundation, Simon and March further explored the concept in their book "Organization," proposing that organizational reorganization is a learning process (March & Simon, 1993).

In 1963, Cyert and March extended the idea of organizational learning within the context of decision-making models, defining it as a short-term adaptive behavior where an organization adjusts revenue goals based on actual performance (Cyert & March, 1963). A significant milestone occurred in 1965 when Cangelosi and Dill formally introduced the term "Organizational Learning" in their article "Organizational Learning: Observations toward A Theory," establishing the concept as a key academic subject (Cangelosi & Dill, 1965).

Argyris and Schon's work in 1978, "Organizational Learning: A Theory of Action Perspective," presented a fundamental shift in the understanding of organizational learning. They argued that it is a process where members of an organization detect abnormalities or mistakes, leading to the reconstruction of the organization's theory of action, thus

influencing its behavior (Argyris & Schön, 1978). This marked the formation of the organizational learning theory system, sparking a surge of research in this area.

Subsequent contributions further enriched the field. Hedberg (Hedberg, 1981) delved into organizational obligations to acquire knowledge for survival, Shrivastava (Shrivastava, 1981) discussed learning systems, and Fiol and Lyles (Fiol & Lyles, 1985) examined the level of learning within organizations. In 1990, Senge's influential book "The Fifth Discipline: The Art and Practice of the Learning Organization" introduced the concept of the "learning organization" (Senge, 1990), catapulting academic interest in organizational learning to a global research hotspot.

Following its inception, the concept of organizational learning has undergone further refinement and expansion through subsequent studies. Notably, Argote and Epple contributed to the field by introducing the notion of learning curves (Argote & Epple, 1990), while Weick delved into the frequency and forms of organizational learning (Weick, 1991). March explored the critical aspects of knowledge exploration and utilization (March, 1991), and Huber investigated the foundational elements of organizational learning, which encompassed knowledge acquisition, information dissemination, information understanding, and organizational memory (Huber, 1991).

Moreover, Brown and Duguid examined the intricate interplay between organizational learning and groups, particularly emphasizing the roles of practice and innovation (Brown & Duguid, 2000). These pioneering research efforts laid the groundwork for the abundant development of organizational learning as a field of study, contributing significantly to a remarkable growth in the number of scholarly publications.

Throughout these advancements, organizational learning has continued to evolve, benefiting from a wealth of research foundations that have shaped and enriched its theoretical underpinnings. The increasing number of publications in this domain reflects the expanding interest and growing significance of organizational learning as an essential and dynamic area of study within management and organizational research.

Concept of organizational learning

The concept of organizational learning has been examined and defined from diverse research perspectives and fields, resulting in multiple interpretations of its essence. Among the studies rooted in a behavioral perspective, a seminal definition emerged from the foundational work of Argyris and Schön, who are regarded as the progenitors of organizational learning theory. They conceptualized organizational learning as a behavioral process through which organizations continuously experiment and rectify errors to adapt to evolving environmental conditions (Argyris & Schön, 1978). Subsequent research, such as Migdadi, has aligned with and expanded upon this perspective (Migdadi, 2019).

Daft and Weick underscored that organizational learning entails a profound understanding of the interplay between organizational behavior and the external environment, shedding light on the profound impact of organizational behavior on this dynamic relationship (Daft & Weick, 1984).

Fiol and Lyles put forth the notion that organizational learning encompasses the ongoing process of refining organizational behavior through the acquisition of enhanced knowledge and understanding (Fiol & Lyles, 1985). In a similar vein, Stata accentuated that organizational learning revolves around the adjustment of organizational behavior and the cultivation of continuous innovation, facilitated by the sharing of knowledge, insights, and mental models (Stata, 1989).

Senge argued persuasively that organizational learning builds upon individual learning and elevates the operational efficiency of an organization by enhancing the learning capabilities and comprehension skills of its members (Senge, 1990).

Huber defined organizational learning as a dynamic process that entails the transformation of foundational behaviors influenced by individual, team, and organizational information processing mechanisms (Huber, 1991). More specifically, organizational learning encompasses the acquisition of knowledge and skills at the individual, group, departmental, and organizational levels. In his seminal work, Huber

outlined four key constructs related to organizational learning: knowledge acquisition, information dissemination, information interpretation, and organizational memory.

Dodgson argued that the integration of organizational learning into corporate culture involves companies enhancing their efficiency by honing the skills of their employees (Dodgson, 1993). Furthermore, Slater and Narver emphasized that organizational learning exerts a profound influence on organizational behavior, primarily through the generation of new knowledge (Slater & Narver, 1995).

From the knowledge management perspective, Crossan et al. offered a definition of organizational learning as the continuous process of acquiring, sharing, and applying knowledge (Crossan et al., 1999). Conversely, Gherardi and Nicolini demonstrated that organizational learning involves the acquisition of learning outcomes resulting from interactions among individuals within specific cultural contexts (Gherardi & Nicolini, 2000).

Moreover, some researchers have characterized organizational learning as the fusion of knowledge acquisition and organizational action-based change (Castañeda, 2015; Castaneda & Ríos, 2007; Garvin, Edmondson, & Gino, 2008).

Argote et al. (2003) and Argote (2011) have outlined organizational learning as comprising three fundamental sub-processes: knowledge creation, knowledge retention, and knowledge transfer (Argote, 2011; Argote, McEvily, & Reagans, 2003). This process is seen by some researchers as an integral component of knowledge management (Lin, 2014; Nonaka & Takeuchi, 1995).

Researchers such as Crossan and Berdrow (2003), Zhao et al. (2011), and Wang and Ellinger (2011) have significantly advanced our comprehension of organizational learning by delving deeper into its essence, with a specific focus on the acquisition, processing, and application of information, knowledge, and technology.

Crossan and Berdrow contend that organizational learning serves as a strategic approach for enhancing an organization's competitiveness through the deliberate pursuit of information, knowledge, and capabilities (Crossan & Berdrow, 2003).

According to Zhao et al., organizational learning represents a dynamic process through which organizations accumulate information, foster understanding, harness expertise, refine techniques, and implement best practices to enhance task performance (Zhao, Li, Lee, & Bo Chen, 2011).

Wang et al. argue that organizational learning encompasses a comprehensive process whereby organizations procure, generate, integrate, and disseminate information, underscoring its multifaceted nature in supporting organizational development (Wang, Nielsen, & Ellinger, 2011).

In an extensive review of management journals, Flores et al. presented a more comprehensive model that delineates six critical subprocesses within organizational learning: information acquisition, information distribution, information comprehension, knowledge integration, organizational memory, and knowledge institutionalization (Flores, Zheng, Rau, & Thomas, 2012).

On a contrasting note, Popova-Nowak and Cseh introduced a distinct perspective by defining organizational learning as a social process in which individuals actively engage in collective practices and meaningful conversations (Popova-Nowak & Cseh, 2015).

Tortorella et al. posit that organizational learning constitutes an ongoing improvement process rooted in achieving a clearer understanding and deeper knowledge, intricately interwoven with an organization's culture and its external environment (Tortorella, Marodin, Fogliatto, & Miorando, 2014).

Chen and Zhou assert that organizational learning involves the adaptation of one's own behavioral practices or structural adjustments, informed by an organization's past experiences or those of other organizations. This adaptation is aimed at enhancing overall performance (Chen & Zhou, 2016).

Zappa and Robins define organizational learning as a sophisticated process through which organizations create, disseminate, and leverage knowledge, ultimately culminating in innovative outcomes (Zappa & Robins, 2016).

Ruel et al. uphold that organizational learning serves as a dynamic process that upholds the consistency of resources, capabilities, and the organizational environment. This is accomplished through a concerted focus on the adoption, development, reconfiguration, and continuous updating of resources and capabilities, thereby contributing to the enhancement and evolution of an enterprise's adaptive capacities (Ruel, Rowlands, & Njoku, 2020).

Researchers have conducted extensive investigations into the realm of learning capabilities. For instance, Goh delves deeply into the creation of an enabling learning environment within enterprises. Goh defines organizational learning as an enterprise's capacity to implement management methods, structures, and procedures that nurture and incentivize learning (Goh, 2003).

In contrast, Jerez-Gómez et al. shift their focus to the knowledge management process and assert that organizational learning capability relates to an organization's proficiency in generating, acquiring, transferring, and seamlessly integrating knowledge (Jerez-Gómez, Céspedes-Lorente, & Valle-Cabrera, 2005).

Expanding upon the insights from previous research, Chen and Wu (2014) and Watad (2018) has undertaken comprehensive examinations of the intricate interplay between organizational learning, knowledge creation, and knowledge management. They posit that these three aspects constitute distinct yet partially overlapping complex relationships.

Chen and Wu (2014) and Obeso, Hernández-Linares, López-Fernández, and Serrano-Bedia (2020) posit that organizational learning represents the organization's capacity to respond to new cognitive contexts through the processing of knowledge and subsequent behavioral adjustments, ultimately resulting in improved performance.

In contrast, Watad posits that organizational learning embodies the organization's prowess in acquiring, transferring, and generating knowledge internally, thereby enhancing its overall capabilities (Watad, 2018).

These diverse perspectives on organizational learning demonstrate its complexity and multifaceted nature, showcasing its significance in various domains of research and practice. As the field of organizational learning continues to evolve, these multiple definitions contribute to a comprehensive understanding of this critical concept.

Three research perspectives

Researchers have approached the study of organizational learning from distinct perspectives, leading to three primary categorizations: organizational learning viewed as a process, as a methodology, and as a system.

1. The process perspective

Organizational learning is fundamentally perceived as a process - a series of procedures and activities that unfold over time to enhance the organization's capabilities. This perspective underscores that organizational learning is a social process embedded in the relationships within the organizational system, integrating the concepts of organization and learning. It highlights the organization's capacity to effectively process and respond to various information, leading to improvements in its behavioral processes.

Researchers approaching organizational learning from the process perspective have developed different process models, each reflecting their understanding of how learning unfolds within organizations. For instance, Argyris and Schon proposed a four-stage process model, emphasizing that organizational learning involves discovering and addressing problems, and progressing through stages of discovery, invention, implementation, and promotion (Argyris & Schön, 1978).

Dixon presented a cyclic model, suggesting that organizational learning is a spiral process involving four stages: creation, integration, interpretation, and action (Dixon, 1999). This cyclical nature implies that learning is an ongoing and iterative process.

Crossan et al. adopted a dynamic perspective, viewing organizational learning as a continuous strategic updating process, involving individual, team, and organizational

learning (Crossan et al., 1999). Their model encompasses five key components: individual learning, team learning, organizational learning, feed-forward learning, and feedback learning.

In conclusion, the process perspective of organizational learning underscores its dynamic and social nature, emphasizing the organization's ability to process information and change its underlying behavior. Researchers have developed diverse process models to capture the intricate and evolving nature of how organizations learn and adapt over time. These models contribute to a more comprehensive understanding of the complexities of organizational learning processes.

2. The methodology perspective

Organizational learning viewed as a methodology emphasizes the adoption of suitable learning methods based on different organizational backgrounds, levels, and stages, with the ultimate goal of achieving organizational learning objectives. This perspective revolves around the systematic application of learning processes to enhance the organization's knowledge, skills, and performance.

In previous research, various classifications of organizational learning have been proposed. Argyris and Schon categorized organizational learning into three types: single-loop learning, double-loop learning, and relearning (Argyris & Schön, 1978). Single-loop and double-loop learning involve seeking "symptom solutions" to problems while relearning focuses on seeking "fundamental solutions."

Building on this foundation, follow-up studies by other researchers have introduced additional classifications of organizational learning. Senge (1990) and McGill, Slocum, and Lei (1992) introduced innovative learning and adaptive learning as distinct approaches to organizational learning. Snell and Chak proposed single-loop learning, dual-loop learning, and triple-loop learning, each representing different levels of learning and problem-solving approaches within the organization (Snell & Chak, 1998).

Indeed, researchers have introduced various distinctions and categorizations to differentiate organizational learning from different perspectives. Hedberg identified adaptive learning, transformational learning, and transformative learning as three distinct approaches to organizational learning (Hedberg, 1981). Meyers proposed linear learning and nonlinear learning as alternative classifications (Meyers, 1990). Dodgson introduced tactical learning and strategic learning as additional perspectives on organizational learning (Dodgson, 1993).

However, one of the most widely accepted and prominent learning methods in academic literature is the concept of “exploration and exploitation in organizational learning” proposed by March (1991). This perspective has gained significant recognition and has become a mainstream approach in the field of organizational learning.

According to March’s exploration and exploitation framework, organizational learning involves two complementary yet distinct processes. Exploration entails seeking and discovering new knowledge and technologies to enhance organizational efficiency and develop new areas of expertise. On the other hand, exploitation focuses on utilizing existing knowledge, capabilities, and technologies to continuously improve current processes and technologies, maximizing the organization’s present-day knowledge and capabilities (March, 1991).

These methodologies offer valuable frameworks for organizations to tailor their learning strategies to their unique circumstances and desired outcomes. By adopting appropriate learning methodologies, organizations can effectively leverage their collective knowledge and experiences, driving continuous improvement and growth. The various classifications of organizational learning methodologies provide a versatile toolkit for organizations to enhance their learning capabilities and adapt to the ever-changing business landscape.

3. The system perspective

Organizational learning can be viewed as a system that operates within the confines of organizational structure, processes, culture, and technology. To effectively promote and

facilitate organizational learning, it is imperative to establish a comprehensive learning system, drive organizational change, and cultivate an internal environment conducive to learning.

Nevis et al. argued that a complete organizational learning system should encompass learning orientations, which describe the types of learning, as well as factors that facilitate learning (Nevis, Dibella, & Gould, 1995). As a system, organizational learning requires a well-defined process, comprising input, processing, and output stages, which correspond to the influencing factors, process factors, and learning outcomes, respectively. Within this system, the organization must first identify the key factors that influence its learning capabilities and subsequently adopt effective and suitable methods to facilitate organizational learning, thereby enhancing its capabilities and overall performance.

Supporting this notion, research by Hung, Lien, Yang, Wu, and Kuo (2011) and Mahmud and Hilmi (2014) demonstrated that both total quality management and organizational learning significantly and positively impact the innovation performance of SMEs.

By understanding organizational learning as a systematic process, organizations can strategically align their learning initiatives with the influencing factors and tailor their approaches to achieve continuous improvement and enhanced performance. Emphasizing the establishment of a comprehensive learning system can lead to a more structured and purposeful approach to organizational learning, facilitating better adaptation and growth in today's dynamic and competitive landscape.

Each of these perspectives offers valuable insights into the complex phenomenon of organizational learning. By considering organizational learning from these diverse angles, researchers can develop a more comprehensive understanding of how organizations acquire, apply, and leverage knowledge to thrive in dynamic and competitive environments.

Therefore, organizations are perceived as entities capable of learning by assimilating insights from past experiences into routines that guide their behavior (Levitt & March, 1988). These routines serve as repositories for knowledge derived from earlier encounters, taking the form of “rules, procedures, conventions, strategies, and technologies.” Together, these routines form a collective organizational memory that transcends any individual member within the organization (Feldman & Pentland, 2003; Levitt & March, 1988). This reservoir of organizational knowledge can potentially lead to a sustainable competitive advantage, making organizational learning a pivotal and strategic asset for organizations (Hatch & Dyer, 2004; Levinthal & March, 1993; March, 1991).

Given the contemporary fast-paced changes in the global economy and the ever-evolving external and internal environments that organizations confront, organizational learning emerges as a potent methodology for enhancing efficiency and preserving a competitive edge. As a foundational and indispensable level of organizational learning, individual learning is the key to maintaining or improving performance through past experience (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012) and plays a pivotal role in the overall development of organizations.

2.4.2 Individual learning and individual learning capability

In the contemporary landscape of rapidly evolving industries and dynamic work environments, the significance of individual learning and its impact on organizational success has gained increasing attention. Organizational learning is the process by which the organization builds up the knowledge acquired by individuals and then translates this knowledge into part of the firm’s knowledge system (Chiva, Ghauri, & Alegre, 2013; García-Morales et al., 2012). The ability of individuals within organizations to acquire, assimilate, and apply new knowledge and skills is instrumental in driving innovation, adaptability, and overall organizational performance. As organizations strive to maintain a competitive edge, individual learning becomes a critical component in fostering a culture of continuous improvement and development.

Individual learning

In the context of individual learning, Weiss offers a comprehensive definition, portraying it as a behavioral change resulting from experiences. According to Weiss, learning is “a relatively long-lasting behavioral change that occurs under the influence of experience” (Weiss, 1990). This definition encompasses several key aspects:

Firstly, learning is intricately linked to the role of experience, which can be attained through direct or indirect means. These experiences play a critical role in shaping the learning process.

Secondly, the primary focus of learning lies in observable behavior. Learning is evident when there is a discernible change in how an individual behaves or acts.

Thirdly, learning is inherently associated with change, which can manifest in either a positive or negative direction. It acknowledges that learning is not limited to acquiring new skills or knowledge, but also encompasses unlearning or altering existing behaviors.

Finally, a significant feature of learning is its enduring nature. It entails behavioral changes that are relatively long-lasting, indicating a lasting impact on an individual's actions or responses.

Research indicates that organizational learning encompasses various levels, including individual, team, and organizational levels. Among these, individual learning forms the foundation of organizational learning, and enhancing employees' learning capabilities is essential for improving the overall effectiveness of organizational learning. Numerous researchers from different fields have proposed diverse definitions of individual learning.

Kim conceptualized individual learning as a behavioral process wherein individuals engage in the selection, acquisition, and revision of knowledge, skills, attitudes, and mental models. This process occurs through education, observation, practice, and research, leading to the transformation and enhancement of their abilities (Kim, 1993).

In another perspective, Chen defined individual learning as a continuous process that allows an individual to thrive and develop in a dynamic environment. This involves acquiring knowledge, improving behaviors, and fostering quality, which collectively enable an individual's better survival and well-being amid changing circumstances (Chen, 2008).

Various classifications for individual learning have been proposed, with distinct approaches to learning methods and learning paths. According to Gagné, individuals predominantly acquire knowledge through several means, including documents, visits, on-the-job training, communication, and databases (Gagné, 1989).

Regarding learning paths, Ellis et al. put forth a classification that encompasses two primary components of personal learning. The first component involves learning from the experiences of teammates, and drawing insights and knowledge from the collective expertise of colleagues. The second component entails learning from direct experiences, wherein individuals learn through firsthand encounters and practical involvement (Ellis et al., 2003).

On a broader level, March introduced a classification for organizational learning, dividing it into two dimensions: exploration and exploitation. These dimensions capture two distinct learning behaviors exhibited by organizational members. Exploration refers to the process of seeking new information, experimenting, and venturing into novel territories to acquire innovative insights. On the other hand, exploitation involves leveraging existing knowledge, optimizing processes, and capitalizing on already acquired resources and capabilities (March, 1991).

Individual learning capability

Learning is a multifaceted process occurring across different organizational levels, encompassing populations of organizations, organizations, groups, and individuals, each characterized by unique learning mechanisms. At the population of organizations level, learning primarily involves the diffusion of technologies and business models. On the organizational level, it materializes as shifts in daily work practices, such as knowledge

transfer and information processing. Group-level learning centers on performance feedback, shared understanding, and collaborative behaviors. At the individual level, it involves transformations in behavior and cognition, with a focus on acquiring skills, knowledge, norms, and values (Miner & Mezias, 1996; Shin, Picken, & Dess, 2017). This study examines individual learning capability as the independent variable, and this subsection provides an in-depth exploration of its definition and relevant research.

1. Definition of individual learning capability

The concept of individual learning ability is derived and expanded from well-established concepts and models within organizational learning theory. As presented by Chen (2008), individual learning capability refers to an individual's capacity to continuously acquire diverse knowledge, enhance behaviors, and foster qualities within a dynamic and ever-changing environment. This ability enables individuals to adapt, survive, and achieve harmonious and healthy development.

Chen (2008) further elaborates on individual learning capability by dividing it into nine interconnected dimensions or abilities. These nine dimensions represent various facets of an individual's learning potential and interact with one another synergistically. The nine abilities are as follows: the ability to discover, invent, select, execute, promote, reflect, acquire knowledge, output knowledge, and build personal knowledge.

Empirical research conducted by Chen (2008) demonstrated positive correlations between these nine learning abilities. Each ability exhibited a positive correlation with individual learning/job performance independently. Moreover, the overall comprehensive ability of individual learning also displayed a positive correlation with individual learning/job performance. Hence, to enhance employees' overall learning capability, organizational management should focus on simultaneously improving all nine learning abilities in individuals and fostering a harmonious relationship between them (Chen, 2008).

This research adopts Chen's definition of individual learning capability, characterizing it as the capacity of an individual to persistently acquire diverse knowledge, enhance behaviors, and foster qualities within a complex and ever-changing environment.

This version of individual learning capability places particular emphasis on an individual's adaptive prowess, allowing them to continuously thrive and develop amidst the challenges presented by a dynamic and intricate environment. By continuously adapting and improving, individuals aim to maintain their survival and achieve a state of harmonious and healthy development. This conceptualization underscores the importance of individuals' ability to navigate and excel in a constantly evolving context, making it a vital aspect to explore in the context of this research.

2. Research on individual learning capability

Research on individual learning capability encompasses multiple disciplines, including cognitive psychology, learning psychology, and various other fields. However, it is noteworthy that there has been limited exploration of this topic within the framework of organizational behavior. Previous studies have primarily focused on three key aspects:

- 1) Investigating the factors that influence an individual's learning capability. This involves understanding the various elements that contribute to an individual's capacity to continuously acquire knowledge, improve behavior, and foster qualities in a dynamic environment.
- 2) Exploring the factors that are influenced by an individual's learning capability. This aspect delves into the impact of an individual's learning prowess on their performance, growth, and overall effectiveness in different contexts.
- 3) Examining the mediating effect of individual learning capability in the interactions among other variables. This facet involves understanding how an individual's learning capability can act as a mediator, influencing the relationship between different factors or variables.

As a dependent variable, individual learning capability has been extensively examined by researchers over the past two decades, leading to its classification into two primary categories: environmental factors and personal factors (Sumangkay, Sudharatna, & Wongjarupun, 2013). These factors encompass a range of influences, including internal

and external environments, individual aptitude, personality type, and learning methods, all of which play varying roles in shaping an individual's learning capability. Of particular significance, personality type is considered fundamental in the development of individual learning capability, while external environmental factors provide the contextual conditions for its evolution.

In relation to personality type, Heffler (2001) observed that an individual's gender can impact the nature of their learning patterns. Men tend to excel in learning abstract concepts, demonstrating strong abilities in induction and reasoning, whereas women tend to excel in making judgments based on intuition and acquiring new knowledge through concrete experiences..

Regarding environmental factors, several studies have identified certain elements that influence the individual learning capability of organizational members. For instance, an open organizational culture, leaders' learning capability, and leader-member exchange have all been found to have an impact on individual learning capability (Chen, Fu, & Zheng, 2010; Chen & Zhao, 2010; Szafrńska, 2007).

Furthermore, the empowering behavior of leadership has been examined as an antecedent variable, showing significant effects on individual learning capability. The research by Chen and Chen demonstrated that empowering leadership behavior significantly promotes employees' learning capability, and the combined influence of employees' psychological security and psychological empowerment further enhances their learning capability (Chen & Chen, 2017).

As an independent variable, individual learning capability has been extensively examined to explore its impact on individual behavior and various behavioral outcomes, including improvements in academic performance, job performance, and the generation of innovative behaviors.

Demetriou and Papageorgiou (2020) investigated individual learning capability and its relationship to organizational learning as well as its contribution to the creation of learning organizations. The proposed framework exhibits the most important dimensions

of individual learning, such as social intelligence, task intelligence, and mental intelligence as well as the learning style preference. These dimensions determine individual learning capability which consequently influences organizational learning.

Research conducted by Bell et al. revealed that individual learning capability can influence organizational learning by enhancing the organization's ability to process information effectively. In rapidly changing internal and external environments, employees' accelerated knowledge and skill updates contribute to the organization's enhanced competitiveness (Bell, Mengüç, & Widing, 2009).

Another research confirms that individual learning consists of three elements: recognizing learning opportunities, applying new knowledge, and self-directedness. The result shows that individual learning has an effect on technology capability, and applying new knowledge has a greater effect to achieve technology capability (Dewi, Budiatmo, Purbawati, & Pinem, 2022).

Furthermore, Chen's research demonstrated a significant relationship between individual learning capability and employees' job performance, underscoring the importance of individuals' learning abilities in driving their effectiveness in the workplace (Chen, 2008). Notably, studies also explored the connection between leaders' learning capability and organizational performance and innovation. A survey analyzing data from over 1,000 companies in China highlighted that leaders' level of learning capability is significantly correlated with business performance and enterprise innovation (Chen & Li, 2009).

As a mediating variable, individual learning capability has been extensively studied to explore its role in the relationship between the organizational environment and individual behavior. It is believed that individuals exhibit learning behaviors to adapt to changes in both external and internal environments, continually enhancing their qualities and abilities through the learning process, consequently leading to changes in their behaviors.

Research utilizing individual learning capability as a mediating variable often examines the effect of specific variables on individual innovation through the lens of learning capability. For instance, Amabile (1997) found that workplace environmental factors influence individual innovation behavior by affecting individual-related skill factors.

Similarly, the mediating effect of individual learning capability has been observed in the relationship between development-oriented performance appraisal and individual innovation behavior. Zhang demonstrated that development-oriented performance appraisal can impact individuals' innovative behavior through their learning ability (Zhang, 2012).

Empirical research conducted by Tao explored the relationship between organizational innovation climate, individual learning capability, organizational commitment, and individual innovative behavior. The findings indicated that organizational innovation climate positively affects individual learning capability, which, in turn, positively influences individual innovative behavior (Tao, 2013).

Furthermore, job satisfaction has been identified as a factor that affects individual learning capability, which subsequently influences individual innovative behavior (Zhang, 2017).

2.5 Organizational trust

Trust is a critical element in the change management process (Clegg & Matos, 2016). If employees have confidence in the organization's management, they will not only support the change management processes, but their motivation and commitment level will not decrease (Kotlar & Chrisman, 2019). Many employees, due to the lack of confidence in organizations, develop cynical attitudes and behaviors. Such behaviors create obstacles in business operations and the organizational change process (Clegg & Matos, 2016). In this section, trust is introduced initially, followed by a discussion on organizational trust, and the concluding part delves into relevant research on organizational trust.

2.5.1 Trust

Trust has emerged as a prominent and pervasive research topic across diverse disciplines, including psychology, economics, and management. Within the realm of organizational behavior, trust is widely recognized as a psychological state characterized by the truster's willingness to establish and uphold a specific relationship with the trustee, even in the face of potential risks associated with such a connection. This state is built upon the truster's optimistic expectations regarding the trustee's conduct (Rousseau, Sitkin, Burt, & Camerer, 1998).

The study of trust dates back to the 1950s. According to the social exchange theory, interactions within an organization, whether between employees and the organization or among employees themselves, involve two distinct levels: the material level and the psychological/emotional level. This psychological dimension encompasses essential elements like trust, identification, and support. As one of the fundamental forms of human interaction, social exchange heavily relies on trust as its foundation.

One of the widely recognized definitions of trust is proposed by Mayer, Davis, and Schoorman (1995). According to their research, trust is defined as the willingness of one party to be vulnerable to the actions of another party, based on the expectation that the other party will perform a particular action crucial to the trustor, regardless of the ability to monitor or control that party.

Deutsch, on the other hand, argued that the process of trust involves predicting that a certain event is likely to occur and that the benefits of this event will significantly outweigh any associated risks. Moreover, trust also involves acting upon this expectation (Deutsch, 1958).

Furthermore, McAllister (1995) describes trust as the willingness of both parties involved to empathize with each other's perspectives and jointly decide how and to what extent they should act.

Trust is a kind of social capital, which can eliminate friction in the workplace, further increase group cohesion, and ultimately improve performance levels. Trust

represents an optional behavior, and the process of trust is a process of rational choice by the subject, in which the individual makes decisions that maximize benefits.

In organizational contexts, trust is considered a form of social capital, capable of reducing friction in the workplace, enhancing group cohesion, and ultimately improving overall performance levels. Notably, trust represents an optional behavior, and the process of trust is a result of rational choices made by individuals, where they seek to maximize benefits.

2.5.2 Organizational trust

The concept of organizational trust has garnered significant academic attention and has become a crucial area of research (Gilbert & Tang, 1998). Existing literature has categorized organizational trust into two main types: intra-organizational trust and inter-organizational trust. Intra-organizational trust pertains to the trust that exists among employees, leaders, and the organization within the organizational setting. On the other hand, inter-organizational trust deals with the trust between different organizations. Throughout academic research, the focus on organizational trust has predominantly centered on intra-organizational trust. This research centers on the study of intra-organizational trust, examining the trust relationships within the organization.

The definition of intra-organizational trust, the focus of this research, has been presented in various ways by researchers. Robinson defined trust as the belief that others' future actions will, at the very least, not harm one's interests, reflecting a positive attitude toward others or social entities that influence people's attitudes and behaviors (Robbins, 2001).

Alternatively, Luhmann argued that organizational trust can be categorized into two types: system trust and interpersonal trust (Luhmann, 1979). As described by Robert, Denis, and Hung (2009), system trust involves employees' trust in the organization's system, policies, and management, among other aspects. They defined organizational trust as the outcome of a systematic evaluation of the organization, where employees identify with the organization's culture and established policies and remain willing to place

themselves in potentially vulnerable situations that cannot be closely monitored (Costigan, Litter, & Berman, 1998).

On the other hand, interpersonal trust, as represented by Podsakoff et al., refers to the extent to which employees believe in their leaders and colleagues (Podsakoff, MacKenzie, Moorman, & Fetter, 1990).

According to Mishra (1996), organizational trust is defined as the desire of employees to be aware of the basic goals, norms and values of the organization.

Nyhan and Marlowe defined organizational trust as the trust that emerges from interactions between employees and the trust that employees have in the organization as a whole (Nyhan & Marlowe, 1997).

Gilbert and Tang (1998) described organizational trust as the belief of employees in achieving the goals of the organization and that organizational action will be beneficial for employees.

Another perspective is proposed by Costigan et al., who suggest that organizational trust encompasses both the trust employees have in the organization as well as the trust between supervisors and organizational members (Costigan et al., 1998).

Organizational trust, defined by Louis (2007), is the belief and trust of employees in the integrity, fairness, honesty, rightfulness, and friendship of each other in relationships and interactions in the organization.

Organizational trust expresses the trust between the employees working together or affiliated with each other, the trust between the superiors and their subordinates, and the trust in the organization as a whole (Guinot, Chiva, & Mallén, 2014).

Researchers have also explored different typologies of organizational trust. McAllister proposed a division of organizational trust into cognitive trust and affective trust (McAllister, 1995). Cognitive trust is based on rational judgment and is acquired through a logical evaluation of information, while affective trust is built on perceptual judgment and arises from long-term interactions and experiences.

Furthermore, Eisenberger et al. argued that organizational trust falls under the umbrella of organizational support, encompassing employees' perceptions of the organization's concern for their well-being and the recognition and appreciation of their contributions to the organization (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

Another typology, as proposed by Ashford et al., divides organizational trust into two dimensions: employee trust in the organization and employee trust in senior managers. The former refers to employees' acknowledgment of the organization's policies and their willingness to work toward a shared long-term vision with the company. On the other hand, the latter involves employees' willingness to cooperate genuinely and enduringly with leaders, based on an evaluation of their abilities and qualities (Ashford, Lee, & Bobko, 1989).

From an employee's standpoint, organizational trust highlights a crucial characteristic of the organization that fosters trust among its members, promoting a secure and safe environment where individuals are not fearful of retribution. This atmosphere encourages organizational members to willingly expose themselves and be vulnerable (Hoy & Dipaola, 2008). Organizational trust signifies that employees within the organization have confidence in and endorse the behaviors of their colleagues, leaders, and the organization as a unified entity. They firmly believe that their colleagues, leaders, and the organization will not act in ways that are detrimental to their interests. As a result, they are prepared to undertake corresponding risks to support and facilitate specific actions taken by the organization.

2.5.3 Research on organizational trust

Organizational trust is a fundamental building block of organizations, serving as a cornerstone for establishing and maintaining positive relationships among members within an organizational framework. This subsection embarks on an exploration of the intricate dimensions of organizational trust, investigating its antecedents and consequences within the dynamic context of modern organizations.

Research on antecedents of organizational trust

Searle, Weibel and Hartog, based on a systematic review of the research literature, divided factors that affect organizational trust into two categories: individual factors and organizational factors (Searle, Weibel, & Hartog, 2011).

1. Individual factors

Within the realm of factors affecting organizational trust, a myriad of individual and organizational elements come into play. Individual factors encompass the crucial attributes of leaders, such as their ability, benevolence, integrity, and other personality traits, as well as the psychological safety they instill among employees. On the other hand, organizational factors predominantly involve the management style of leaders, the perception of organizational politics, the efficacy of internal communication, the structure of the organization, the prevailing cultural atmosphere, and the sense of fairness upheld within the organization. Among the classic models, one noteworthy framework is the integration model proposed by Mayer and his colleagues, asserting that organizational trust hinges on the trustee's ability, integrity, and goodwill (Mayer et al., 1995). Understanding and discerning the interplay of these multifaceted factors provide valuable insights into the intricate nature of organizational trust and its impact on the functioning and success of contemporary organizations.

Other individual factors affecting organizational trust are listed in table 2.10.

Table 2. 10 Antecedents of organizational trust: Individual level

Researchers	Antecedents of organizational trust: Individual level											
	Availability	Competence	Consistency	Discreetness	Fairness	Integrity	Loyalty	Openness	Promise fulfillment	Receptivity	Benevolence	Intentions
Kee & Knox (1970)		√										
Rempel & Holmes (1986)			√				√		√			
Cook & Wall (1980)		√										√
Good (1988)		√	√									√
Butler (1991)	√	√	√	√	√	√	√	√	√	√		
Ring & Van de Ven (1992)						√					√	
Mayer et al. (1995)		√				√					√	
Johnson et al. (1996)		√					√					
Dietz & Hartog (2006)		√	√			√					√	

2. Organizational factors

Both theoretical and empirical studies have consistently demonstrated the pivotal role of organizational factors in influencing organizational trust within specific subjects or entities. Key organizational factors encompass leadership, organizational justice, human resource management practices, and control mechanisms.

While some researchers emphasize the impact of the leader's role in the organization on trust, it is essential to acknowledge that the leader's characteristics and behavior remain significant determinants as well (Searle et al., 2011). Past research has identified three primary categories of leadership styles that affect organizational trust: transformational leadership, transactional leadership, and ethical leadership, although various other leadership styles also warrant consideration.

The perception of organizational practices, particularly the perception of fairness, stands as a significant factor profoundly influencing the development of employees' trust. Organizational fairness encompasses three fundamental types: distributive justice, procedural justice, and interactive justice. Firstly, distributive justice pertains to how employees perceive the fairness of organizational rewards or resource allocation. It involves a sense of equity in the distribution of rewards and resources among individuals within the organization. Secondly, procedural justice refers to employees' evaluation of the fairness of the procedures or processes used by the organization to make decisions regarding resource allocation. It emphasizes the importance of transparent and unbiased decision-making processes. Lastly, interactive justice reflects the quality of interpersonal treatment and communication of information that employees experience during the allocation process. This aspect highlights the significance of respectful and considerate interactions when handling resource allocation matters. By comprehensively understanding and addressing these facets of organizational fairness, organizations can lay the foundation for cultivating employees' trust and fostering a positive and productive work environment.

In addition to the perception of organizational fairness, employees' trust is also significantly influenced by their perception of the organization's human resource management practices. This is because these practices convey vital information about the organization's intentions and the nature of the relationship between employees and the organization, ultimately reflecting the credibility of the different subjects involved. While organizations often formulate comprehensive human resource management policies and practices, their actual implementation might deviate from the intended vision. What truly matters is how employees experience and perceive these human resource management practices in their daily interactions with the organization, rather than just the policies documented on paper. Previous studies primarily focused on investigating the impact of specific human resource management practices on organizational trust. However, as the field of strategic human resource management developed, subsequent researchers have increasingly emphasized the influence of high-performance work systems on fostering and nurturing organizational trust among employees.

Indeed, the control mechanisms employed within an organization can exert a significant impact on employee trust. Control mechanisms refer to the processes through which an organization or manager aims to influence employee behavior to enhance overall organizational effectiveness. While control mechanisms are commonly present in various organizational settings, diverse research findings reveal varying correlations between these mechanisms and organizational trust. Some studies have suggested that control mechanisms have a negative impact on organizational trust, fostering feelings of skepticism and reduced trust among employees. On the contrary, other research has proposed an opposing view, indicating that certain control mechanisms may strengthen trust within the organization. These contrasting conclusions underscore the complexity of the relationship between control mechanisms and employee trust, necessitating a more nuanced examination of the specific types and applications of control mechanisms within distinct organizational contexts. Understanding the subtleties of this relationship is vital for organizations seeking to strike a balance between control and trust, fostering an

environment of trustworthiness and autonomy while achieving optimal organizational performance.

The above organizational factors that affect organizational trust are listed in Table 2.11.

Table 2. 11 Antecedents of organizational trust: Organizational level

Typology	Antecedents of organizational trust: Organizational level
Leadership	Transformational (Jung & Avolio, 2000; Pillai, Schriesheim, & Williams, 1999; Podsakoff et al., 1990)
	Transactional (Booms, 2010; Jung & Avolio, 2000); Authentic leadership (Booms, 2010)
	Ethical (Brown, Treviño, & Harrison, 2005; Den Hartog & De Hoogh, 2009; Kalshoven, Den Hartog, & De Hoogh, 2011)
Fairness or justice	Distributive justice (Aryee, Budhwar, & Chen, 2002; Chory & Hubbell, 2008; Ertürk, 2007; Lance Frazier, Johnson, Gavin, Gooty, & Bradley Snow, 2010; Pillai et al., 1999)
	Procedural justice (Aryee et al., 2002; Chory & Hubbell, 2008; Cohen-Charash & Spector, 2001; Dirks & Ferrin, 2002; Ertürk, 2007; Folger & Konovsky, 1989; Kernan & Hanges, 2002; Lance Frazier et al., 2010)
	Interactive justice (Aryee et al., 2002; Chory & Hubbell, 2008; Ertürk, 2007; Lam, Loi, & Leong, 2011; Lance Frazier et al., 2010)
Human resource management practices	Specific human resource management practices (Mayer et al., 1995; Whitener, 1997)
	High-performance work systems (Gould-Williams, 2003; Searle et al., 2011; Tremblay, Cloutier, Simard, Chênevert, & Vandenberghe, 2010)
Control mechanism	Negative influence (Das & Teng, 1998; Enzle & Anderson, 1993; Malhotra & Murnighan, 2002; Schoorman, Mayer, & Davis, 2007)
	Positive influence (Atuahene-Gima & Li, 2006; Towry, Sedatole, & Coletti, 2005; Weibel et al., 2009)

Research on consequences of organizational trust

Both theoretical and empirical studies have examined the impact of trust on organizational members, groups, and the organization, which are embodied in three aspects: attitude, behavior, and performance.

To be more specific, trust affects employees' work-related attitudes, especially employee job satisfaction, organizational commitment, and intention to quit. Trust can also

have a substantial impact on employee behavior, including organizational citizenship behavior, knowledge sharing, innovation behavior, and organizational innovation. Besides, trust affects the performance of individuals and teams, directly or indirectly, through the mediating effect of attitudes and behaviors.

The variables that can be affected by organizational trust are listed in Table 2.12.

Table 2. 12 Consequences of organizational trust

Typology	Consequences of organizational trust
Attitude	Job satisfaction (Aryee et al., 2002; Dirks & Ferrin, 2002; Pillai et al., 1999; Tan & Tan, 2000; Yang & Mossholder, 2010)
	Organizational commitment (Aryee et al., 2002; Den Hartog & De Hoogh, 2009; Dirks & Ferrin, 2002; Pillai et al., 1999; Tan & Lim, 2009; Tan & Tan, 2000; Yang & Mossholder, 2010)
	Intention to quit (Aryee et al., 2002; Dirks & Ferrin, 2002; Tan & Tan, 2000)
Behavior	Organizational citizenship behavior (Konovsky & Pugh, 1994; Mayer & Gavin, 2005; McAllister, 1995; Pillai et al., 1999; Podsakoff et al., 1990)
	Knowledge sharing (Chung & Jackson, 2011; Lee, Gillespie, Mann, & Wearing, 2010; Levin & Cross, 2004)
	Individual innovative behavior (Carmeli & Spreitzer, 2009; Clegg, Unsworth, Epitropaki, & Parker, 2002; Tan & Tan, 2000)
	Organizational innovation (Ellonen, Blomqvist, & Puumalainen, 2008)
Performance	Individual performance (Brower et al., 2008; Casimir, Waldman, Bartram, & Yang, 2005; Colquitt, Scott, & LePine, 2007; Dirks & Ferrin, 2002; Rich, 1997)
	Team performance (Aubert & Kelsey, 2003; Bijlsma-Frankema, de Jong, & van de Bunt, 2008; De Jong & Elfring, 2010; De Jong & Elfring, 2007; Dirks, 1999, 2000; Peters & Karren, 2009)

2.6 Related academic research

This section delves into the intricate interconnections among key variables within the realm of organizational change. It commences by examining the independent variable, Individual Learning Capability (LC), investigating its influence on the mediating variables of Organizational Change Cognition (CC) and Organizational Trust (OT), and ultimately, assessing its direct and indirect impact on Cynicism toward Organizational Change (COC). Furthermore, this research uncovers the combined influence of Organizational Change

Cognition, Organizational Trust, and Cynicism toward Organizational Change on the dependent variable, Intention to Remain (IR). In embarking on this exploration, the study aims to elucidate and address a notable research gap within the existing literature, shedding light on this intricate network of interconnected factors.

2.6.1 The relationships among variables

Drawing upon the theories and literature review presented thus far, this study delves into and comprehends the intricate dynamics among organizational change, individual learning capability, organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain. It is imperative to meticulously analyze and establish the relationships among these variables.

Organizational change and cynicism

The endorsement of organizational change by employees is crucial for its successful implementation within a firm. Despite the essential nature of employee support, limited research within the change management domain has explored the correlation between employee cynicism and organizational change (Serrano Archimi, Reynaud, Yasin, & Bhatti, 2018). Employees tend to harbor a negative attitude, characterized by cynicism, when they perceive proposed changes as detrimental to their interests. Consequently, this cynical viewpoint impedes their endorsement of organizational changes. Researchers like Grama and Todericiu (2016) posit that if employees perceive a misalignment between the purported goals of organizational change and the actual objectives, they are less likely to support the change and may even create obstacles in the change process (Mousa, 2017).

Although cynicism and the intention to resist change are conceptually distinct constructs, they share overlapping characteristics. Both cynicism and the intention to resist change carry a negative connotation arising from the communication process, resulting in conflicting attitudes between supervisors and subordinates. As a result, many studies have concurrently investigated cynicism and resistance to change (Brown, Kulik, Cregan, & Metz, 2017). Employee cynicism is often viewed as a passive reaction; however, if this attitude persists, it can escalate into an aggressive response, leading employees to resist

management policies, including those associated with change management (Durrah, Chaudhary, & Gharib, 2019).

Individual learning capability and cynicism

According to organizational learning theory, organizations are conceptualized as experiential and adaptive entities. Within this framework, individuals play a pivotal role in influencing the dynamics between the organization and its environment, particularly during periods of change. Organizational learning theory posits that organizations exhibit diverse learning mechanisms operating at both the organizational and individual levels. These mechanisms manifest in changes in work patterns at the organizational level and alterations in cognition, attitudes, and behaviors at the individual level (Crossan et al., 1999).

During times of change, inherent uncertainties can give rise to challenges such as reduced employee well-being, shifts in work practices, and heightened feelings of insecurity. These elements collectively impact employees' cognitive processes, shaping their perspectives on various aspects related to the change. Enhancing employees' learning capability emerges as a potential strategy to alleviate or eliminate these adverse psychological factors. This proactive approach can positively influence employees' perceptions of individuals and events, ultimately contributing to an enhanced understanding and cognition of the change process.

Thomke's research demonstrated that when R&D personnel integrate their experiences and skills into the organization, they effectively reduce uncertainty in the process of innovation activities and manage the complexities associated with such endeavors (Thomke, 1998). The study focused on the innovation behavior of R&D personnel, treating an individual's technical learning behavior as an experimental process involving continuous exploration and multi-directional communication.

The findings revealed that as R&D personnel enhance their individual learning capability, they improve their ability to comprehend and apply new knowledge and information. This enhancement cultivates greater initiative in teamwork and communication, prompting them to actively seek assistance and feedback from others

when confronted with challenges. Furthermore, they become proficient in posing pertinent questions and identifying mistakes, fostering cross-border behavior and active innovation.

As a result, employees with heightened learning capability levels demonstrate an increased understanding and mastery of information pertaining to organizational change throughout the implementation process. Moreover, their eagerness to participate in organizational change activities intensifies. Wanous et al. established a negative correlation between full engagement in organizational change and employees' cynicism toward it. Hence, the learning capability of employees plays a pivotal role in influencing the extent of cynicism they harbor toward organizational change (Wanous et al., 2000).

Furthermore, Duarte contended that reflection and critical thinking are crucial skills for enabling consciousness shifts that lead to a deeper understanding and greater appreciation of the importance of ethical conduct in management. These skills can act as antidotes to attitudes of cynicism (Duarte, 2010). Stavrova and Ehlebracht also proposed that education can serve as an antidote to cynicism. Their longitudinal investigation showed that education was associated with lower levels of cynicism over time spans of 4 and 9 years (Stavrova & Ehlebracht, 2018).

Organizational change cognition and cynicism toward organizational change

According to cognitive theory, an individual's cognition significantly influences their attitudes and behaviors. This principle is particularly relevant in the context of organizational change, where employees' understanding of the change process plays a crucial role in shaping their attitudes and behaviors (Lin, 2010). Employees' perceptions and interpretations of organizational change can directly impact their supportive behaviors or result in organizational silence (Kim et al., 2010; Wang, 2015).

Miller and Monge (1985) have asserted that providing effective information can reduce employees' anxiety during organizational change and increase their openness to embracing it. When employees have access to sufficient and relevant information before the organizational change occurs, their feelings of uncertainty and pessimism diminish, making them more receptive to organizational transformation. Consequently, employees'

cognition of organizational change has a direct influence on their levels of cynicism toward such changes.

In summary, cognitive theory underscores the crucial role of employees' perceptions and interpretations of organizational change in shaping their attitudes and behaviors. By understanding and addressing employees' cognition through the effective dissemination of information and support, organizations can foster a more positive and proactive response to change, thereby reducing cynicism and promoting successful change implementation.

Organizational trust and organizational change

Organizational trust is particularly crucial during periods of disruption, as it enables members to navigate and respond constructively to challenging events and associated changes, underpinning organizational agility and resilience (Balogun, Hope Hailey, & Gustafsson, 2015; Mclain & Katarina, 1999; Mishra & Spreitzer, 1998; Oreg, Bartunek, Lee, & Do, 2018).

Employees are more likely to accept and support the change process if they trust the intentions of management (Agote, Aramburu, & Lines, 2016). Trust is defined as “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party” (Wagstaff, Gilmore, & Thelwell, 2016).

According to social exchange theory (Blau, 2017), the trust relationship between employers and employees develops over time. This theory posits that management offers benefits to employees, who reciprocate through enhanced performance and commitment. Thus, trust is a critical component of the manager-subordinate relationship and a vital precursor in change management (Kay & Willman, 2018).

A supervisor who commands the respect and confidence of employees and actively engages in the change process is likely to receive strong support from the workforce (Cui & Jiao, 2019). However, the relationship between trust and change is bidirectional: trust is

a precursor to change, and successful organizational change further enhances the level of trust between management and employees (Wagstaff et al., 2016).

Research indicates that contexts of disruption, triggered by events such as economic crises, technological advances, and strategic change initiatives, can threaten employee trust in the organization (Kiefer, 2005; Maguire & Phillips, 2008; Mishra & Mishra, 1994; Sørensen, Hasle, & Pejtersen, 2011; Spreitzer & Mishra, 2002; Stahl & Sitkin, 2005). Understanding these dynamics is essential for fostering a resilient and adaptive organizational environment.

Organizational trust and cynicism toward organizational change

Organizational trust is crucial for the successful implementation of organizational change. When employees perceive the organization as duplicitous, faithless, and untrustworthy, the process of change becomes challenging and prone to failure (Reichers et al., 1997). Dean et al. (1998) argue that if employees commonly view the organization as insincere and untrustworthy, they are less likely to take organizational change seriously, resulting in inevitable failure. A negative perception of change leads to a high inclination to resist it (Lee & Song, 2018). Kay and Willman (2018) argue that a negative attitude toward change adversely affects job satisfaction, commitment, and overall attitude toward the organization (Gigliotti, Vardaman, Marshall, & Gonzalez, 2019).

Conversely, when employees have a higher degree of trust in the organization, they are more likely to place faith in change leaders during the organizational change, reducing cynicism toward the change. Employees are more likely to accept and support the change process if they trust management's intentions (Agote et al., 2016). Therefore, employees' perception of change is a critical antecedent to change management. If their impression is positive, their intention to resist change is low. Research has demonstrated that organizational trust can reduce employees' silence, as highlighted by Zheng, Ke, Shi, and Zheng (2008). Additionally, Duan and Tian (2011) provided evidence that organizational trust fosters employee voice behavior, encouraging active participation in sharing opinions and ideas.

Since trust is an essential facet of corporate culture, managers must ensure that employees trust them and their policies (Serrano Archimi et al., 2018). Trust between supervisors and subordinates promotes interpersonal communication, improves attitudes towards work, and reduces employee cynicism (Kim, Jung, Noh, & Kang, 2019; Toheed et al., 2019). However, managerial decisions that adversely affect employees' trust, such as increasing workload, laying off long-term employees, taking credit for subordinates' work, and public or private humiliation, stimulate cynicism and reduce trust (Akar, 2018).

Bagdasarov, Connelly, and Johnson (2019) argue that many employees are cynical and lack faith in the change management process. Thus, managers need to involve all stakeholders in the change management process. Such an approach ensures employees support the change process and are not cynical about it (Kim, Jo, & Lee, 2018). Although limited studies have explored the association between employee cynicism and trust, those available have concluded a negative association between them (Yue et al., 2019). Cynicism and interpersonal trust are conceptually different: cynicism is "an attitude involving negative beliefs and feelings" (Khan, Sarwar, & Khan, 2018), whereas interpersonal trust is "an attitude or belief involving a positive expectation about a target and willingness to make oneself vulnerable to that target" (Kim et al., 2018).

Establishing and sustaining a foundation of trust within the organization contributes to a greater likelihood of employees displaying positive attitudes and heightened engagement in organizational activities. This increased willingness to participate extends to organizational change initiatives, resulting in diminished cynicism toward such changes. Consequently, fostering organizational trust is crucial for creating an environment conducive to change and bolstering employees' acceptance and support of organizational transformation efforts.

2.6.2 Research gap

Upon reviewing the pertinent research on individual learning capability, cynicism toward organizational change, organizational change cognition, and organizational trust, it becomes apparent that prior researchers and theorists have conducted extensive research

and made substantial contributions, providing comprehensive insights and well-defined definitions in their respective domains. Building upon this extensive foundation, the current study aims to address specific gaps identified in the previous research. These gaps encompass the following aspects:

1) Existing research on the antecedents to cynicism toward organizational change has primarily focused on situational factors within the organizational context. This includes aspects such as leadership, trust in leaders, employee engagement, information sharing, communication, group cohesion, and cynicism among colleagues (Bommer et al., 2005; Qian & Daniels, 2008; Stanley et al., 2005; Wanous et al., 2000; Wu et al., 2007). However, there is a noticeable gap in the literature concerning the examination of the relationship between individual capability and cynicism toward organizational change. Additionally, the impact of employees' internal mechanisms at the individual level on cynicism toward organizational change remains largely unexplored, particularly within the theoretical framework that integrates the fields of organizational learning and organizational change.

2) Current research on individual learning capability predominantly delves into the realms of cognitive psychology and learning psychology, with comparatively limited exploration from the perspective of organizational behavior. Moreover, there is a distinct scarcity of studies that contextualize individual learning capability within the framework of organizational change. Notably absent in the existing literature is the application of individual learning theories to understand negative attitudes, such as cynicism, toward organizational change.

Addressing these gaps is essential for advancing our understanding of how individual learning capabilities can influence attitudes toward organizational change and for developing strategies to mitigate cynicism and foster a more supportive environment for change initiatives. In light of the preceding considerations, the conceptual framework for this research is expounded as follows:

1) Adopting an individual-centric perspective of employees, this research delves into the factors influencing employees' cynicism toward organizational change and its consequential impact on the success of organizational change. Viewed through the prism of individual learning capability, the dissertation aims to explore strategies for fostering active employee participation in organizational change, mitigating the levels of cynicism displayed by employees during such transitions, and ultimately elevating the success rate of organizational change. This, in turn, contributes to reducing cynicism toward organizational change and ultimately strengthening employees' intention to remain with semiconductor organizations in the Yangtze River Delta, China.

2) In the context of the semiconductor industry, this study examines the intricate dynamics of how individual learning capability influences cynicism toward organizational change, with a focus on organizational change cognition and organizational trust as mediating variables. These variables serve as explanatory mechanisms, shedding light on both the direct and indirect effects of individual learning capability within the unique operational landscape of the semiconductor sector.

3) Furthermore, the introduction of intention to remain as a dependent variable enhances the depth of this research. This addition facilitates a comprehensive evaluation of the collective impact of organizational change cognition, organizational trust, and cynicism toward organizational change on employees' intentions to remain in the semiconductor industry organizations in the Yangtze River Delta, China.

2.7 Conceptual Framework, Hypotheses and Operational Definition

2.7.1 Conceptual framework

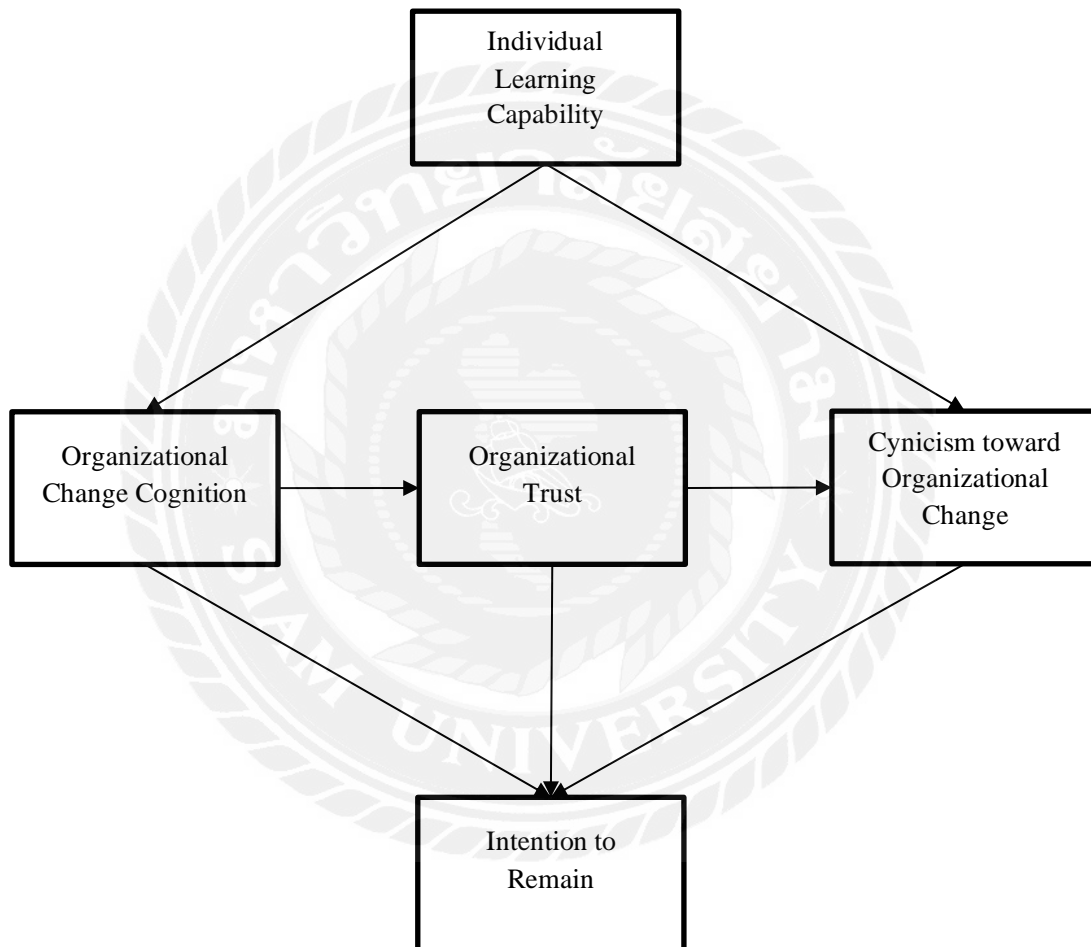


Figure 2. 1 Conceptual framework

This research investigates the nuanced dynamics within the semiconductor industry in the Yangtze River Delta, China, aiming to understand the relationships between pivotal variables that influence employees' perceptions and responses to organizational change. The inquiry is grounded in seven hypotheses formulated to unravel the interplay among

the five variables outlined in the conceptual framework. These hypotheses are enumerated as follows:

Hypothesis 1: Individual learning capability is negatively related to cynicism toward organizational change.

Hypothesis 2: Individual learning capability is positively related to organizational change cognition.

Hypothesis 3: Organizational change cognition is positively related to organizational trust.

Hypothesis 4: Organizational trust is negatively related to cynicism toward organizational change.

Hypothesis 5: Organizational change cognition is positively related to intention to remain.

Hypothesis 6: Organizational trust is positively related to intention to remain.

Hypothesis 7: Cynicism toward organizational change is negatively related to intention to remain.

In crafting the hypotheses, this research establishes a foundation for probing the intricate connections among individual learning capability, organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain within the specific backdrop of the semiconductor industry in the Yangtze River Delta, China. These hypotheses provide a structured framework, guiding the examination of how these key variables intertwine and influence one another amid the dynamic landscape of the semiconductor sector.

2.7.2 Operational Definition

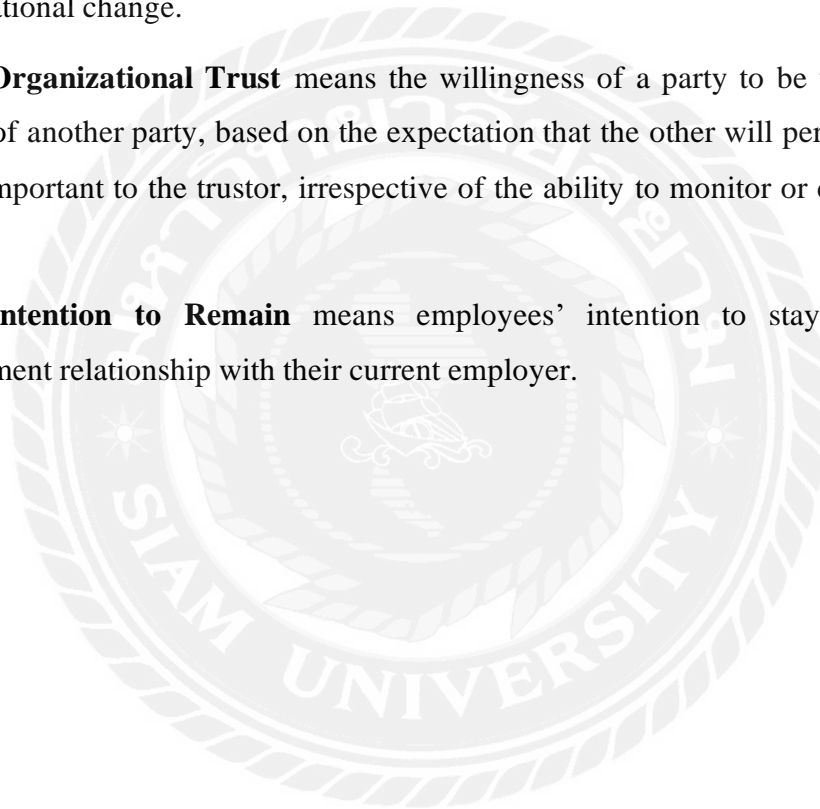
Cynicism toward Organizational Change means a pessimistic viewpoint about change efforts being successful because those responsible for making change are blamed for being unmotivated, incompetent, or both.

Individual Learning Capability means the capacity of an individual to continuously acquire diverse knowledge, enhance adaptive behaviors, and cultivate competencies in a dynamic and ever-changing environment, with the aim of ensuring personal well-being and achieving balanced and robust development.

Organizational Change Cognition refers to the extent of awareness and comprehension demonstrated by employees within an organization regarding the ongoing organizational change.

Organizational Trust means the willingness of a party to be vulnerable to the actions of another party, based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.

Intention to Remain means employees' intention to stay in the present employment relationship with their current employer.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter meticulously elucidates the research methodology employed to scrutinize the formulated hypotheses, ensuring the selection of robust methods to yield meaningful research results. Organized into five sections, the initial segment unveils the overarching methodology adopted for a comprehensive examination. Subsequently, the following two sections delve into an exploration of the population under study and the rationale behind determining the sample size. The fourth section reports the crucial phase of pilot testing. The concluding section provides a comprehensive overview of the measurement of constructs.

The details in this chapter are separated into five parts as follows:

3.1 Methodology

3.2 Population

3.3 Sample size

3.4 Pilot testing

3.5 Measurement of constructs

3.1 Methodology

This research clarifies the relationship between individual learning capability and cynicism toward organizational change within the semiconductor industry in the Yangtze River Delta, China. It was conducted using a quantitative approach. A questionnaire was used as a measurement instrument to test how each factor – individual learning capability, organizational change cognition, and organizational trust – affects cynicism toward organizational change and employees' intention to remain in the organization within the semiconductor industry in the Yangtze River Delta, China. A quantitative approach is more appropriate than a qualitative one for this research, as it aims to assess the relationships between the variables and scientifically test the hypotheses. The questionnaire is shown in the appendix.

The statistical method used for this research to test the hypotheses and to determine the causal relationships between variables is based on the structural equation modeling (SEM) technique. SEM is a multivariate statistical analysis technique used in situations where the key constructs are complex and multi-faceted.

The structural model was used to clarify the relationship between Individual Learning Capability and Cynicism toward Organizational Change, to investigate the role of Organizational Change Cognition and Organizational Trust in the relationship, and to assess the collective influence of Organizational Change Cognition, Organizational Trust, and Cynicism toward Organizational Change on employees' intention to remain in the organization of the semiconductor sector.

Cronbach's alpha test was performed as a preliminary statistical analysis of this study in order to assess the reliability of the data. Cronbach's alpha test was conducted with the individual-level data using the SPSS 27.0 program. For evaluation of Cronbach's alpha, the work of Nunnally (1978) provided that the lower cut-off (0.70) was appropriate in the early stages of research such as for exploratory research during scale development, and more stringent cut-offs should be used for basic research (0.80 or higher) and applied research (0.90 or higher) (Lance, Butts, & Michels, 2006).

To assess construct validity, defined as "the degree to which a set of measure items actually assess the identical construct" (Hair, Black, Babin, Anderson, & Tatham, 2006), analyses were conducted for five key constructs in this research model. This involved factor analysis aiming to assess factor loadings exceeding the recommended value of 0.50 or not, affirming the validity of the proposed framework. Likewise, the structural accuracy should be revealed by Composite Reliability (CR) of latent variables. Molina, Lloréns - Montes, and Ruiz - Moreno (2007) suggested that CR should have a minimum value of 0.70. Subsequently, convergent validity was adopted to assess the degree to which dimensional measures of the same concept are correlated (Byrne, 1994). In other words, the higher value of convergent validity the better the proposed framework. Byrne (1994) and Xie (2011) further emphasized that the scale should be strongly loaded on a common

construct. Fornell and Larcker (1981) suggested three conditions for evaluating the convergent validity: (1) all factor loadings should be significant at the p-value of less than 0.01, (2) CR should be higher than 0.60, and (3) an average variance extracted (AVE) should be higher than 0.50.

3.2 Population

The population for this research comprises full-time employees working within the semiconductor manufacturing industry in the Yangtze River Delta, China. This region, known for its dense concentration of semiconductor companies, is a critical hub for the country's high-tech industry. The population of interest includes staff-level employees and managers who are actively engaged in operations related to semiconductor manufacturing, R&D, and support functions.

The population of the workforce in the semiconductor industry in the Yangtze River Delta was approximately 310,000, according to data from the National Bureau of Statistics of China (2022), Jiangsu Provincial People's Government (2022), People's Government of Anhui Province (2022), People's Government of Zhejiang Province (2022), and Shanghai Municipal People's Government (2022). Therefore, the estimated population of workers who are actively engaged in the semiconductor industry in the Yangtze River Delta, China, is 310,000.

3.3 Sample size

The sampling technique used is the Sample Size Formula for Finite Population developed by Krejcie and Morgan (1970). Given the total population of approximately 310,000 employees in the semiconductor industry in the Yangtze River Delta, a minimum sample size of 382 was required to achieve a 95% confidence level with a 5% margin of error. To ensure comprehensive data collection, 500 questionnaires were distributed to employees across various companies in the region.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3300	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Figure 3. 1 Sample size for finite population by Krejcie and Morgan

Based on the SEM requirements, many researchers recommend the use of at least 200 participants as the sample size, or 5–15 respondents per item (Kline, 2016). Therefore, this study has obtained a sample size of 384 participants. There were 405 managers and employees working in the semiconductor industry in the Yangtze River Delta, China, who participated in the questionnaire.

The questionnaire was distributed to managers and employees who are currently employed by companies in the semiconductor industry within the Yangtze River Delta, China. The questionnaire was distributed directly to the participants, with managers' consent, through instant messaging applications, including Wechat, QQ, and Dingtalk.

3.4 Pilot testing

While the questionnaire items are drawn from existing studies, it is essential to conduct pilot testing to address potential issues in language translation and ensure face validity. Pilot testing, also referred to as questionnaire pre-testing, is a crucial methodological step in the research process. This phase involves administering the survey instruments to a small sample of respondents to assess the clarity, validity, reliability, and overall effectiveness of the questionnaire.

To ensure respondents' understanding, forty questionnaires were distributed to evaluate their comprehension of instructions, measured items, scales, and internal consistency of multiple items using Cronbach's coefficient alpha (Churchill, 1979). A reliable questionnaire should have an alpha coefficient higher than 0.7 (Peter, 1979). Corrected item-to-total correlations (CITC) scores below 0.5 will lead to the elimination of items (Hair et al., 2006). Preliminary validity is assessed through Confirmatory Factor Analysis (CFA), calculating P-values and factor loadings. Items are accepted if the loading estimates are 0.5 or higher (Hair et al., 2006). Adjustments are iteratively made until respondents confirm the questionnaire's clarity.

3.5 Measurement of constructs

In this research, five constructs are examined: Individual Learning Capability, Organizational Change Cognition, Organizational Trust, Cynicism toward Organizational Change, and Intention to Remain. The measurement details for each construct are outlined below:

Defined by Chen (2008) as an individual's ability to continuously acquire diverse knowledge, adapt behaviors, and develop competencies in a dynamic environment to ensure personal well-being and robust growth. Chen's framework identifies nine interconnected dimensions—discover, invent, select, execute, promote, reflect, acquire knowledge, output knowledge, and build personal knowledge—that represent different aspects of learning potential. For this research, a streamlined scale with 10 items was

developed, reducing redundancy while maintaining the multidimensional nature of individual learning capability. The 10 questionnaire items are listed in the appendix.

Wu (2010) defines Organizational Change Cognition as the level of awareness and understanding employees have regarding ongoing organizational change. The construct encompasses four dimensions: cognition of change significance, change effects, employee rights protection, and post-change adaptability. Originally measured with 20 items, the scale was refined to 11 items to enhance focus without compromising its ability to capture employees' perceptions of organizational change. The 11 questionnaire items are listed in the appendix.

Organizational Trust, as defined by Chen (2006), refers to the willingness of an individual to be vulnerable to the actions of others, based on the expectation that they will act as expected. Chen's trust scale consists of three dimensions: trust in the organization, trust in the supervisor, and trust in colleagues. In this study, the scale was reduced to 7 questions, focusing on capturing the essence of trust within the organization while ensuring clarity and relevance to the context. The 7 questionnaire items are listed in the appendix.

Wanous et al. (2000) conceptualize Cynicism Toward Organizational Change as a pessimistic belief that change efforts will fail due to perceived lack of motivation or competence by those responsible for implementing the change. The construct includes three dimensions: change pessimism, dispositional attribution, and situational attribution. Originally measured by 12 items, this study refined the scale to 7 items to streamline the evaluation of cynicism while preserving its core dimensions. The 7 questionnaire items are listed in the appendix.

The final construct, Intention to Remain, delineates employees' expressed commitment to continue their current employment relationship with their present employer. Drawing on existing scales (Graham & Beltyukova, 2015; Nancarrow, Bradbury, Pit, & Ariss, 2014; Zeytinoglu, Denton, Brookman, & Plenderleith, 2014), and with input from human resource specialists in the semiconductor industry, this research

adapted the scale to fit the Chinese context, reducing it to three items for simplicity and relevance. The 3 questionnaire items are listed in the appendix.

All five constructs were measured using a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree,” ensuring consistency across variables.



CHAPTER 4

RESEARCH RESULT

This chapter unveils the outcomes derived from an in-depth analysis of the collected data. Beginning with an exploration of the demographic data of the respondents, the first section provides insights into the composition of the study participants. The subsequent section delves into the descriptive statistics of five key variables, offering a detailed snapshot of their distribution and characteristics. The focal point of this chapter is centered in the third section, systematically presenting research results in alignment with the three proposed research objectives. Here, all research hypotheses are rigorously tested through methodologies, including Confirmatory Factor Analysis (CFA), scale validity analysis of the measurement model, and reporting the results of a path analysis. The final section serves as a concise summary, encapsulating the key findings. The detailed exposition in this chapter is compartmentalized into four distinct parts:

4.1 Demographic Data of Respondents

4.2 Descriptive Statistics of Variables

4.3 Research Results

4.4 Summary

4.1 Demographic Data of Respondents

The demographic data of the respondents is reported in Table 4.1, offering a comprehensive overview of the sample composition. The research comprised nearly equal proportions of male and female participants, with 210 male respondents accounting for 51.9% and 195 female respondents constituting 48.1%. Examining the age distribution, 8.4% of the sample, or 34 respondents, fell below the age of 25, while 16.5%, or 67 respondents, belonged to the 26–30 age group. The largest proportion of respondents, comprising 35.1% or 142 individuals, fell within the 31–35 age group, followed by 26.2% (106 respondents) in the 36–40 age range. The remaining age groups consisted of 11.6% (41–45 age group), and 2.2% (above 45 age group), respectively. Notably, the active working age group of 31–35 years old represented the majority, closely followed by the

36–40 age group. Regarding educational attainment, 44% of participants (178 respondents) held a 4-year college degree, 33.1% (134 respondents) had completed junior college for vocational training (usually a 3-year program), 11.1% (45 respondents) possessed an advanced degree (masters, doctorate, etc.), and 11.9% (48 respondents) had not pursued any form of college education in China.

The study cohort comprised employees from the semiconductor industry, delineated by occupational roles. The majority, constituting 66.7% or 270 sample respondents, served as general staff, while 20% (81 respondents) assumed positions as first-line managers. Middle managers accounted for 11.4% (46 respondents), and a smaller subset, 2% (8 respondents), held senior managerial roles. Regarding tenure in their current organizations, the majority of participants, totaling 46.4% (188 respondents), fell within the 1–3 year bracket. An equivalent proportion, comprising 23.7% (96 respondents), was evenly distributed between those with less than a year of experience and those with 4–6 years. Additionally, 5.7% (23 respondents) reported a tenure of 7–10 years, while a mere 0.5% (2 respondents) had accumulated over a decade in their current roles. This comprehensive snapshot provides a nuanced understanding of the diverse roles and tenures within the semiconductor industry among the study participants.

Table 4. 1 Demographic data of the respondents (part 1)

Category	Frequency	Percentage (%)
Total	405	100.0
Gender		
Male	210	51.9
Female	195	48.1
Age		
≤ 25 years old	34	8.4
26-30 years old	67	16.5
31-35 years old	142	35.1
36-40 years old	106	26.2
41-45 years old	47	11.6
> 45 years old	9	2.2
Education		

Category	Frequency	Percentage (%)
High School or equivalent	48	11.9
Junior college for vocational training	134	33.1
College degree	178	44.0
Advanced college degree (master's, doctorate, etc.)	45	11.1
Years Spent in This Organization		
< 1 year	96	23.7
1 - 3 years	188	46.4
4 - 6 years	96	23.7
7 - 10 years	23	5.7
> 10 years	2	0.5
Level of Position		
General staff	270	66.7
First-line manager	81	20.0
Middle manager	46	11.4
Senior manager	8	2.0

In terms of business categories, shown in Table 4.2, respondents had the flexibility to choose multiple categories aligning with their professional roles. A predominant share of participants indicated involvement in Wireless Communication, with 219 individuals selecting this category, constituting 54.1% of the sample, as reported in Table 4.2. Following closely is Computing and Data Storage, chosen by 206 respondents, representing 50.9%. The subsequent three frequently chosen categories include Automotive Electronics, with 34.1% (138 respondents), Industrial Electronics at 33.8% (137 respondents), and Consumer Electronics with 23.2% (94 respondents). This inclusive approach acknowledges the diverse roles of participants who contribute to multiple sectors within the semiconductor industry.

Table 4. 2 Demographic data of the respondents (part 2)

Business Category	Responses		Percent of Cases
	N	Percentage (%)	
Computing and data storage	206	24.4%	50.9%

Business Category	Responses		Percent of Cases
	N	Percentage (%)	
Automotive electronics	138	16.4%	34.1%
Wireless communication	219	25.9%	54.1%
Industrial electronics	137	16.2%	33.8%
Consumer electronics	94	11.1%	23.2%
Others	50	5.9%	12.3%
Total	844	100.0%	208.4%

4.2 Descriptive Statistics of Variables

A total of 405 respondents successfully completed the questionnaire, ensuring a dataset without any missing values, as the online survey platform prevented respondents from leaving any questions unanswered.

The research encompasses five key variables: individual learning capability, organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain. The mean and standard deviations of these five variables are reported in Table 4.3.

Table 4. 3 Descriptive Statistics of Key Variables

Descriptive Statistics					
Research Variables	N	Min.	Max.	Mean	Std. Deviation
Individual Learning Capability	405	1.40	5.00	3.60	1.02
Organizational Change Cognition	405	1.36	5.00	3.80	0.93
Organizational Trust	405	1.29	5.00	3.58	1.05
Cynicism Toward Organizational Change	405	1.00	4.71	2.33	1.01
Intention to Remain	405	1.00	5.00	3.76	1.00

Regarding the variable of individual learning capability, the item of LC9 received the highest mean score (Mean: 3.66), indicating that, on average, respondents perceive themselves as adept communicators, which is a valuable skill in knowledge sharing and

collaboration. The second-highest mean score (LC10, Mean: 3.64) indicates a strong sense of knowledge organization competences and a proactive approach to knowledge management among the respondents. The next mean score (LC8, Mean: 3.63) suggests a proactive attitude toward continuous learning and staying updated on external trends and knowledge sources. The mean score for this item (LC1, Mean: 3.61) suggests that, on average, respondents feel confident in their ability to recognize new changes, trends, and work-related opportunities promptly and accurately, reflecting a high level of situational awareness and adaptability among the respondents. Overall, the mean scores indicate that, as a group, respondents have a positive self-perception regarding their learning capabilities. They feel proficient in communication, knowledge management, external knowledge acquisition, and the ability to recognize and respond to changes and opportunities in the workplace.

Regarding the variable of organizational change cognition, item CC1 attained the highest mean score (Mean: 3.90), signifying a profound sense of understanding and endorsement of the change as an imperative measure for enhancing the company's stability and success. Following closely is item CC6, with a mean score of 3.83, indicating that employees exhibit a heightened awareness of the ethical dimensions associated with the change. This underscores their cognizance of the significance of fairness and transparency throughout the change process. Items CC3, CC8, and CC10 share an identical mean score (Mean: 3.81), revealing a nuanced perspective among respondents. While they acknowledge the necessity of change in averting crises and aligning with prevailing trends, concerns persist regarding fairness, potential negative impacts on benefits and job security, as well as challenges associated with adapting to the new cultural environment. In aggregate, these findings suggest that respondents actively engage in processing the implications of organizational change, demonstrating a multifaceted viewpoint that incorporates both positive and apprehensive elements.

Regarding the variable of organizational trust, the item of OT1 received the highest mean score (Mean: 3.61), indicating a strong belief among employees that the organization is reliable in supporting their welfare and providing necessary benefits. The second-highest

mean score (OT3, Mean: 3.60) indicates a sense of shared trust among employees, contributing to a positive organizational climate where growth and confidence are collectively endorsed. The next mean score (OT4, Mean: 3.58) indicates a high level of trust in the competency of supervisors, which is crucial for fostering trust in leadership and organizational processes. Overall, the respondents, on average, trust the organization to provide benefits and ensure well-being, believe that the majority of colleagues view the company as trustworthy, and perceive their supervisors as highly competent.

Regarding the variable of cynicism toward organizational change, item COC5 garnered the highest mean score (Mean: 2.44), indicating that, on average, respondents manifest a degree of cynicism or negative attitude. This sentiment suggests a belief that individuals tasked with enhancing the organizational situation do not demonstrate sufficient concern for their roles. Following closely is item COC4, with a mean score of 2.39, revealing that respondents harbor cynicism regarding the efforts of individuals responsible for problem-solving, perceiving an insufficient level of commitment. Both items collectively convey that respondents, on average, maintain negative or skeptical perspectives concerning the individuals entrusted with effecting improvements and addressing challenges within the organization.

Regarding the variable of intention to remain, item IR3 emerged with the highest mean score (Mean: 3.80), underscoring a robust level of overall commitment and a steadfast, long-term intention to stay with the organization. This outcome reflects a positive and stable perspective toward future employment within the semiconductor industry. Following closely is item IR1, with a mean score of 3.79, indicating that, on average, respondents express a lack of intentions to voluntarily leave the organization in the upcoming year. This collective sentiment suggests that respondents, as a cohesive group within the semiconductor industry, hold a favorable outlook regarding their future association with the organization, exhibiting a lack of active consideration for voluntary turnover in both the short and long term.

In contrast to other variables, the relatively lower mean values associated with cynicism toward organizational change indicate a less positive perception compared to the

remaining variables. On average, employees may express a degree of skepticism or negative attitudes regarding organizational changes. These lower mean values suggest that, as a collective, employees may not be entirely convinced or positive about organizational changes, revealing the presence of a certain degree of cynicism. This implies that, on average, employees exhibit a more reserved or skeptical stance toward organizational changes when compared to their perceptions of individual learning capability, organizational change cognition, organizational trust, and intention to remain. This skepticism could stem from various factors, including communication issues, concerns about fairness, or doubts regarding the effectiveness of the change process.

The mean and standard deviations of all the questionnaire items are reported in Table 4.4.



Table 4. 4 Descriptive statistics for each questionnaire item

Descriptive Statistics for Each Questionnaire Item		N	Min	Max	Mean	Std. Deviation
LC1	Recognizes new changes, trends, and work-related opportunities promptly and accurately.	405	1	5	3.61	1.245
LC2	Identifies potential work-related issues, challenges, or hazards in a timely and precise manner.	405	1	5	3.60	1.248
LC3	Promotes the development of creative strategies and solutions in response to work-related changes.	405	1	5	3.58	1.307
LC4	Exhibits proficiency in making well-informed decisions when confronted with multiple considerations or options at work.	405	1	5	3.56	1.307
LC5	Ensures efficient translation of ideas into practical actions and successful implementation in the workplace.	405	1	5	3.60	1.291
LC6	Encourages the application of work-related experiences on a broader scale and embraces learning from work-related mistakes.	405	1	5	3.59	1.325
LC7	Maintains the practice of summarizing work experiences and reflecting on past work-related experiences.	405	1	5	3.58	1.300
LC8	Demonstrates proficiency in acquiring relevant work-related knowledge and expertise from external sources.	405	1	5	3.63	1.267
LC9	Efficiently communicates and conveys ideas, knowledge, and experiences through verbal and written means in the workplace.	405	1	5	3.66	1.269
LC10	Demonstrates proficiency in recording and managing knowledge and experiences, ensuring organization, storage, and accessibility for use.	405	1	5	3.64	1.216
CC1	The company's change is essential to prevent potential business crises.	405	1	5	3.90	1.118
CC2	Change contributes to enhancing the company's competitiveness and overall performance.	405	1	5	3.76	1.186
CC3	The change aligns with upcoming trends and developmental prospects.	405	1	5	3.81	1.128
CC4	Confidence is placed in the company's ability to set reasonable and feasible change goals and management's ability to achieve them.	405	1	5	3.75	1.276

CC5	The anticipated outcomes of change in the company are expected to outweigh the associated costs, ensuring a favorable cost-benefit ratio.	405	1	5	3.78	1.245
CC6	Concerns exist regarding the fairness and transparency toward employees during the change process.	405	1	5	3.83	1.247
CC7	There is concern that communication between the company and employees during the change process may become superficial.	405	1	5	3.80	1.187
CC8	Worries have emerged about decreased benefits and job security due to the change.	405	1	5	3.81	1.183
CC9	Apprehensions are present about adapting to new job roles or acquiring new skills after the change.	405	1	5	3.78	1.213
CC10	There is concern about the challenge of adjusting to the new cultural and interpersonal environment after the change.	405	1	5	3.81	1.172
CC11	There is fear about the inability to fully leverage professional strengths after the change.	405	1	5	3.75	1.178
OT1	The organization is relied upon to provide employee benefits and ensure their well-being.	405	1	5	3.61	1.312
OT2	Unwavering confidence persists that the company will not take actions harmful to its employees, even in uncertain future circumstances.	405	1	5	3.57	1.362
OT3	Based on collective perceptions, the majority of colleagues consider the company trustworthy and express confidence in its growth.	405	1	5	3.60	1.262
OT4	Supervisors are perceived as highly competent in their roles.	405	1	5	3.58	1.289
OT5	Confidence is placed in the supervisor's commitment to fair treatment.	405	1	5	3.57	1.315
OT6	Support and assistance from my supervisor are assured, regardless of the circumstances.	405	1	5	3.57	1.299
OT7	There is full confidence in colleagues' job capabilities.	405	1	5	3.56	1.276
COC1	Most of the programs that are supposed to solve problems around here will not do much good.	405	1	5	2.25	1.238
COC2	Attempts to make things better around here will not produce good results.	405	1	5	2.30	1.239

COC3	Suggestions and change plans are unlikely to result in substantial improvements.	405	1	5	2.26	1.188
COC4	The people responsible for solving problems around here do not try hard enough to solve them.	405	1	5	2.39	1.263
COC5	The people responsible for making things better around here do not care enough about their jobs.	405	1	5	2.44	1.314
COC6	The people responsible for making improvements lack the necessary knowledge or skills.	405	1	5	2.33	1.297
COC7	The people responsible for fixing problems around here cannot really be blamed if things do not improve.	405	1	5	2.33	1.274
IR1	I have no intentions of voluntarily leaving the organization in the upcoming year	405	1	5	3.79	1.185
IR2	I consider the organization I work for to be a recommended place of employment.	405	1	5	3.69	1.222
IR3	Regardless of the situation, I aim to stay employed with this organization for an extended period.	405	1	5	3.80	1.184

The Independent Samples Test was employed to scrutinize the comparison of means between male and female respondents across various dimensions. The result of the group statistics is reported in Table 4.5.

Table 4. 5 Group Statistics

Group Statistics			
Gender		N	Mean
learning capability	male	211	3.62
	female	194	3.59
change cognition	male	211	3.77
	female	194	3.83
organizational trust	male	211	3.50
	female	194	3.66
cynicism	male	211	2.36
	female	194	2.29
intention to remain	male	211	3.72
	female	194	3.80

Male respondents exhibit a slightly higher mean learning ability ($M = 3.62$) compared to their female counterparts ($M = 3.59$). Although the difference is minor, suggesting only a modest practical impact, it indicates a subtle variance in perceived learning capabilities between genders.

In contrast, female respondents demonstrate a slightly elevated mean change cognition ($M = 3.83$) compared to male respondents ($M = 3.77$). This finding implies that women may possess a nuanced and heightened understanding of organizational changes compared to their male counterparts.

Significantly, the mean value for organizational trust is higher among female respondents ($M = 3.66$) than male respondents ($M = 3.50$). This substantial difference suggests that, on average, women maintain a more robust level of trust in the organization than their male counterparts.

Furthermore, female respondents express a marginally lower mean cynicism toward organizational change ($M = 2.29$) compared to male respondents ($M = 2.36$). This nuanced distinction implies that women may manifest a slightly less skeptical or negative stance toward organizational changes than their male counterparts.

Lastly, the mean value for intention to remain is significantly higher among female respondents ($M = 3.80$) than male respondents ($M = 3.72$). This finding indicates that, on average, women exhibit a heightened commitment and intention to remain with the organization in the semiconductor industry for an extended period compared to their male counterparts.

Overall, modest gender-based differences are discerned in the domains of individual learning ability, organizational change cognition, and intention to remain. Notably, women demonstrate elevated levels of organizational trust, reflecting a substantial gender-related distinction in trust dynamics within the organizational context. Additionally, a nuanced gender disparity is observed in cynicism toward organizational change, with women expressing marginally lower skepticism compared to men.

Additionally, utilizing Analysis of Variance (ANOVA), a noteworthy observation emerges when respondents are stratified based on their tenure: a statistically significant difference in means is exclusively evident within the 'cynicism' variable between the 1-3 years and 4-6 years groups, with the mean difference reaching significance at the 0.05 level. Contrary to this, the means of the remaining four variables exhibit no statistically significant disparities across various tenure categories. This observed difference in means regarding the 'cynicism' variable between the two tenure groups may be attributed to distinct career stages. Individuals within the 1-3 years tenure group could still be navigating the initial phases of acclimating to organizational culture and grappling with the learning curve. In contrast, the 4-6 years tenure group may represent a stage where employees have attained a notable level of stability and familiarity within the organization. Furthermore, employees with 1-3 years of tenure may not have accumulated sufficient experience to fully comprehend and adapt to organizational changes, whereas those with 4-6 years may have cultivated a more adaptive mindset. Additionally, differences in communication strategies or their effectiveness over time could influence perceptions of organizational changes. Alternatively, longer tenure might foster established work relationships and networks, contributing to a distinct outlook among employees with 4-6 years of tenure compared to those in the 1-3 years tenure group.

Upon stratification based on respondents' levels of position, a noteworthy observation emerges: the mean of the 'change cognition' variable displays a statistically significant difference between senior management and the other three position levels, with the mean difference attaining significance at the 0.05 level. In contrast, the means of the remaining four variables demonstrate no statistically significant disparities across diverse position levels. The significant difference may be attributed to the pivotal role that senior management usually plays in shaping the organizational culture and influencing perceptions of change. Communication strategies related to organizational change may vary across different position levels, and senior management may receive more detailed or tailored information about changes. Furthermore, the direct involvement of senior management in decision-making processes related to organizational change could foster a more comprehensive understanding of these changes. The variability in information flow across hierarchical levels may also contribute, with senior management possibly receiving more extensive details. Alternatively, the wealth of experience and exposure typically held by senior managers to various organizational changes, coupled with accumulated knowledge and familiarity with the organization and its operations, could underlie this significant difference.

4.3 Research Results

This research employed the structural equation modeling (SEM) approach to analyze the data, following the two-step modeling process recommended by previous scholars, namely the measurement model and the structural model (Hair, Anderson, Tatham, & Black, 1998). The initial step involved testing the measurement model's validity and reliability through confirmatory factor analysis (CFA), while the second step explored the structural relationships between the independent and dependent variables.

The key advantage of SEM, surpassing multiple regression analysis, lies in its ability to simultaneously investigate relationships between constructs within the entire model. Additionally, SEM offers a comprehensive examination of the relationships between independent and dependent variables. Furthermore, SEM can elucidate unobservable concepts and identify estimation errors not detectable by multiple regression

analysis (Prajogo & Cooper, 2010). This study utilized SEM, aligning with the recommendation of employing multivariate analysis to test the research hypotheses within the proposed framework (Lee et al., 2010). Figure 4.1 illustrates the model configuration for the performance framework investigated using SEM.

To assess construct validity, defined as “the degree to which a set of measure items actually assess the identical construct” (Hair et al., 2006), analyses were conducted for five key constructs in this research model. Results in Table 4.10 indicate that all indicators had factor loadings exceeding the recommended value of 0.50, affirming the validity of the proposed framework.

Likewise, the structural accuracy can be revealed by Composite Reliability (CR) of latent variables. Molina et al. (2007) suggested that CR should have a minimum value of 0.70. In Table 4.10, it is observed that all indicators had CR values within such acceptable levels. It can be concluded that the proposed framework can measure what it intended to measure based on the theory (Nunnally, 1978).

Byrne (1994) stated that “convergent validity assesses the degree to which dimensional measures of the same concept are correlated”. In other words, the higher the value of convergent validity the better the proposed framework. Byrne (1994) and Xie (2011) further emphasized that the scale should be strongly loaded on a common construct. Hence, Fornell and Larcker (1981) suggested three conditions for evaluating the convergent validity: (1) all factor loadings should be significant at the p-value of less than 0.01, (2) CR should be higher than 0.60, and (3) an average variance extracted (AVE) should be higher than 0.50.

The loadings for the measurement model, shown in Table 4.10 below, indicate that the factor loadings for each item are greater than 0.50, suggesting that the convergent validity is adequate for all constructs. The AVE of each construct exceeds 0.50, which suggests convergent validity and reliability. Composite reliability (CR) was used to measure the internal consistency of scale items in the questionnaire. The CR values of each dimension were above the criteria of 0.70 (Molina et al., 2007): individual learning capability equaled to 0.936; organizational change cognition equaled to 0.934;

organizational trust equaled to 0.912; cynicism toward organizational change equaled to 0.899 and intention to remain equaled to 0.778. This means that all scales ranged within such acceptable limits and implies that the measures were good and ensured the accuracy of strong convergence.



Table 4. 6 Descriptive statistics for each questionnaire item

Descriptive Statistics for Each Questionnaire Item					
		Mean	Std. Deviation	Loadings	AVE* CR**
LC1	Recognizes new changes, trends, and work-related opportunities promptly and accurately.	3.61	1.245	0.751	0.594 0.936
LC2	Identifies potential work-related issues, challenges, or hazards in a timely and precise manner.	3.60	1.248	0.744	
LC3	Promotes the development of creative strategies and solutions in response to work-related changes.	3.58	1.307	0.784	
LC4	Exhibits proficiency in making well-informed decisions when confronted with multiple considerations or options at work.	3.56	1.307	0.808	
LC5	Ensures efficient translation of ideas into practical actions and successful implementation in the workplace.	3.60	1.291	0.783	
LC6	Encourages the application of work-related experiences on a broader scale and embraces learning from work-related mistakes.	3.59	1.325	0.755	
LC7	Maintains the practice of summarizing work experiences and reflecting on past work-related experiences.	3.58	1.300	0.787	
LC8	Demonstrates proficiency in acquiring relevant work-related knowledge and expertise from external sources.	3.63	1.267	0.806	
LC9	Efficiently communicates and conveys ideas, knowledge, and experiences through verbal and written means in the workplace.	3.66	1.269	0.752	
LC10	Demonstrates proficiency in recording and managing knowledge and experiences, ensuring their organization, storage, and accessibility for use.	3.64	1.216	0.736	
CC1	The company's change is essential to prevent potential business crises.	3.90	1.118	0.71	0.561 0.934

CC2	Change contributes to enhancing the company's competitiveness and overall performance.	3.76	1.186	0.742		
CC3	The change aligns with upcoming trends and developmental prospects.	3.81	1.128	0.675		
CC4	Confidence is placed in the company's ability to set reasonable and feasible change goals and management's ability to achieve them.	3.75	1.276	0.765		
CC5	The anticipated outcomes of this change in the company are expected to outweigh the associated costs, ensuring a favorable cost-benefit ratio.	3.78	1.245	0.775		
CC6	Concerns exist regarding the fairness and transparency toward employees during the change process.	3.83	1.247	0.818		
CC7	There is concern that communication between the company and employees during the change process may become superficial.	3.80	1.187	0.732		
CC8	Worries have emerged about decreased benefits and job security due to the change.	3.81	1.183	0.76		
CC9	Apprehensions are present about adapting to new job roles or acquiring new skills after the change.	3.78	1.213	0.777		
CC10	There is concern about the challenge of adjusting to the new cultural and interpersonal environment after the change.	3.81	1.172	0.741		
CC11	There is fear about the inability to fully leverage professional strengths after the change.	3.75	1.178	0.737		
OT1	The organization is relied upon to provide employee benefits and ensure their well-being.	3.61	1.312	0.783	0.596	0.912
OT2	Confidence persists that the company will not take actions harmful to its employees, even in uncertain future circumstances.	3.57	1.362	0.801		
OT3	Based on collective perceptions, the majority of colleagues consider the company trustworthy and express unwavering confidence in its growth.	3.60	1.262	0.733		
OT4	Supervisors are perceived as highly competent in their roles.	3.58	1.289	0.761		

OT5	Confidence is placed in the supervisor's commitment to fair treatment.	3.57	1.315	0.793		
OT6	Support and assistance from my supervisor are assured, regardless of the circumstances.	3.57	1.299	0.769		
OT7	There is full confidence in colleagues' job capabilities.	3.56	1.276	0.764		
COC1	Most of the programs that are supposed to solve problems around here will not do much good.	2.25	1.238	0.774	0.561	0.899
COC2	Attempts to make things better around here will not produce good results.	2.30	1.239	0.743		
COC3	Suggestions and change plans are unlikely to result in substantial improvements.	2.26	1.188	0.708		
COC4	The people responsible for solving problems around here do not try hard enough to solve them.	2.39	1.263	0.756		
COC5	The people responsible for making things better around here do not care enough about their jobs.	2.44	1.314	0.756		
COC6	The people responsible for making improvements lack the necessary knowledge or skills.	2.33	1.297	0.773		
COC7	The people responsible for fixing problems around here cannot really be blamed if things do not improve.	2.33	1.274	0.731	0.538	0.778
IR1	I have no intentions of voluntarily leaving the organization in the upcoming year.	3.79	1.185	0.728		
IR2	I consider the organization I work for to be a recommended place of employment.	3.69	1.222	0.735		
IR3	Regardless of the situation, I aim to stay employed with this organization for an extended period.	3.80	1.184	0.738		

Note: * AVE = Average variance extracted. Calculated according to Fornell and Larcker (1981). ** CR = Composite reliability. Calculated according to Fornell and Larcker (1981).

The second step used the structural model to test the relationships between the independent variable, mediating variables and the dependent variables. The full structural model, shown below in Figure 4.1, was conducted in the SPSS AMOS program based on the research framework using the same criteria as the respective measurement model assessments.



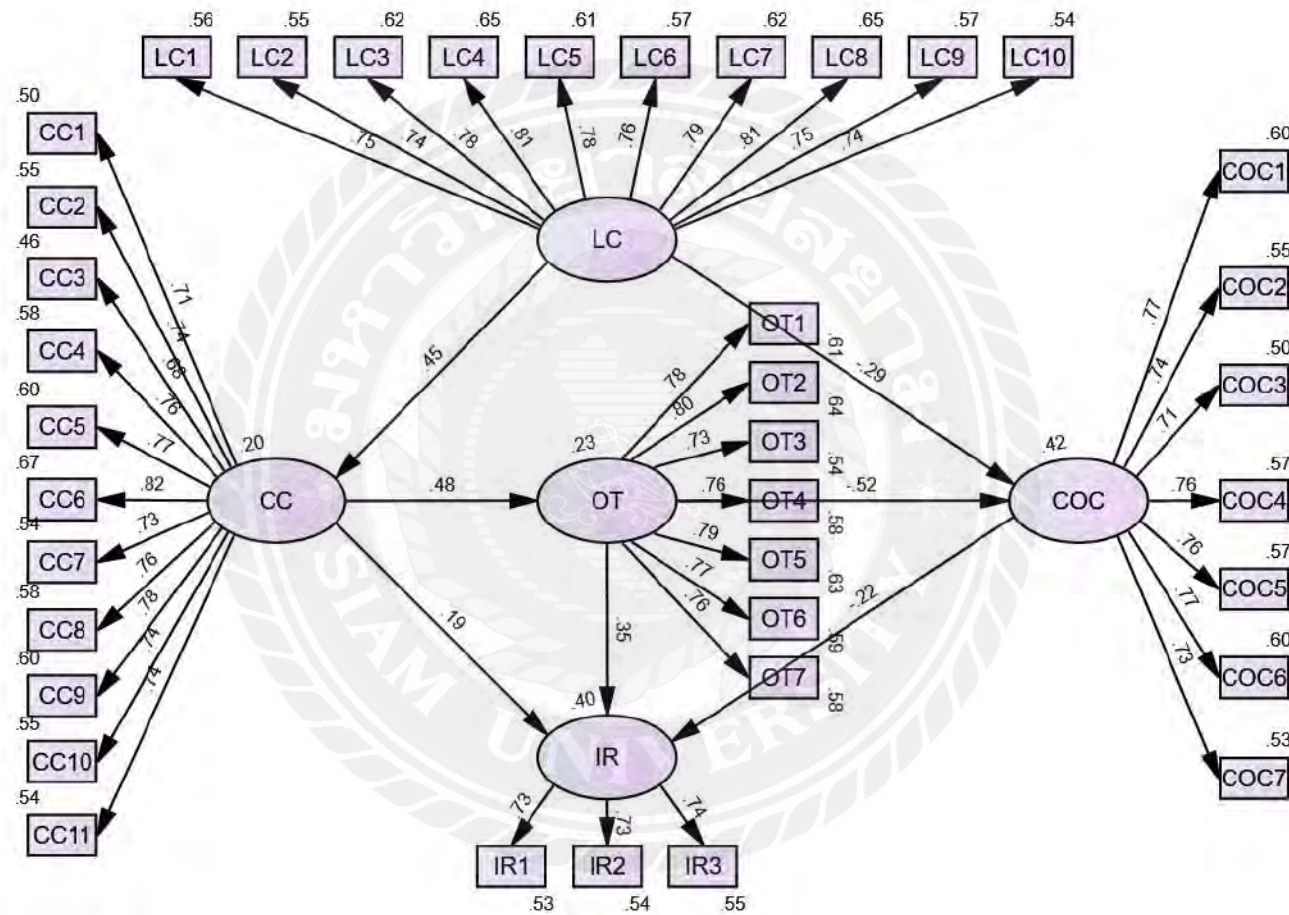


Figure 4. 1 Research framework with coefficient

*** = Statistically significant, p-value is <0.001

Individual Learning Capability	→	Cynicism toward Organizational Change	=	***
Individual Learning Capability	→	Organizational Change Cognition	=	***
Organizational Change Cognition	→	Organizational Trust	=	***
Organizational Trust	→	Cynicism toward Organizational Change	=	***
Organizational Change Cognition	→	Intention to Remian	=	0.001
Organizational Trust	→	Intention to Remian	=	***
Cynicism toward Organizational Change	→	Intention to Remian	=	***

Figure 4. 2 Coefficient significance

The result of SEM analysis presented in Table 4.11 suggests that the proposed framework was appropriate for the dataset. Since all fit indices met the accepted values, it confirmed that the SEM analysis on the proposed framework was a good fit with the dataset (Sit, Ooi, Lin, & Yee - Loong Chong, 2009; Thai Hoang, Igel, & Laosirihongthong, 2006). Each index can be explained as follows:

The Chi-square/df (CMIN/DF) equaled to 1.233, which is less than 3.0;
 CFI, (0.983), GFI (0.909), and NFI (0.918) are higher than a cut-off value of 0.90;
 AGFI (0.897) is approximately equal to a cut-off value of 0.90;
 TLI equaled to 0.982, which is higher than 0.90; and
 RMSEA equaled to 0.024, which is below 0.05.

The coefficient significance between variables is also listed in Figure 4.2.

Table 4. 7 Model fit summary

Model Fit Summary			
Goodness-of-Fit Indices	Value	Criteria	References
CMIN/DF	1.233	≤ 3	Hair et al. (2006)
CFI	0.983	≥ 0.90	Hu and Bentler (1999)
GFI	0.909	≥ 0.90	Jöreskog and Sörbom (1993);
			Hu and Bentler (1999)
AGFI	0.897	≥ 0.90	Bagozzi and Yi (1988)
TLI	0.982	≥ 0.90	Hu and Bentler (1999)
NFI	0.918	≥ 0.90	Bagozzi and Yi (1988)
RMSEA	0.024	≤ 0.08	Browne and Cudeck (1993);
			Diamantopoulos and Siguaw (2000)

Note: CMIN/DF = minimum discrepancy function by degrees of freedom divided; CFI = comparative fit index; GFI = goodness-of-fit index; AGFI = adjusted goodness of fit index; TLI = Tucker-Lewis Index; NFI = normed fit index; and RMSEA = root mean square error of approximation.

4.3.1 Testing the effect of Individual Learning Capability on Cynicism toward Organizational Change

The results of the statistical analyses shown in Table 4.12 below indicate that individual learning capability is positively associated with organizational change cognition. Organizational change cognition is positively associated with organizational trust. Organizational trust is positively associated with intention to remain. The results also indicate that variables related to cynicism all show negative correlations. Individual learning capability is negatively associated with cynicism toward organizational change. Organizational trust is negatively associated with cynicism toward organizational change. Cynicism toward organizational change is negatively associated with intention to remain. These results are significant and support research hypotheses 1, 2, 3, 4, 6, and 7.

Table 4. 8 Hypotheses testing

Hypotheses Testing					
Hypothesis Construct	Estimate	S.E.	<i>t</i> -value	<i>p</i> -value	Result
H1: Individual Learning Capability → Cynicism toward Organizational Change	-0.294	-0.295	-6.148	***	Supported
H2: Individual Learning Capability → Organizational Change Cognition	0.416	0.448	8.023	***	Supported
H3: Organizational Change Cognition → Organizational Trust	0.564	0.477	8.516	***	Supported
H4: Organizational Trust → Cynicism toward Organizational Change	-0.473	-0.521	-9.681	***	Supported
H5: Organizational Change Cognition → Intention to Remain	0.187	0.188	3.19	0.001	Not supported
H6: Organizational Trust → Intention to Remain	0.297	0.352	4.907	***	Supported
H7: Cynicism toward Organizational Change → Intention to Remain	-0.208	-0.223	-3.366	***	Supported

Note: S.E. = standardized estimates; *t*-value = critical ratio; *p*-value = the level of marginal significance within a statistical hypothesis test; *** = statistically significant, $p < 0.001$

Hypothesis 1: Individual Learning Capability is negatively related to Cynicism toward Organizational Change.

From the results, the SEM supports this hypothesis, with a negative estimate and a significant p -value ($p < 0.001$) between individual learning capability and cynicism toward organizational change, indicating that individual learning capability has a strong and negative effect on cynicism toward organizational change for the employees of the semiconductor industry in the Yangtze River Delta, China. This confirms that amid organizational change, employees endowed with robust learning capabilities tend to approach new information, challenges, changes with openness and adaptability, and typically display lower levels of cynicism toward the change.

Those possessing high learning capabilities exhibit a greater eagerness to comprehend and acquire knowledge related to organizational change, showcasing enhanced abilities to grasp pertinent information and comprehend the intricacies of change implementation. Throughout the change process, these individuals actively engage, demonstrating a predisposition for critical thinking about organizational changes. Their proactive involvement in team collaboration and communication is characterized by a willingness to seek assistance and feedback when confronted with challenges.

In terms of adaptability and flexibility, employees with strong learning capabilities are more likely to adapt to new situations and embrace change. They possess a mindset that views change as an opportunity for growth and development rather than a threat. This adaptability reduces the likelihood of developing a cynical attitude toward organizational changes.

In terms of problem-solving, when faced with organizational changes, employees with a high learning capability are more likely to engage in constructive problem-solving rather than adopting a cynical perspective. This problem-solving orientation helps them navigate challenges associated with change more actively and more effectively.

In terms of communication, employees with strong learning capabilities are more likely to engage in open and transparent communication, both expressing their concerns and listening to others during times of change. This helps to foster a comprehensive

understanding of the change's current status and cultivates cross-boundary and innovative behaviors. The open communication and heightened engagement foster a collaborative environment and lead employees with higher learning capabilities to display diminished cynicism toward organizational change.

In terms of innovation, learning-oriented employees see change as a chance to implement new ideas and approaches. This positive view toward innovation contributes to a reduced sense of cynicism, as they perceive organizational changes as steps toward improvement rather than disruptions.

Lastly, employees with a strong learning capability are more inclined to view mistakes as opportunities for learning and improvement. When organizational changes result in challenges or setbacks, these individuals are more likely to see them as valuable learning experiences, mitigating the development of cynicism.

Therefore, individual learning capability acts as a protective factor against cynicism toward organizational change by fostering adaptability, problem-solving, positive attitudes toward learning, open communication, a willingness to embrace innovation, and a constructive approach to learning from mistakes. These attributes may collectively contribute to a more positive and supportive response to organizational changes.

4.3.2 Investigating the role of Organizational Change Cognition and Organizational Trust in the relationship between Individual Learning Capability and Cynicism toward Organizational Change

Hypothesis 2: Individual Learning Capability is positively related to Organizational Change Cognition.

As predicted, the results from the structural model statistically support this hypothesis with a significant p -value ($p < 0.001$) for the relationship between individual learning capability and organizational change cognition, suggesting that individual learning capability has a strong and positive effect on organizational change cognition for the employees of the semiconductor industry in the Yangtze River Delta, China.

First and foremost, individuals with enhanced learning abilities are adept at recognizing and understanding new changes, trends, and opportunities promptly and

accurately. Their ability to identify potential work-related issues, challenges, or hazards in a timely and precise manner allows them to grasp the implications of organizational changes effectively.

Moreover, employees with strong individual learning capabilities actively contribute to the development of creative strategies and solutions in response to work-related changes. Their proficiency in making well-informed decisions, even when confronted with multiple considerations or options, enables them to navigate the complexities of organizational change with agility and discernment.

Individuals with robust learning capabilities excel in translating ideas into practical actions and successful implementation in the workplace. This practical orientation ensures that their cognitive skills are effectively applied to support and contribute to the organizational change process.

Furthermore, employees with a high learning capability encourage the application of work-related experiences on a broader scale and embrace learning from work-related mistakes. This reflective approach contributes to a more comprehensive understanding of organizational changes and enhances their cognitive processing of such changes.

Their proficiency in acquiring relevant work-related knowledge and expertise from external sources allows them to stay informed about industry trends, best practices, and the broader context in which organizational changes occur. This external awareness complements their internal cognitive processes related to organizational change.

Efficient communication and conveyance of ideas, knowledge, and experiences through verbal and written means in the workplace are additional strengths of individuals with high learning capabilities. This effective communication fosters a shared understanding of organizational changes among colleagues and contributes to a more cognitively engaged workforce.

Lastly, individuals with enhanced learning abilities demonstrate proficiency in recording and managing knowledge and experiences, ensuring their organization, storage, and accessibility for use. This organizational knowledge management supports their

cognitive engagement with organizational changes, as they can draw upon past experiences and insights to navigate new challenges.

Therefore, individual learning capability positively influences organizational change cognition by enhancing cognitive skills, decision-making, adaptability, and knowledge management. Individuals endowed with high learning capacities display a greater willingness to acquire new knowledge, embrace novel concepts, and exhibit enhanced receptivity to change. Moreover, they manifest a superior ability to adapt to new environments following organizational changes. Such employees actively engage in thoughtful consideration of issues related to organizational change, easily discern the necessity for organizational adjustments, and do not view change as irrelevant or devoid of meaning. Through diligent information gathering related to change initiatives, they conduct an objective evaluation of the effectiveness of such changes. Consequently, employees with elevated learning capacities exhibit heightened cognitive awareness across various dimensions of organizational change, including its significance, operational effects, employee rights protection, and post-change adaptability, contributing to a more positive and informed response to organizational changes within the semiconductor industry.

Hypothesis 3: Organizational Change Cognition is positively related to Organizational Trust.

The Structural Equation Modeling results affirm the hypothesis, revealing a substantial p-value ($p < 0.001$) signifying a statistically significant positive relationship between organizational change cognition and organizational trust among employees in the semiconductor industry within the Yangtze River Delta, China.

Employees possessing a heightened understanding of organizational change demonstrate a greater level of trust in their respective organizations, even though engaging in organizational change usually brings about increased uncertainty, feelings of insecurity, and heightened pressure. As employees navigate through the challenges and uncertainties introduced by organizational change, a higher level of organizational change cognition equips them with a more comprehensive understanding and acceptance of the change process. Their enhanced acceptance and endorsement of change, coupled with their ability

to adapt to new environments post-change, contribute to higher confidence in the people, structure, and decisions within the organization. Further, these employees possess a more comprehensive and better understanding of change-related information, recognizing the significance and necessity of change. Their well-prepared mindset for future changes, aligned with the organization's cognitive landscape, elevates their confidence in its people, structures, and decisions, fostering a stronger sense of trust in the organization. Conversely, employees lacking comprehensive awareness and objective judgment of organizational change, and those who do not endorse its implementation and effects, may experience insufficient trust in the organization, its leadership, and colleagues. This lack of trust can potentially lead to more negative emotions and a pessimistic outlook.

The factors contributing to this positive relationship may include perceived alignment of values, transparent communication, informed decision-making, enhanced employee involvement, positive change experiences, clarity in change goals, alignment with organizational culture, and leadership credibility.

Hypothesis 4: Organizational Trust is negatively related to Cynicism toward Organizational Change.

The Structural Equation Model results provide robust support for this hypothesis, revealing a negative estimate and a significant p-value ($p < 0.001$) between organizational trust and cynicism toward organizational change. This outcome signifies a clear connection in the semiconductor industry within the Yangtze River Delta, China—higher organizational trust correlates with lower cynicism toward organizational change among employees. In simpler terms, an increase in employees' trust in the organization corresponds to a decrease in their levels of cynicism toward organizational change. This underscores the pivotal role of organizational trust in shaping employees' perceptions and attitudes during times of change. The implications of these findings suggest that fostering a culture of trust within the organization serves as a potent strategy for mitigating cynicism and enhancing the overall success of change initiatives. Elevated levels of trust encourage employees to approach organizational changes with a positive outlook, diminishing

skepticism and facilitating a smoother transition. This negative relationship might be attributed to the reasons as follows:

Firstly, employees who trust their organization are more likely to perceive open and transparent communication during periods of change. Organizations prioritizing clear and honest communication foster trust, thereby reducing the likelihood of cynicism. Conversely, a lack of trust may lead employees to question the motives behind organizational changes, contributing to cynicism.

Secondly, trust in leadership plays a pivotal role. Confidence in the competence and integrity of managers and supervisors diminishes skepticism toward organizational changes. Trustworthy leadership acts as a buffer, mitigating perceptions of hidden agendas or ulterior motives, thus minimizing cynicism.

Moreover, trust is closely intertwined with perceptions of fairness. Employees who perceive decision-making processes during organizational changes as fair and considerate of their interests are more likely to trust the organization. Fairness in the implementation of changes acts as a protective barrier against cynicism.

Alternatively, organizational trust often stems from past experiences with the organization. If the organization has a history of fulfilling promises, treating employees fairly, and successfully navigating changes, employees are more likely to trust the organization. A positive track record contributes to a lower likelihood of cynicism during periods of change.

Furthermore, organizations that involve employees in decision-making processes and actively seek their input may enhance trust levels. When employees feel their voices are heard and valued, they are less inclined to harbor cynicism.

Finally, a positive and supportive work environment usually contributes to organizational trust. When employees feel supported by their colleagues and superiors, they are more likely to trust the organization's decisions and navigate changes with a reduced sense of cynicism.

4.3.3 Testing the collective influence of Organizational Change Cognition, Organizational Trust, and Cynicism toward Organizational Change on Intention to Remain

Hypothesis 5: Organizational Change Cognition is positively related to Intention to Remain.

The findings derived from the Structural Equation Model analysis did not support this proposed hypothesis, indicating a lack of direct and significant correlation between organizational change cognition and intention to remain in the organization of the semiconductor industry in the Yangtze River Delta, China.

One plausible explanation for this non-significant finding is that employees tend to perceive organizational change as an essential yet separate facet of their professional life, distinct from their long-term commitment to the organization. While employees actively engage in understanding and cognizing organizational changes, their intention to remain appears to be shaped by a broader spectrum of factors, including job satisfaction, trust, work-life balance, and career development, surpassing the exclusive influence of their comprehension of organizational changes.

Furthermore, employees may regard organizational change cognition as a cognitive process that does not directly impact their emotional or affective commitment to the organization. The emotional facet of intention to remain seems to be influenced by other variables such as organizational culture, leadership, personal attitudes, or psychological fulfillment in the workplace—dimensions not fully captured by the cognitive aspect of change cognition.

It is also plausible that, in the context of the semiconductor industry, stability and predictability in the work environment emerge as pivotal considerations, particularly in the aftermath of the COVID-19 pandemic. Even employees with a relatively low level of change cognition may opt to remain within the organization due to the pressing need for job stability and a consistent income to support their families.

Additionally, the timeframe may play a role here. While employees may comprehend immediate changes cognitively, they might adopt a wait-and-see approach to evaluate the long-term impact on their work environment and job roles. This cautious

stance could account for the absence of a significant association between organizational change cognition and intention to remain during the specified study period.

In conclusion, the non-significant relationship between organizational change cognition and intention to remain may be attributed to employees' perceptions of organizational change as a distinct aspect, the separation of cognitive and emotional commitment, the prioritization of stability, and a cautious approach in evaluating the long-term impact of changes. These factors may collectively shape employees' intentions to remain within the organization of the semiconductor industry.

Hypothesis 6: Organizational Trust is positively related to Intention to Remain.

The statistical findings substantiate this hypothesis, revealing a significant p -value ($p < 0.001$) affirming the positive association between organizational trust and intention to remain. This indicates that within the semiconductor industry in the Yangtze River Delta, China, employees who maintain elevated levels of trust in their organization, supervisors, and colleagues are more predisposed to continue their tenure within the organizational setting.

The first plausible explanations for this relationship is that high levels of organizational trust may create a positive and supportive work environment. Employees who trust their organization, supervisors, and colleagues may feel more secure and valued, contributing to an enhanced sense of job satisfaction. This positive work environment, in turn, becomes a motivating factor for employees to express their intention to remain within the organization.

Moreover, organizational trust may foster a sense of loyalty among employees. When individuals trust that the organization has their best interests in mind, they may reciprocate with increased commitment and allegiance. This loyalty possibly becomes a driving force behind employees' decisions to stay with the organization over the long term.

In terms of effective communication, since organizations that prioritize transparent and open communication usually build trust among employees, when employees are well-informed about organizational decisions, changes, and future plans, it enhances their

confidence in the organization's leadership. This trust in communication processes contributes to a positive perception of the workplace and, consequently, a higher intention to remain.

The role of interpersonal relationships should not be overlooked. High levels of trust among colleagues and supervisors create a supportive network within the organization. Employees who trust their colleagues and supervisors are likely to experience a positive social environment, influencing their decision to remain in a workplace characterized by strong interpersonal relationships.

Therefore, the positive relationship between organizational trust and intention to remain may be attributed to factors such as a positive work environment, loyalty, effective communication, and strong interpersonal relationships. These elements collectively contribute to an organizational culture that encourages employees to commit to the organization for the long term.

Hypothesis 7: Cynicism toward Organizational Change is negatively related to Intention to Remain.

The results obtained from the Structural Equation Model analysis lend robust support to the proposed hypothesis that cynicism toward organizational change exerts a negative effect on employees' intention to remain within the organization. The significant p -value ($p < 0.001$) signifies the significance of this relationship, indicating that as cynicism toward organizational change increases, employees are more likely to harbor intentions of leaving the organization. This finding underscores the pivotal role of employees' perceptions and attitudes toward organizational change in shaping their commitment and willingness to continue their employment. In essence, a higher level of cynicism appears to be a contributing factor to decreased intention to remain among employees in the organization of the semiconductor industry in the Yangtze River Delta, China.

Potential reasons for the observed phenomenon can be elucidated through several contributing factors. Firstly, employees exhibiting cynicism toward organizational change may adopt a pessimistic outlook on the future prospects of the organization. This

skepticism arises when doubts linger about the efficacy or fairness of change initiatives, potentially instigating questions about the long-term viability and success of the organization, consequently diminishing their intention to remain. Furthermore, cynicism tends to permeate various aspects of the workplace, creating a negative overall atmosphere for employees skeptical about organizational changes. This negative ambiance can significantly impact their commitment to staying with the organization.

A complementary explanation revolves around the perception of leadership effectiveness. If employees believe that leaders are inadequately managing or communicating during periods of change, it can erode their confidence in leadership's ability to establish a stable and positive work environment. This loss of confidence may contribute to a diminished commitment to remain within the organization.

Additionally, the anticipation of negative consequences such as job cuts or decreased benefits can influence employees harboring cynicism toward organizational change. The apprehension about adverse outcomes may result in a reduced commitment to staying with the organization.

Lastly, the role of communication emerges as a crucial factor. Poor communication during periods of change can intensify cynicism. When employees feel uninformed or inadequately briefed about the reasons for change and its potential benefits, skepticism may flourish, leading to a decreased intention to remain. These potential explanations above might underscore the critical importance of effective communication, transparent leadership, and the proactive addressing of employees' concerns during organizational changes to mitigate cynicism and cultivate a positive environment conducive to employee retention.

Path analysis

Bootstrap technique (2,000 draws) was performed to execute the mediation analysis within SPSS AMOS and evaluate the model's indirect effect and significance. The mediation model includes four paths representing the indirect effects from the independent variable, individual learning capability, to the dependent variable, intention to remain. These paths are distinctly designated and quantified. Path 1, denoted as SIE1, delineates

the indirect effect mediated by cynicism. Similarly, Path 2, labeled SIE2, signifies the indirect effect mediated through change cognition. Moving forward, Path 3, referred to as SIE3, captures the indirect effect through change cognition and organizational trust. Lastly, Path 4, identified as SIE4, represents the indirect effect through change cognition, organizational trust, and cynicism. Table 4.13 provides a comprehensive overview, presenting the numerical values for each indirect effect, the total indirect effect, the total effect, and the proportional contribution of each indirect effect.

The path of SIE1 represents the indirect effect of individual learning capability on intention to remain through the mediation of cynicism. The result indicates that this indirect effect is not statistically significant ($p > 0.05$). Therefore, cynicism does not play a mediating role in the relationship between individual learning capability and intention to remain. The path of SIE2 signifies the indirect effect of individual learning capability on intention to remain mediated through change cognition. The result shows that this indirect effect is statistically significant ($p < 0.05$), suggesting that change cognition significantly mediates the relationship between individual learning capability and intention to remain. The path of SIE3 captures the indirect effect through change cognition and organizational trust. The result indicates that this indirect effect is statistically significant ($p < 0.05$). This implies that both change cognition and organizational trust jointly mediate the relationship between individual learning capability and intention to remain. The path of SIE4 represents the indirect effect through change cognition, organizational trust, and cynicism. The result shows that this indirect effect is not statistically significant ($p > 0.05$). Therefore, the combined mediation of change cognition, organizational trust, and cynicism is not significant in explaining the relationship between individual learning capability and intention to remain.

The path of SIE1 represents the indirect effect mediated by cynicism. The lack of statistical significance for SIE1 suggests that the indirect effect of individual learning capability on intention to remain, mediated through cynicism, is not supported by the data. This result implies that, in the context of this model, cynicism does not play a mediating role in the relationship between learning capability and intention to remain. It suggests that

the influence of learning capability on intention to remain is not channeled through the mechanism of cynicism. The support for Hypotheses 1 and 7 suggests that there is a direct relationship between individual learning capability, cynicism toward organizational change, and intention to remain, while cynicism does not play a mediating role in the overall relationship, though it might still have a direct influence on intention to remain. This indicates that there are possibly other factors or mediators influencing the relationship between individual learning capability and intention to remain.

The result indicates that both indirect effects, SIE2 and SIE3, can be observed, while neither SIE1 nor SIE4 is significant. It's important to note that the SEM result suggests a significant indirect effect, despite hypothesis 5 being rejected proposing a direct positive relationship between organizational change cognition and intention to remain. This implies that while the direct relationship may not be supported, there is evidence of an indirect effect through other variables in the model, such as the mediating role of cynicism or the combined influence of change cognition and organizational trust. Considering the path of SIE4 proved to be insignificant, the significant indirect effect should be mediated by the combined influence of change cognition and organizational trust, as indicated by the path of SIE3. Since the path of SIE3 represents the indirect effect through change cognition and organizational trust, the statistical significance of this indirect effect suggests that there is a meaningful relationship between individual learning capability, change cognition, organizational trust, and intention to remain. The significant SIE3 implies that organizational trust acts as a mediator in the relationship between individual learning capability and intention to remain. It suggests that the influence of learning capability on intention to remain is not direct but operates through the mediating role of both change cognition and organizational trust. Thus, for individuals with high learning capability, the positive effect on intention to remain is realized through a sequence involving change cognition and organizational trust.

The path of SIE4 represents the indirect effect through change cognition, organizational trust, and cynicism. The non-significant SIE4 suggests that the inclusion of cynicism as a mediator does not contribute significantly to the relationship between

individual learning capability and intention to remain. That is, in the context of this model, cynicism does not play a mediating role in the relationship between learning capability and intention to remain. It might indicate that the influence of learning capability on intention to remain is not channeled through the mechanism of cynicism.

In this regard, the results of SEM for the research model can be seen in Figure 4.3, and the indirect effects are shown in Table 4.13.

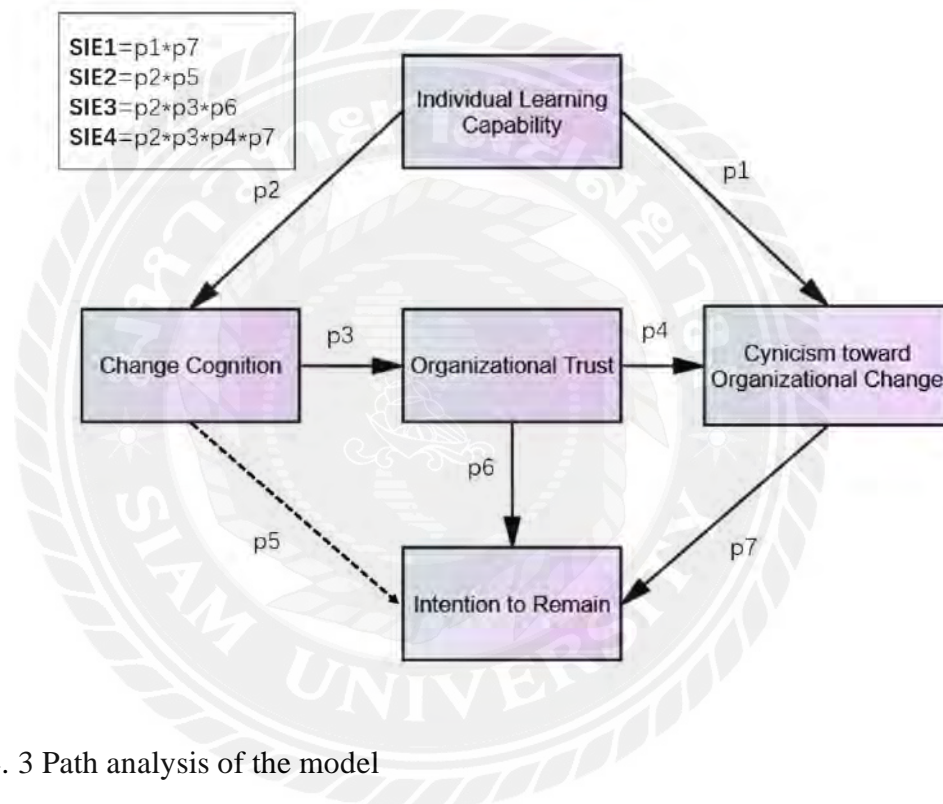


Figure 4. 3 Path analysis of the model

Table 4. 9 Path analysis user-defined estimands

Indirect effects: User-defined estimands			
SIE1	Indirect effect 1	0.044	12.0%
SIE2	Indirect effect 2	0.062	16.9%
SIE3	Indirect effect 3	0.059	16.2%
SIE4	Indirect effect 4	0.017	4.6%
TIE	Total indirect effect	0.182	49.6%
TE	Total effect	0.367	100%

The estimated model obtained from the square multiple correlation analysis, shown in Figure 4.4, indicated that the learning capability model influences cynicism toward organization change at 42.4 percent, change cognition at 20.1 percent, and organizational trust at 22.8 percent. In addition, it influences intention to remain at 39.6 percent. The findings indicated that this model can be used to predict employees' intention to remain in the organization of the semiconductor industry in the Yangtze River Delta, China.

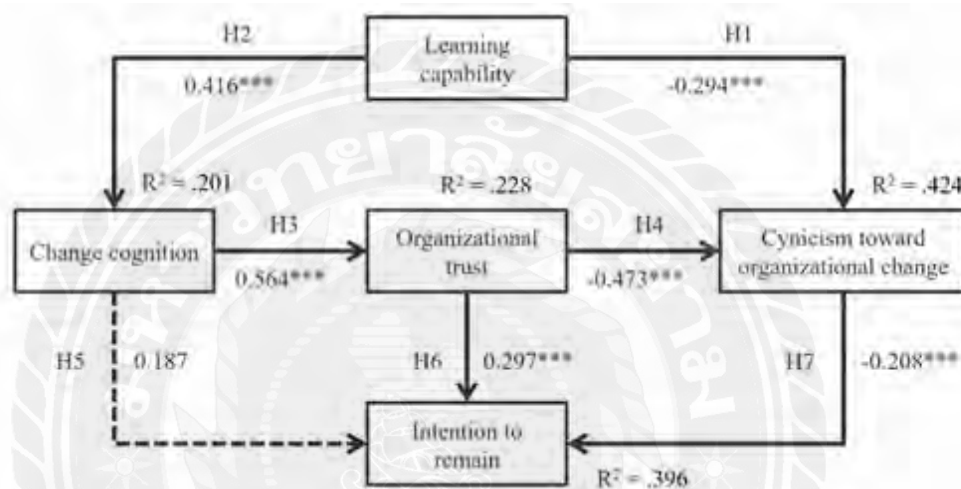


Figure 4. 4 Path Coefficients of Hypotheses Testing

4.4 Summary

A cohort of 405 participants, comprising both managers and employees actively immersed in the semiconductor industry within the Yangtze River Delta, received invitations to partake in the survey. The data collection process unfolded with meticulous precision through the dedicated online survey platform, ensuring a methodical and well-organized approach.

Following the comprehensive data collection, a systematic analytical process ensued, encompassing several key steps. The initial phase involved a detailed analysis of demographic data, providing insights into the composition of the participant cohort. A systematic collection of demographic data was conducted, encompassing crucial variables such as gender, age, education level, tenure in the current organization, position level, and business category. Subsequently, a meticulous exploration of descriptive statistics for the variables was conducted, offering a comprehensive overview of the dataset's central

tendencies and distributions. The reliability of the constructs under investigation was rigorously assessed through CR values calculated, ensuring the internal consistency of the measurement scales. The convergent validity of the measurement model was assessed by the AVE and CR, according to the criterion of Fornell and Larcker (1981). The pivotal step in the analytical process involved a thorough examination of the research results, including hypothesis testing and statistical explanation. Structural Equation Modeling (SEM) was employed to investigate the causal relationships between variables, assess the overall fit of the proposed model, and elucidate the pathways through which variables influence one another.

The results of the Structural Equation Model hypotheses testing were presented in this chapter. Overall, the analysis indicates that the hypothesized structural model has a good fit and supports six out of the seven hypotheses. Specifically, the findings underscore that higher individual learning capability correlates with reduced cynicism toward change. Moreover, heightened learning capability is associated with increased change cognition, subsequently leading to elevated levels of organizational trust. Enhanced organizational trust, in turn, is linked to decreased cynicism toward organizational change. Notably, both organizational trust and cynicism toward change exhibit positive relationships with intention to remain. However, it is noteworthy that the level of change cognition does not demonstrate a direct, significant relationship with intention to remain. Instead, it indirectly influences the intention to remain through the mediating effects of organizational trust. These insights contribute to a nuanced understanding of the intricate interplay between key variables among employees within the context of the semiconductor industry in the Yangtze River Delta, China.

CHAPTER 5

RESEARCH CONCLUSION, DISCUSSION AND RECOMMENDATION

This final chapter weaves together the central insights gleaned from this research, presenting a thorough synthesis of the findings, their broader implications, and practical recommendations aimed at both practitioners and future researchers. The narrative of this chapter unfolds in three distinct sections:

5.1 Research Conclusion

5.2 Discussion

5.3 Recommendation

5.1 Research Conclusion

This research sought to comprehensively understand the interplay between individual learning capability and cynicism toward organizational change within the semiconductor industry in the Yangtze River Delta, China. The research was designed around three primary objectives: 1) to clarify the relationship between individual learning capability and cynicism toward organizational change in the semiconductor industry in the Yangtze River Delta, China; 2) to investigate the role of organizational change cognition and organizational trust in the relationship between individual learning capability and cynicism toward organizational change; and 3) to assess the collective influence of organizational change cognition, organizational trust, and cynicism toward organizational change on employees' intention to remain in the organization within the semiconductor industry.

Correspondingly, the research addressed the following questions: RQ1: What is the nature and strength of the relationship between individual learning capability and cynicism toward organizational change within the semiconductor industry in the Yangtze River Delta, China? RQ2: To what extent do organizational change cognition and organizational

trust serve as mediating mechanisms within the relationship between individual learning capability and cynicism toward organizational change in this specific industry context?

RQ3: What is the combined impact of organizational change cognition, organizational trust, and cynicism toward organizational change on employees' intention to remain in the organization within the semiconductor industry in the Yangtze River Delta, China?

The research formulated and tested the following hypotheses:

Hypothesis 1: Individual learning capability is negatively related to cynicism toward organizational change.

Hypothesis 2: Individual learning capability is positively related to organizational change cognition.

Hypothesis 3: Organizational change cognition is positively related to organizational trust.

Hypothesis 4: Organizational trust is negatively related to cynicism toward organizational change.

Hypothesis 5: Organizational change cognition is positively related to intention to remain.

Hypothesis 6: Organizational trust is positively related to intention to remain.

Hypothesis 7: Cynicism toward organizational change is negatively related to intention to remain.

Employing a quantitative methodology, the study distributed 405 questionnaires to full-time employees in semiconductor companies within the Yangtze River Delta, China. The instruments included a 5-point Likert scale questionnaire measuring individual learning capability, organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain.

The analysis was conducted using Confirmatory Factor Analysis (CFA) via AMOS to determine model fit indices, yielding strong goodness-of-fit results: CMIN/DF at 1.233,

CFI at .983, GFI at .909, NFI at .918, AGFI at .897, and RMSEA at .024. These results confirmed the reliability and validity of the measures, facilitating robust hypothesis testing.

The findings supported Hypotheses 1, 2, 3, 4, 6, and 7. Specifically, individual learning capability was found to be negatively correlated with cynicism toward organizational change (H1) and positively correlated with change cognition (H2). Organizational change cognition positively correlated with organizational trust (H3). Additionally, organizational trust was negatively correlated with cynicism toward organizational change (H4) and positively correlated with intention to remain (H6), while cynicism toward organizational change was negatively correlated with intention to remain (H7). However, Hypothesis 5 was not supported, as change cognition did not show a significant correlation with intention to remain.

The squared multiple correlations from the model demonstrated that individual learning capability influenced cynicism toward organizational change by 42.4%, organizational change cognition by 20.1%, and organizational trust by 22.8%. Furthermore, these factors collectively influenced the intention to remain by 39.6%, indicating the model's predictive power regarding employees' intention to remain.

5.2 Discussion

5.2.1 The relationship between individual learning capability and cynicism toward organizational change

The results of testing Hypothesis 1 demonstrated that individual learning capability has a significantly negative relationship with cynicism toward organizational change. This finding aligns with Organizational Learning Theory, which posits that continuous learning enhances employees' adaptability and openness to change (Senge, 2006). In the context of the semiconductor industry, where rapid technological advancements and innovation cycles dominate, learning capability becomes an even more critical asset. Employees in this sector must continually update their skills and knowledge to keep pace with technological changes, such as shifts in integrated circuit design, new manufacturing

processes, and the adoption of 5G and AI technologies. Individuals who actively engage in learning are more likely to perceive organizational changes positively, viewing them as opportunities for professional growth rather than threats to their job security.

The significant impact of individual learning capability on reducing cynicism is supported by the idea that education and critical thinking can counteract cynicism. Duarte (2010) argues that reflection and critical thinking enable shifts in consciousness, leading to a deeper understanding and appreciation of ethical conduct in management. Stavrova and Ehlebracht (2018) further confirm this by showing that education is associated with lower levels of cynicism over extended periods. Similarly, Mihailidis (2009) suggests that teaching critical analysis skills can help reduce negative thinking, turning students into active, engaged citizens.

Moreover, Kroll and Pasha (2021) emphasize the importance of information sharing and knowledge creation in reducing reform cynicism among middle managers. This is highly relevant for semiconductor firms in the Yangtze River Delta, where middle management plays a pivotal role in aligning top-level strategic changes with operational execution. Learning forums that focus on actionable insights are critical in such a fast-paced industry, helping to foster a shared understanding of changes and reduce resistance.

Furthermore, this study's results align with prior research indicating that employees with higher learning capabilities tend to have better problem-solving skills and decision-making abilities, which reduces their resistance to change (Christensen, Dyer, & Gregersen, 2011). This is particularly pertinent in the semiconductor industry, where employees are often required to solve complex problems related to production efficiency, yield improvement, and the integration of new technologies. The ability to understand and adapt to new situations minimizes feelings of uncertainty and fear, key drivers of cynicism toward organizational change.

From the perspective of industrial-organizational psychology, the negative relationship between individual learning capability and cynicism toward organizational change underscores the critical role that personal growth and adaptability play in shaping

employee attitudes toward change. Individuals with high learning capability are more likely to embrace change as an opportunity for development rather than a threat. This aligns with the training and development area of I-O psychology, emphasizing the need for continuous learning programs to mitigate cynicism and foster a more positive outlook toward organizational change. This finding also aligns with theories of self-efficacy and psychological empowerment, which posit that individuals who feel capable of learning and adapting are less likely to develop negative attitudes toward organizational change (Llorente-Alonso, García-Ael, & Topa, 2024; Schunk & DiBenedetto, 2021). It underscores the importance of psychological factors in how employees perceive and react to change initiatives. Organizations should invest in personalized learning and development initiatives to enhance employees' adaptability and reduce resistance to change.

From the organizational behavior perspective, this relationship highlights the critical role of fostering a culture of continuous learning and development. A learning-oriented culture can enhance employees' cognitive and emotional readiness for change (Aboobaker & KA, 2021). This stimulates innovative behavior by reducing cynicism and promoting a more positive attitude toward organizational transformations. The relationship also emphasizes the importance of leadership and organizational support in facilitating learning opportunities and integrating them into the fabric of the organization's change management strategies (Akdere & Egan, 2020). Understanding how individual learning capabilities influence attitudes toward change can help elucidate the mechanisms through which organizational practices impact employee behavior and attitudes, providing deeper insights into the drivers of successful organizational change.

Overall, understanding how individual learning capabilities influence attitudes toward change provides valuable insights for semiconductor firms in the Yangtze River Delta. These insights can inform organizational practices that enhance employee adaptability and mitigate resistance to change, contributing to the overall success of organizational transformations in this fast-evolving industry.

5.2.2 The relationship between individual learning capability and organizational change cognition

The results of testing Hypothesis 2 demonstrated that individual learning capability has a significantly positive relationship with organizational change cognition. This finding aligns with existing literature, emphasizing the critical role of individual learning in enhancing employees' understanding and perception of organizational changes. Learning encompasses key cognitive features such as perception, memory, and problem-solving, which are essential for understanding and adapting to organizational changes (Ginsburg & Jablonka, 2021). Previous studies have highlighted that employees with higher learning capabilities are better equipped to comprehend and adapt to organizational changes (Schraeder, Jordan, Self, & Hoover, 2016). This is consistent with the proposition that reflection and critical thinking are vital skills for fostering an appreciation of organizational changes (Duarte, 2010).

In the context of the semiconductor industry, where innovation is rapid and competition intense, understanding organizational change is crucial for long-term success. Technological advancements in areas such as chip manufacturing, AI integration, and miniaturization require employees to continuously update their skills and adapt to new systems and procedures. Individual learning capabilities allow semiconductor employees to grasp the complexities of such changes, making them more responsive to organizational shifts aimed at staying ahead in a highly competitive market. This is particularly relevant in the Yangtze River Delta, China's hub for the semiconductor industry, where businesses are at the forefront of national innovation strategies. Employees in this region are expected to adapt quickly to organizational changes driven by both market demand and policy shifts, and this demands a high level of cognitive flexibility and understanding.

Organizational learning theory (Argyris & Schön, 1978) and cognitive learning theory (Bandura, 1986) both emphasize the importance of continuous learning and cognitive processes, such as perception, memory, and problem-solving, in adapting to change. In the semiconductor industry, where rapid shifts in technology and production methods occur, the ability to continuously learn and process complex information is

essential. Employees must understand organizational changes, such as the adoption of new production methodologies or compliance with international quality standards. This study supports these theories, demonstrating that employees with higher learning capabilities can effectively process, internalize, and apply information about organizational changes, leading to reduced uncertainty and increased acceptance of change.

The relationship between individual learning capability and organizational change cognition is significant for several reasons. First, it highlights the importance of fostering a learning-oriented culture within semiconductor organizations. Employees who continuously learn and develop their skills are better equipped to understand and support organizational changes, whether these are related to technological innovations or shifts in corporate strategy. Second, this relationship underscores the need for organizations, particularly in the semiconductor sector, to invest in training and development programs that enhance individual learning capabilities. By doing so, companies in the Yangtze River Delta can improve employees' cognitive readiness for change, which is essential for implementing new technologies or processes that keep them competitive in the global market.

From the perspective of industrial-organizational psychology, this emphasizes the importance of cognitive training and educational programs that enhance employees' understanding of change processes. By focusing on developing employees' cognitive resources, such as critical thinking, problem-solving, and adaptability, employees can better comprehend and navigate organizational changes (Rahman, 2019). This emphasis on cognitive enhancement ensures that employees are well-equipped to understand the nuances of change, leading to smoother transitions and reduced resistance. Organizations should focus on developing cognitive skills through training programs that improve analytical thinking and problem-solving abilities, thus fostering a more informed and positive perception of organizational changes.

From the perspective of organizational behavior, fostering an organizational culture that prioritizes continuous learning and development is crucial. This positive relationship indicates that a learning-oriented culture prepares employees for change by enhancing their

cognitive skills. By embedding learning opportunities into daily operations, employees continuously enhance their cognitive skills, creating a workforce that is perpetually prepared for change (Ivaldi, Scaratti, & Fregnan, 2022). For companies in the semiconductor sector, this learning-oriented approach is vital for staying ahead of technological advancements and market shifts.

Additionally, effective leadership is crucial in promoting individual learning and facilitating organizational change cognition. In the semiconductor industry, where rapid innovation often necessitates frequent organizational changes, leaders who promote continuous learning create a more adaptable and supportive work environment. By providing opportunities for training and development, leaders ensure that employees understand and accept changes, such as the implementation of cutting-edge technologies or the shift to more agile production processes. This approach aligns with organizational behavior theories, suggesting that leaders who prioritize learning and development can reduce resistance to change, ultimately fostering a more adaptive and resilient organizational culture (Park & Kim, 2018).

5.2.3 The relationship between organizational change cognition and organizational trust

The results of testing Hypothesis 3 demonstrated that organizational change cognition has a significantly positive relationship to organizational trust. The significant impact of organizational change cognition on organizational trust aligns with social exchange theory, organizational justice theory, and Lewin's change management model. These theories suggest that when employees understand organizational changes clearly, they perceive the changes as fair and transparent, reducing uncertainty and fostering trust in the organization and its leadership (Blau, 1964; Greenberg, 1990; Lewin, 1947). This enhanced understanding and perception of justice build a positive exchange relationship, thereby strengthening organizational trust.

In the context of the semiconductor industry, where rapid technological advancements often drive frequent organizational changes, trust becomes critical for the

successful implementation of new strategies. Semiconductor companies, especially those operating in the Yangtze River Delta — a hub for innovation and production — are constantly undergoing changes in response to global market shifts, technological upgrades, and regulatory requirements. Employees in this fast-paced environment need to understand the rationale behind such changes to develop trust in management's decision-making processes. When these changes are communicated effectively, fostering cognitive clarity, employees are more likely to trust that the organization is moving in the right direction and that their interests are being considered.

Empirical findings support these theoretical perspectives. Zayim and Kondakci (2015) demonstrated that intentional, emotional, and cognitive readiness for change significantly influences perceived trust in colleagues and principals in school settings. Lines et al. (2007) found that ideological accounts and employee participation during organizational change positively correlate with trust in management afterward. For the semiconductor industry in the Yangtze River Delta, where change often comes in the form of new technologies, employee participation in decision-making processes — such as through feedback loops or innovation forums — can help build trust in the organization's leadership and its vision for the future.

Kaltiainen, Lipponen, and Petrou (2018) examined perceptions of justice and cognitive trust during mergers, highlighting the positive impact of planned change on organizational trust. Gustafsson, Gillespie, Hailey, Ros, and Dietz (2021) identified trust preservation practices critical for maintaining trust during changes, emphasizing the importance of organizational members' understanding and mobilization of trust foundations. McLeary and Cruise (2015) expanded the theoretical framework of organizational trust to include cognitive and socio-affective components, further supporting the relationship between change cognition and organizational trust observed in this study among semiconductor industry employees.

From the perspective of industrial-organizational psychology, the relationship between change cognition and organizational trust indicates that understanding how

change cognition influences trust can inform interventions aimed at reducing employee stress and enhancing well-being. Semiconductor companies in the Yangtze River Delta, which operate in a high-stress, fast-evolving technological landscape, must ensure that their employees clearly understand the purpose of organizational changes to reduce feelings of uncertainty. By fostering trust through effective change communication, these companies can minimize the psychological burden on employees, helping them to remain focused on innovation and productivity. Management can develop programs that help employees process and understand the changes, thereby fostering trust and reducing the psychological strain associated with frequent technological transformations. This approach not only enhances employee well-being but also contributes to a more trusting and collaborative work environment (Lee, 2021).

From an organizational behavior perspective, the relationship implies that effective change management practices that focus on improving employees' understanding of changes can build trust. In the semiconductor sector, involving employees in the change process is particularly important, given the technical complexity of many changes. For example, when companies in the Yangtze River Delta adopt cutting-edge manufacturing technologies like 3D chip stacking or AI-powered design tools, employees need to understand how these changes will impact their work and the broader industry. Providing ample information, conducting training sessions, and addressing employee concerns early in the process can significantly enhance organizational trust (Gustafsson et al., 2021).

By ensuring that employees in the semiconductor industry are well-informed and their feedback is valued, organizations can foster a trusting and innovative atmosphere. In a competitive region like the Yangtze River Delta, where talent retention and engagement are key to maintaining leadership in the semiconductor market, building organizational trust through cognitive clarity and transparent change processes is critical to sustaining growth and success.

5.2.4 The relationship between organizational trust and cynicism toward organizational change

The results of testing Hypothesis 4 demonstrated that organizational trust has a significantly negative relationship with cynicism toward organizational change. This finding highlights crucial dynamics in managing change within organizations. In today's dynamic business environment, companies must continually evolve their strategies, structures, and processes to maintain a competitive edge. Understanding how trust influences responses to these changes is essential for successful implementation.

Research has shown that trust in an organization is negatively related to resistance to change, with psychological capital mediating this relationship (Saruhan, 2013). Additional studies indicate that organizational trust negatively correlates with organizational cynicism, with locus of control serving as a mediator (Bahadir & Levent, 2022). This aligns with findings by Bobbio and Manganelli (2015), which show that trust in leadership and the organization negatively correlates with emotional exhaustion and cynicism, two key factors of job burnout. Moreover, social science research highlights that trust in organizational leadership and processes positively influences employee attitudes toward change. Organizations that build and maintain trust through consistent actions and policies are better positioned to mitigate resistance and promote acceptance of change initiatives (Zayim & Kondakci, 2015).

The significance of the relationship between organizational trust and cynicism toward organizational change lies in several key aspects, particularly in the semiconductor industry. First, trust acts as a buffer against cynicism by fostering positive perceptions of organizational intentions and decision-making processes during periods of change. This is especially critical in the Yangtze River Delta, where companies must remain agile and responsive to global supply chain shifts and technological trends. Employees in this region, often tasked with adopting new technologies and processes, need to trust that organizational changes are beneficial for both the company's and their own long-term success. This aligns with findings that trust reduces negative attitudes and enhances

positive outcomes such as organizational learning and creativity (Kaltiainen et al., 2018; Kroll & Pasha, 2021).

Second, trust enhances communication and transparency within the organization. Clear, transparent communication about the reasons for change, its potential impacts, and the decision-making process builds confidence among employees. This is particularly relevant for semiconductor companies in the Yangtze River Delta, where complex changes—such as shifts in production techniques or supply chain restructuring—must be clearly articulated to ensure employee buy-in. Transparency helps employees understand and support change initiatives rather than resist them.

Thirdly, organizational trust promotes a sense of psychological safety among employees. When employees feel psychologically safe, they are more likely to engage constructively with change initiatives rather than adopting a defensive or cynical stance. This sense of safety is critical in industries like semiconductors, where innovation and continuous improvement are essential for staying competitive. A psychologically safe environment encourages open dialogue, feedback, and collaboration, which are crucial for successful change implementation, especially in fast-paced, high-tech settings.

Lastly, trust fosters a positive organizational culture characterized by mutual respect, collaboration, and openness. In such a culture, employees are more likely to view change as an opportunity for growth and improvement rather than a threat to their interests or well-being (Zayim & Kondakci, 2015). In the semiconductor sector, this is particularly important as companies navigate global market fluctuations and technological disruptions. A positive cultural environment not only reduces cynicism but also enhances overall organizational performance and adaptability—qualities essential for companies in the Yangtze River Delta to maintain their competitive edge.

From the perspective of industrial-organizational psychology, the relationship between organizational trust and cynicism toward organizational change demonstrates that trust is a crucial factor in fostering change readiness and adaptability among employees. When employees trust that their organization has their best interests at heart, especially in

an industry as volatile as semiconductors, they are more likely to be open to change and willing to adapt. This trust reduces resistance and cynicism, making employees more receptive to new initiatives. Semiconductor companies, particularly those in the Yangtze River Delta, can benefit from trust-building initiatives such as involving employees in decision-making processes and maintaining transparency. These initiatives can help create a workforce that is more agile and responsive to change (Holbeche, 2023).

From the perspective of organizational behavior, the relationship implies that effective leadership practices that build and maintain trust are essential in reducing cynicism toward organizational change. Leaders in semiconductor firms who demonstrate transparency, integrity, and empathy can foster trust, making employees more likely to embrace change. Trustworthy leadership creates a positive organizational climate where employees feel valued and understood, which is crucial for reducing resistance to change (Islam, Furuoka, & Idris, 2021). In a region like the Yangtze River Delta, where innovation cycles are short and technological changes frequent, involving employees in the change process can significantly reduce cynicism. When employees have a voice in decisions and are part of the change planning, they are more likely to trust the organization and support the change. Participation fosters a sense of ownership and accountability, which can enhance trust and reduce resistance (Jena, Pradhan, & Panigrahy, 2018). By promoting employee involvement, organizations can build a collaborative environment that supports effective change management in a rapidly evolving industry.

5.2.5 The relationship between change cognition and intention to remain

Organizational change cognition was not significantly related to the intention to remain, as shown by the results of testing Hypothesis 5. The absence of a significant direct relationship between change cognition and the intention to remain within the semiconductor industry warrants further exploration. This outcome invites careful consideration of various potential explanations.

First, it is possible that while change cognition—understanding and perceiving organizational changes—is important, it may not be the sole determinant of an employee's

intention to remain. In the semiconductor industry, where rapid technological shifts and constant innovation are the norm, employees may prioritize other factors when deciding whether to stay. These factors might include job satisfaction, career growth opportunities, compensation, and work-life balance, which can be particularly salient in a high-stress, high-demand environment. For instance, an employee who perceives changes positively may still choose to leave if they do not see opportunities for advancement or if they are dissatisfied with their current role (Mowday, Porter, & Steers, 1982). This highlights the need for organizations in the semiconductor sector to address a broader range of factors that influence retention beyond simply communicating the rationale for change.

The influence of emotional and affective factors should be taken into account. While understanding the rationale behind organizational changes is important, emotional and affective responses play a more significant role in shaping employees' intentions to remain. Factors such as emotional attachment to the organization, trust in management, and job satisfaction often have a stronger influence on turnover intentions than cognitive understanding alone (Benevene et al., 2018; Ghosh, Satyawadi, Prasad Joshi, & Shadman, 2013). In the high-pressure environment of semiconductor companies in the Yangtze River Delta, emotional responses can easily overshadow cognitive assessments. Employees might understand the necessity and benefits of organizational changes, but if they experience negative emotions such as fear, anxiety, or dissatisfaction with their current work conditions, they may still choose to leave (Luo, Song, Gebert, Zhang, & Feng, 2016).

Another explanation is the role of communication. Clear, consistent, and honest communication helps bridge the gap between understanding the change and feeling secure enough to commit to the organization. In the semiconductor industry, where changes are often driven by technological advancements or shifts in the global market, communication about these changes must emphasize not only the technical details but also the potential impacts on employees' roles and futures. Without effective communication that connects organizational changes to employees' personal and professional growth, employees may comprehend the changes but fail to see how these changes align with their career development, leading to a weakened intention to remain. Research suggests that factors

such as hope orientation, subordinate orientation, and support orientation are positively related to subordinates' affective commitment to change (Luo et al., 2016). Semiconductor companies in the Yangtze River Delta must consider how to communicate change in a way that fosters hope and security, as this will likely have a stronger impact on retention than mere cognitive understanding.

Furthermore, the nature of business must be taken into account (Alkahtani, 2015). The complex nature of this industry, characterized by rapid technological advancements, global competition, and frequent organizational changes, might lead to employees becoming accustomed to change as part of their professional environment. This habituation could result in a situation where change cognition does not significantly impact their intention to remain. For employees in the Yangtze River Delta, where frequent shifts in technology and production processes are expected, their decision to stay might depend more on factors like career prospects and work environment stability than their understanding of specific organizational changes.

Cultural factors within the semiconductor industry in China could also influence the relationship between change cognition and intention to remain. In China's collectivist culture, employees may place more value on job security, respect for authority, and organizational loyalty than on understanding changes at a cognitive level. This cultural context might reduce the significance of change cognition in determining retention decisions, as employees may be more influenced by their broader sense of security and alignment with the organization's contexts (Aman, Rafiq, & Dastane, 2023). Additionally, the impact of organizational change cognition may vary depending on the scale of the change. For instance, minor or incremental changes might not significantly affect employees' intention to remain, whereas major transformational changes, such as shifts in company strategy or leadership, could have a more pronounced impact.

Individual differences in how employees process and react to organizational changes also need to be considered. Factors such as personality traits, previous experiences with change, and individual resilience may influence whether employees' turnover intentions are affected by their cognitive perceptions of change. In the semiconductor

industry, where employees often face high levels of stress and uncertainty, those with higher resilience may be less likely to let cognitive assessments of organizational change affect their intention to remain. Instead, their personal coping strategies or emotional responses may play a more significant role (Avey, Reichard, Luthans, & Mhatre, 2011).

Finally, the mediating role of organizational trust, as highlighted in the discussion of other hypotheses, suggests that trust may serve as a crucial intermediary between change cognition and the intention to remain. In the semiconductor industry, where changes can be disruptive, employees may rely more on their level of trust in the organization to navigate these changes than on their cognitive understanding of the details. Trust in the leadership and the organization's ability to manage change effectively could help retain employees, even if they are unsure about the specific changes taking place. Therefore, building organizational trust through transparent communication and participative change processes is likely to be more effective in promoting employee retention than simply increasing cognitive understanding of changes.

5.2.6 The relationship between organizational trust and intention to remain

The results of testing Hypothesis 6 demonstrated a significantly positive relationship between organizational trust and intention to remain. The significant impact of organizational trust on intention to remain highlights a crucial aspect of employee retention. Employee turnover poses a significant challenge to any company's overall performance, necessitating the identification and addressing of factors that increase employees' intentions to leave (Urieși, 2019). Numerous studies have consistently validated the positive and statistically significant relationship between organizational trust and intention to remain (Gharbi, Aliane, & Sobaih, 2022; Reçica & Doğan, 2019; Rodwell, McWilliams, & Gulyas, 2017; Urieși, 2019; van den Heuvel, Freese, Schalk, & van Assen, 2017). In the context of the semiconductor industry, which operates in the fast-paced technological ecosystem of the Yangtze River Delta, trust becomes even more critical in retaining talent.

The semiconductor industry in China is characterized by high levels of complexity, fast-paced innovation, and frequent organizational changes. These dynamics can create uncertainty among employees, making organizational trust a vital factor in reducing turnover. When employees trust their organization's leadership and long-term vision, they are more likely to remain even during periods of significant change. Trust builds a sense of security, which is crucial in an industry where frequent shifts in technology and production processes can create instability. Further investigations have examined the mediation mechanisms shaping this relationship, highlighting the crucial roles of job embeddedness (Purba, Oostrom, Born, & van der Molen, 2016), psychological ownership (Olckers & Enslin, 2016), cynicism factor (Bobbio & Manganelli, 2015), and employee engagement (Bellamkonda, Santhanam, & Pattusamy, 2020). The literature underscores the pivotal significance of organizational trust in influencing employees' intentions to stay, particularly in a high-tech, competitive industry like semiconductors. A compelling argument suggests that a workplace fostering trust sustains employees' desire to cooperate, thereby decreasing their intention to leave (Paillé, Bourdeau, & Galois, 2010). This aligns with the notion that motivated employees contribute optimally to the organization's interests, driving growth, success, and productivity.

From the perspective of industrial-organizational psychology, the relationship between organizational trust and intention to remain underscores the importance of building and maintaining trust to enhance employee retention. In the semiconductor sector, maintaining a stable and committed workforce is essential for sustaining innovation and competitive advantage. Trust serves as a fundamental element in creating a loyal workforce, which is crucial for organizational stability and growth in an industry that depends on highly specialized talent. In this context, trust not only influences employees' decisions to stay but also affects their overall job satisfaction and engagement. High levels of trust lead to increased job satisfaction and a more engaged workforce. Employees who feel that they are valued and that the organization is committed to their well-being are more likely to be motivated, productive, and loyal (Achmad, Noermijati, Rofiaty, & Irawanto, 2023). This is particularly relevant in the Yangtze River Delta region, where competition

for skilled workers in the semiconductor industry is fierce, and retaining talent can significantly impact organizational success.

The significance of trust in the semiconductor industry also extends to performance management. A stable and committed workforce is vital for consistent performance, especially in an industry where expertise and innovation drive business outcomes. Trust in leadership ensures that employees remain committed to the organization's long-term goals, even during periods of disruption or transition. This trust also fosters a sense of psychological safety, which is crucial for creativity and innovation. Employees who trust their organization are more likely to take risks, suggest new ideas, and contribute to the organization's growth, which is essential in the highly innovative semiconductor industry.

From the perspective of organizational behavior, the relationship between organizational trust and intention to remain highlights the importance of fostering a culture of trust to enhance employee retention. Organizations that promote values such as integrity, fairness, and respect create a supportive environment where employees feel valued and secure. This cultural foundation supports long-term employee commitment and reduces the likelihood of turnover (Radu, 2023). In the semiconductor industry, where rapid changes and high expectations are commonplace, building a culture of trust can help mitigate the stress and uncertainty associated with technological advancements and market fluctuations. When employees trust that their organization is acting in their best interests, they are more likely to stay, even when faced with challenges. This cultural commitment to trust is particularly relevant in the Yangtze River Delta, where companies must balance the pressures of global competition with the need to retain a highly skilled and specialized workforce.

Organizational trust plays a critical role in fostering employee retention in the semiconductor industry. By building and maintaining trust, organizations can reduce turnover, increase job satisfaction, and create a positive work environment that supports long-term success. This is especially important in the Yangtze River Delta, where the semiconductor industry's rapid growth and technological advancements create a challenging environment for employee retention. Trust-building initiatives, such as

transparent communication, fair decision-making processes, and leadership integrity, are essential strategies for retaining top talent in this highly competitive sector.

5.2.7 The relationship between cynicism toward organizational change and intention to remain

The results of testing Hypothesis 7 demonstrated that cynicism toward organizational change has a significantly negative relationship to intention to remain. The significant impact of cynicism toward organizational change on intention to remain highlights an important dynamic in employee retention. Turnover intention remains a critical issue, particularly in high-technology industries where skilled individuals have numerous appealing alternatives (Cicek, Turkmenoglu, & Ozbilgin, 2021). Organizational cynicism, characterized by negative attitudes and distrust toward organizational practices, has been extensively studied for its impact on employee behavior. Literature indicates that employees exhibiting organizational cynicism are more likely to leave their organizations (Dean et al., 1998; Leiter & Maslach, 2009). This relationship is particularly relevant to the semiconductor industry in the Yangtze River Delta, where the rapid pace of technological change and frequent restructuring may foster higher levels of organizational cynicism if not managed properly.

Previous research has consistently identified organizational cynicism as a predictor of turnover intention, highlighting its negative consequences (Chiaburu et al., 2013; Spence Laschinger, Leiter, Day, & Gilin, 2009). Recent studies reinforce these findings. Khan (2014) found that organizational cynicism directly influences turnover intention among bankers, a conclusion echoed by Çınar's research in the same year (Çınar, Karcıoğlu, & Aslan, 2014). Bobbio and Manganelli (2015) demonstrated a negative association between cynicism and the intention to stay within the organization. Abugre (2017) positioned cynicism as a psychological threat that moderates negative workplace relations, thereby increasing the likelihood of employees intending to leave. Additionally, Cicek et al. (2021) emphasized the significant role of the cognitive and affective dimensions of cynicism in

predicting turnover intention, with organizational support acting as a crucial mediator in this relationship.

In the context of the semiconductor industry, the fast pace of innovation and frequent organizational restructuring can foster feelings of instability, which in turn may fuel cynicism. Employees who perceive organizational changes as poorly managed or inconsistent with their personal or professional values are more likely to develop negative attitudes toward their employer. This is particularly relevant in the Yangtze River Delta, where the semiconductor industry is undergoing rapid expansion and transformation, placing additional pressure on companies to manage change effectively. Failure to address employee concerns about organizational changes can lead to increased cynicism, which may result in higher turnover rates, undermining the long-term success of semiconductor firms in this region.

From the perspective of industrial-organizational psychology, cynicism toward organizational change indicates deeper issues related to employee well-being and mental health. High levels of cynicism can lead to stress, burnout, and decreased job satisfaction. Recognizing this relationship highlights the need for interventions aimed at improving employee morale and reducing negative psychological outcomes. Addressing cynicism can promote a healthier, more supportive work environment, enhancing overall employee well-being (Abugre, 2017). The relationship also highlights the need for regular organizational diagnostics to monitor employee attitudes and perceptions. Early detection of rising cynicism levels can prompt proactive measures to address underlying causes before they significantly impact employee retention. This proactive approach ensures that organizations can maintain a positive work environment and retain valuable talent.

From the perspective of organizational behavior, the relationship underscores the critical role of leadership in managing organizational change. Effective leaders who communicate transparently, demonstrate empathy, and build trust can reduce cynicism and enhance employee commitment. This aligns with transformational leadership theories that emphasize the importance of leaders in shaping positive employee attitudes (Gyensare, Anku-Tsede, Sanda, & Okpoti, 2016). In the semiconductor industry, where technological

and organizational changes occur frequently, trustworthy leadership is essential for fostering a supportive environment. Leaders must ensure that employees are not only informed about changes but also engaged in the process, which can mitigate cynicism and reduce turnover intention. Given the competitive nature of the semiconductor sector in the Yangtze River Delta, effective leadership practices that build trust and reduce cynicism are vital for retaining top talent and maintaining a stable workforce.

5.3 Recommendation

Building on the findings of this research, this section offers comprehensive recommendations tailored to policymakers, managers, and future researchers to deepen the understanding of the complex dynamics at play in the semiconductor industry in the Yangtze River Delta, China. The study's insights into the relationship between individual learning capability, organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain provide a robust foundation for these recommendations.

Recommendations on policy and strategy are as follows:

1. Organizations should establish policies that emphasize the importance of continuous learning and development. Mandating regular training programs, workshops, and access to diverse learning resources can enhance individual learning capabilities. Tailored learning paths that align with employees' career aspirations and strengths can foster engagement and reduce resistance to change.
2. Transparent communication policies are crucial during periods of change. Leaders should provide comprehensive and clear information regarding the reasons behind changes, expected outcomes, and processes involved. This transparency can reduce uncertainty, build trust, and mitigate employee cynicism toward organizational change.
3. Policies should encourage a culture of openness and innovation. Implementing regular feedback sessions, town hall meetings, and suggestion boxes can create a transparent and inclusive environment. Encouraging open communication and

providing platforms for employees to share ideas and concerns can mitigate cynicism and foster a positive attitude towards change.

4. Trust-building should be a strategic imperative. Policies should promote fairness, consistency in leadership decisions, and transparent communication. Trust-building initiatives such as leadership training programs, team-building activities, and formal and informal feedback channels can enhance organizational trust, leading to higher employee retention and engagement.

Recommendations on management practices are as follows:

1. Management should design and implement training programs that enhance employees' learning capabilities. These programs should cover job-specific skills, critical thinking, problem-solving, and adaptability. Improving employees' cognitive understanding of organizational changes can foster a more adaptable and resilient workforce.
2. Management should focus on improving employee well-being and mental health by addressing cynicism towards organizational change. Interventions aimed at reducing stress and burnout, such as resilience training, stress management programs, and counseling services, can enhance overall job satisfaction and reduce negative psychological outcomes.
3. Management practices should prioritize mutual respect, fairness, and collaboration. Promoting openness, honesty, and integrity in all interactions and decisions can reduce cynicism. Inclusive decision-making processes and leadership development programs that emphasize empathy and ethical behavior can foster a culture of trust and collaboration.
4. Regular monitoring of employee attitudes through surveys and other diagnostic tools is essential. Management should continuously assess levels of cynicism and related attitudes to identify at-risk employees and areas where trust is lacking. Proactive measures, such as targeted interventions and regular feedback sessions,

can address these issues early, enhancing overall employee engagement and retention.

Recommendations for further research are as follows:

1. Future research should consider longitudinal studies to track changes over time, providing comprehensive insights into the long-term effects of individual learning capability and organizational change cognition on cynicism and turnover intention. These studies would offer a deeper understanding of how these variables evolve and interact over extended periods, thus providing a more nuanced perspective on their impact.
2. Additional studies should delve into identifying and analyzing mediating and moderating variables that might influence the relationships between organizational change cognition, organizational trust, cynicism toward organizational change, and intention to remain. Specifically, emotional, affective, and contextual factors warrant further investigation to uncover their potential roles in shaping these dynamics. Such research could reveal critical insights into the underlying mechanisms at play.
3. Given the distinctive characteristics of the semiconductor industry, future research should focus on industry-specific factors that may influence employee attitudes toward organizational change. Areas such as technological innovation cycles, market competition, and regulatory environments are particularly pertinent. Understanding these factors could provide a richer, more contextualized understanding of employees' attitudes and behaviors within the industry.
4. Future research should examine how crisis events, such as economic downturns or global pandemics, impact the relationships between change cognition, trust, cynicism, and employee retention. Understanding these dynamics during times of crisis can aid organizations in developing more resilient and adaptable change management strategies.

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APPENDIX

Questionnaire

Dear Sir/Madam,

Greetings! This questionnaire ensures the complete anonymity and confidentiality of all provided information. The gathered data will exclusively serve academic research purposes and will not affect your professional or personal life. Your responses carry no judgment; I kindly ask for your honest input. The estimated time to complete the questionnaire is 10 minutes, and I sincerely appreciate your valuable support and participation.

The operational definitions are listed as follows:

Operational Definitions	
Individual Learning Capability	means an individual's capacity to continuously acquire diverse knowledge, adapt behaviors, and develop competencies in a dynamic and evolving environment, with the goal of ensuring personal well-being and achieving balanced and robust growth.
Organizational Change Cognition	refers to level of awareness and comprehension displayed by employees within an organization regarding the ongoing organizational change.
Organizational Trust	means the willingness of one party to be vulnerable to the actions of another, grounded in the expectation that the other will fulfill a particular action crucial to the trusting party, regardless of the ability to monitor or control that other party.
Cynicism toward Organizational Change	means a pessimistic viewpoint about change efforts being successful because those responsible for making change are blamed for being unmotivated, incompetent, or both.
Intention to Remian	means employees' expressed commitment to continue their current employment relationship with their present employer.

Sincerely,

Yao Yuan

Graduate School of Management, Siam University

Demographic Information

Demographic Information	
1. Gender	Male Female
2. Age	≤ 25 years old 26-30 years old 31-35 years old 36-40 years old 41-45 years old > 45 years old
3. Education	High School or equivalent Junior college for vocational training College degree Advanced college degree (masters, doctorate, etc.)
4. Years Spent in This Organization	< 1 year 1 - 3 years 4 - 6 years 7 - 10 years > 10 years
5. Level of Position	General staff First-line manager Middle manager Senior manager
6. Business Category (You can select more than one)	Computing and data storage Automotive electronics Wireless communication Industrial electronics Consumer electronics Others

Please indicate to what extent each statement describes you in the course of your work. Items below are all rated on a 5-point, Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Variable	Items	1	2	3	4	5
ILC	LC1	Recognizes new changes, trends, and work-related opportunities promptly and accurately.				
	LC2	Identifies potential work-related issues, challenges, or hazards in a timely and precise manner.				
	LC3	Promotes the development of creative strategies and solutions in response to work-related changes.				
	LC4	Exhibits proficiency in making well-informed decisions when confronted with multiple considerations or options at work.				
	LC5	Ensures efficient translation of ideas into practical actions and successful implementation in the workplace.				
	LC6	Encourages the application of work-related experiences on a broader scale and embraces learning from work-related mistakes.				
	LC7	Maintains the practice of summarizing work experiences and reflecting on past work-related experiences.				
	LC8	Demonstrates proficiency in acquiring relevant work-related knowledge and expertise from external sources.				
	LC9	Efficiently communicates and conveys ideas, knowledge, and experiences through verbal and written means in the workplace.				
	LC10	Demonstrates proficiency in recording and managing knowledge and experiences, ensuring their organization, storage, and accessibility for use.				

Please indicate the extent to which the following statements describe your perception of the ongoing organizational change.

Variable	Items	1	2	3	4	5
OCC	CC1	The company's change is essential to prevent potential business crises.				
	CC2	Change contributes to enhancing the company's competitiveness and overall performance.				
	CC3	The change aligns with upcoming trends and developmental prospects.				
	CC4	Confidence is placed in the company's ability to set reasonable and feasible change goals and management's ability to achieve them.				
	CC5	The anticipated outcomes of this change in the company are expected to outweigh the associated costs, ensuring a favorable cost-benefit ratio.				
	CC6	Concerns exist regarding the fairness and transparency toward employees during the change process.				
	CC7	There is concern that communication between the company and employees during the change process may become superficial.				
	CC8	Worries have emerged about decreased benefits and job security due to the change.				

- CC9 Apprehensions are present about adapting to new job roles or acquiring new skills after the change.
- CC10 There is concern about the challenge of adjusting to the new cultural and interpersonal environment after the change.
- CC11 There is fear about the inability to fully leverage professional strengths after the change.

Please rate the extent to which the following statements correspond to the level of trust you perceive in your organization.

Variable	Items	1	2	3	4	5
OT	OT1	The organization is relied upon to provide employee benefits and ensure their well-being.				
	OT2	Unwavering confidence persists that the company will not take actions harmful to its employees, even in uncertain future circumstances.				
	OT3	Based on collective perceptions, the majority of colleagues consider the company trustworthy and express unwavering confidence in its growth.				
	OT4	Supervisors are perceived as highly competent in their roles.				
	OT5	Confidence is placed in the supervisor's commitment to fair treatment.				
	OT6	Support and assistance from my supervisor are assured, regardless of the circumstances.				
	OT7	There is full confidence in colleagues' job capabilities.				

Please rate the extent to which the following statements correspond to the level of cynicism you perceive in your organization.

Variable	Items	1	2	3	4	5
COC	COC1	Most of the programs that are supposed to solve problems around here will not do much good.				
	COC2	Attempts to make things better around here will not produce good results.				
	COC3	Suggestions and change plans are unlikely to result in substantial improvements.				
	COC4	The people responsible for solving problems around here do not try hard enough to solve them.				
	COC5	The people responsible for making things better around here do not care enough about their jobs.				
	COC6	The people responsible for making improvements lack the necessary knowledge or skills.				
	COC7	The people responsible for fixing problems around here cannot really be blamed if things do not improve.				

Please indicate your agreement with each statement (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree).

Variable	Items	1	2	3	4	5
IR	IR1	I have no intentions of voluntarily leaving the organization in the upcoming year				
	IR2	I consider the organization I work for to be a recommended place of employment.				
	IR3	Regardless of the situation, I aim to stay employed with this organization for an extended period.				

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