



European Journal of Training and Development

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Article information:

To cite this document:

Alfonso J. Gil Jorge L. Garcia-Alcaraz Mara Mataveli , (2015), "The training demand in organizational changes processes in the Spanish wine sector", European Journal of Training and Development, Vol. 39 Iss 4 pp. 315 - 331

Permanent link to this document:

<http://dx.doi.org/10.1108/EJTD-09-2014-0067>

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The training demand in organizational changes processes in the Spanish wine sector

Spanish wine sector

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Received 25 September 2014

Revised 6 February 2015

21 February 2015

Accepted 23 February 2015

Abstract

Purpose – The purpose of this paper is to describe the role of training demand in the organisational changes.

Design/methodology/approach – The paper describes the demand of training courses in the Rioja wine sector in Spain and its relation with the changes in the sector carried out in recent years. Through a questionnaire, wineries' managers asked about the training demand in the sector and change processes. It is proposed, first, the relationship between the demand for training and changes made by companies of Rioja wine in entering new markets and innovation in products and, second, that these changes explain the demand of training in marketing and oenology topics. To confirm the hypotheses, a binary logistic regression analysis was performed.

Findings – It was found that the relationship between the demand for training and the processes of change, and that the change processes in companies of Rioja wine sector originate a specific demand for training.

Practical implications – The paper provides a review of the importance of training in changes processes of companies. A critical factor in the change process is the development of workers competencies to cope with the changes in the organisation, but it is also important to develop a culture of change in the organisation.

Originality/value – This paper provides empirical evidence of the relationship between organisational changes and training demands in a key sector from the Rioja Community in Spain.

Keywords Training, Organisational change, Learning organisation, Rioja wine sector, Training demand

Paper type Research paper

Introduction

New technology, globalisation, and changing markets have compelled the labour market, and employers not only to look for people who possess specialised knowledge and skills but also for those who are capable of adapting to changing situations (Boahin and Hofman, 2014). In today's organisations, training is considered to be a part of the strategy that creates competitive advantage, and, thus, training becomes an important means of learning in organisations (Ashish, 2009; Gil, 2011; Laine and Gegenfurtner, 2013). Likewise, learning has



European Journal of Training and Development

Vol. 39 No. 4, 2015

pp. 315-331

© Emerald Group Publishing Limited

2046-9012

DOI 10.1108/EJTD-09-2014-0067

been observed to be a tool that facilitates organisational change (Oliver and Jacobs, 2007; Yeo, 2009), in that it stimulates changes to an organisation's behaviour and action plans (Denton, 1998). Training, as a means of learning, takes on a crucial role in change processes (Ford, 2009; Heilmann, 2007; Jacobs, 2002; Kappelman and Richards, 1996; Lawes, 1996), as it instills effective change in organisations (Antonacopoulou, 2001a; Scheeres and Rhodes, 2006).

During the processes of change, companies demand training and undertake a detection or training needs demand that culminates in analysing the causes and identifying the training needs (García-Valcárcel and Tejedor, 2009). In many cases, the process of change can render skills obsolete. In this situation, the organisation requires training that aims to upgrade the skills and competencies of employees, for example, to learn a new technical process. The introduction of new technology involves changes to the way that people work and modifies business processes, roles, responsibilities and relationships. Appropriate training plans, as the main vehicle for change management, become a critical factor. Overall, any process of change requires learning opportunities (Andrews *et al.*, 2008).

In general, it has been noted that training is a tool that facilitates and promotes innovation, initiatives and organisational change (Carbery and Garavan, 2005; Garavan and Deegan, 1995). Hence, it is important to analyse the relationship between change and the demand for training. This analysis will reinforce the importance of training in strategic business decisions. In short, this is a proactive view of training, rather than a reactive view that understands training only as a means of problem solving.

In this context, this paper has two objectives:

- (1) to analyse the relationship between the demand for training and organisational change; and
- (2) to affirm the assertion that change processes explain the demand for training.

The research for this study was conducted in the Rioja wine sector in Spain. In recent years, this sector has undergone major changes to deal with an increasingly technological industry with an ever greater requirement for quality wines and an increasing demand across globalised markets. Wine production has improved and the market for wine has expanded.

With these factors in mind, this article is divided into four parts. The first part deals with training in current organisational settings. The second part examines the role of training in the development of competences during the process of organisational change. The third part describes the empirical study. The discussion of which forms the fourth part of the paper.

The training in the current organisational contexts

Nowadays, to survive in a highly competitive global economy which holds knowledge to be a basis for business (Chen *et al.*, 2013; Lee and Hong, 2002), organisations must tackle complexities while also responding swiftly to rapid changes in production. The key to competitiveness is no longer financial capital but, rather, people, with their intellectual capital and capacity for innovation (Denford and Chan, 2011). It is in this highly volatile economy that continuous training is increasingly viewed as a tool at the service of employees and organisations. Training is one of the most important and reliable human resource tools for improving the productivity of employees and organisations as a whole

(Bhatti and Kaur, 2010; Brinia and Pefanis, 2013). Companies increasingly invest in intelligence because, although investments in human resources are of the most complex and demanding types of investments, they are also the most profitable (Gil and Lázaro, 2009).

Based on the foregoing, we will now turn to consider the characteristics of the current knowledge economy and its relationship with continuous training and, subsequently, the role that this training plays in the present context of organisational change.

In developed economies, information and knowledge are considered to be the principle drivers of value creation in organisations (Gil and Carrillo, 2014; Prahalad and Hamel, 1990). Silvi and Cuganesan (2006) observed the role that knowledge has played in developing a competitive advantage in recent years. Managers recognise that knowledge can become the most important asset of successful businesses. For example, to boost efficiency in operations, increase productivity and obtain innovative products and solutions for customers, managers realise they can develop strategies that increase the knowledge of their employees (Vouros, 2003). These strategies include identification, acquisition, development, dissemination and use of knowledge. All these aspects are related to continuing education to the extent that the training becomes a tool for the creation and transfer of knowledge (Gil and Carrillo, 2013).

Training has been identified as a mechanism for knowledge creation. According to Rowold (2007), organisations provide training to update the knowledge and skills of their employees. Furthermore, training is considered to be one of the most important practices for the development of human capital. In general, good practice in human resources is necessary to maximise a company's human capital (Lim *et al.*, 2010; Wright *et al.*, 1994). Training is also understood as a tool for knowledge transfer (Albino *et al.*, 2004; Butler *et al.*, 2006). Moreover, knowledge transfer has recently emerged as one of the most critical processes of knowledge management (Kuhn and Abecker, 1997; Liyanage *et al.*, 2009). As Ballesteros and de Saá (1995) demonstrate, a correlation exists between knowledge management and training in research areas, as both seek to analyse how they can overcome the obstacles that prevent employees from acquiring, developing and applying knowledge and abilities that are fundamental to the organisation.

Regarding the role of continuing training in the current context of change, training helps organisations to prepare for change and to make that change a permanent reality (Kappelman and Richards, 1996). According to Patel and Randell (1994), training is the key to survival, but it must also be effective in achieving positive organisational change. Continuous training is effective in an organisation to the extent that it creates learning; that is, the training is genuinely transferred (Antonapocoulou, 2001a). Broadly speaking, learning is argued to be a tool for organisational change (Slater, 1995; Teare and Monk, 2002). However, at the same time, every process of change represents a potential context for learning (Antonapocoulou, 2001b). In this sense, change stimulates learning (Pye and Pettigrew, 2006) which can be promoted by the organisation through strategies of leadership, culture or by an organisational structure that is geared towards learning (Gallego and Gil, 2012). These relationships are illustrated in Figure 1.

As we suggested in the introduction, training is a feature of change, in that it constitutes a learning element (Gil *et al.*, 2011). Nevertheless, learning is not intrinsic to training. In other words, training does not always produce learning. Organisations may fail to provide the necessary infrastructure to support learning following the training

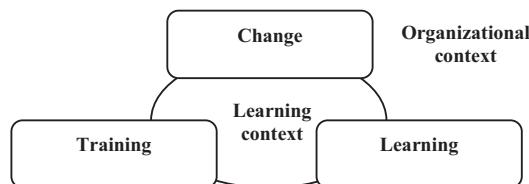
(Hutchins *et al.*, 2010). In cases such as this, the problem of training transfer or learning transfer arises. Baldwin and Ford (1988) indicate that the degree to which training is effectively transferred can be observed in the degree to which trainees effectively apply the knowledge, skills and attitudes acquired during the training. Broad and Newstrom (1992) indicate that the positive transfer of training refers to the trainee's effective and permanent application of the knowledge and skills they acquired in training on the job. In both of the aforementioned articles, a key element delimits the transfer concept: the application of acquired knowledge in training at work. This would indicate the effectiveness of the training, defined as the degree to which training meets its original objectives.

On the whole, training is considered to be an important tool for improving competitiveness and employment. Moreover, a lack of training, especially if technical aspects are considered, can render the production process inefficient. In this sense, investment in assets is not always accompanied by investment in training, a factor that would facilitate their efficient utilisation. As Eighteen (1999) demonstrates, investment in training is almost inversely proportional to the rate at which firms invest in software, the latter being a resource that companies generally consider to be of crucial importance to stay ahead of the competition. Ultimately, it is a matter of aligning training strategies with company objectives. In so doing, companies should be able to take on new environmental challenges without resorting to external recruitment (Derouen and Kleiner, 1994).

Training and organisational change

To keep pace with a permanently changing work environment, organisations are investing in human resource development. The changes include technical progress, increasing competition and obsolescence of knowledge related to work. Thus, it is important for organisations facing global competition to continuously enhance employees' knowledge, skills, abilities and attitudes (Kauffeld and Lehmann-Willenbrock, 2010). Training will play a critical role in increasing workers' adaptability and flexibility, as has been found by employers when implementing change. It is, therefore, important for an organisation to maintain, and increase, necessary levels of competence in its employees through adequate training (Tai, 2006).

Competence can be defined as a specialised system of abilities, proficiencies or skills (Kauffeld and Lehmann-Willenbrock, 2010). Competence enables a person, team or organisation to act and react when performing known or novel work tasks (Weinert, 2001). The goal of training is to enable employees to master knowledge, skills and behaviours emphasised in training programmes and to apply them to their day-to-day activities (Ghosh *et al.*, 2011). As indicated by Schraeder (2009), training serves to



Source: Adapted from Antonacopoulou (2001a)

Figure 1.
The relationships
between change,
training and learning

improve the performance of employees, which, in turn, provides a competitive edge to the organisation.

Changes in the Rioja wine sector

As noted by [Alba-Ramirez \(1994\)](#), [Castany \(2010\)](#) and [Li *et al.* \(2006\)](#), companies that launch new products may train their sales employees, while those that implement process innovations may provide training to their production workers. From these considerations, we propose the hypotheses.

Nowadays, companies are in constant flux and, furthermore, they experience many different types of changes. With regard to the Rioja wine sector, there have been major innovations in recent years affecting both the marketing and production of wine ([Barco, 2013](#); [Gil and Lázaro, 2012](#)). Furthermore, the wine market has evolved to become more demanding and competitive, forcing wine companies to evolve and adapt both commercially and technically. For example, the incorporation of enologists into certain Rioja wineries has played a significant role in developing the sector ([Gil and Carrillo, 2014](#)). Entering into new markets and exploring new business alternatives in well-known markets are fundamental practices for the development and maintenance of a sustainable competitive advantage. Under these circumstances, training personnel as a means of providing opportunities and improving the quality of services becomes a necessity.

[Valentine \(2009\)](#) points to the importance of sales training. [Kauffeld and Lehmann-Willenbrock \(2010\)](#) have examined various competencies that are developed through training:

- Professional aspects (e.g. knowledge about products).
- Methodological aspects (e.g. using visualisation methods).
- Social aspects (e.g. showing empathy in interactions with customers).

[Mehta *et al.* \(2002\)](#) underscore the need to train employees, especially managers of different levels, in subjects such as business and trade as part of the search for new markets. In general, the impact of training influences the consulting time and effectiveness of sales forces ([Pelham, 2009](#)).

Due to the current economic climate in Europe, the Spanish wine industry is being driven to seek new markets for its products. Specifically, the wine sector has pursued new markets, both domestically, through new consumers and upgrading its brand image, and internationally, for example, through the development of organic wine. There is, therefore, a positive relationship between change and the creation of new products or markets ([Gordon *et al.*, 2012](#)). This situation encourages wine companies to conduct training that is related to the sales process, while the existence of changes in markets explains the use of marketing training courses. These circumstances appear to demonstrate that training is an instrument of change. Under these conditions, we propose the following hypotheses:

- H1.* The demand of the Rioja wineries' for marketing training courses is strictly associated with their entry into new markets.
- H2.* The Rioja wineries' entry into new markets leads to the demand for training courses on marketing.

Recent changes in economic conditions in the region have prompted companies to search for new products to offer to a market that is increasingly demanding and competitive. It has been noted that product innovation is a process that drives change (Stanleigh, 2008). These innovative processes require continuous learning by means of, for example, training as a tool that facilitates the acceptance and practice of new productive processes (Kjaerheim, 2005). Product diversity and technological changes to the manufacturing process drive the need to invest in training (Macpherson and Jayawarna, 2007). In an era of rapid technological change and innovation, which will continue to accelerate in the future (Pulakos *et al.*, 2000), there has been an increased demand for skills (O'Mahony *et al.*, 2008). In this context, training is one of the crucial strategies for organisations to assist employees to gain the knowledge and skills that are necessary to meet the new challenges (Goldstein and Gilliam, 1990).

In the Rioja wine sector, there is a constant evolution of the wines, and, today, the wineries offer a wide variety of wine styles. Modern wines include varietals (wine made from a single grape variety) and organic wines, carefully selected at harvest and subsequently aged. There is a positive relationship between change that is related to new production or innovation and the conduct of training related to the enology process. It is also the case that changes in new production or innovation impact on the conduct of enology training courses. Based on the foregoing, we propose the following hypotheses:

- H3. The demand of the Rioja wineries for enology training courses is strictly associated with innovation in the wine production processes.
- H4. Innovation in the wine production processes of the Rioja wineries leads to the demand for training courses in enology.

Methods

Data collecting and sampling

This study used a mix of qualitative and quantitative perspectives. To become familiar with the content of the training courses demanded by the sector in the coming years, qualitative methods were used to conduct expert interviews with agents of the Rioja wine sector. These experts were managers of wine and training from various public and private institutions (management federations, unions and government). The quantitative phase, which is presented in this paper, was carried out by means of a questionnaire. The questionnaire method has been considered as a valid instrument to analyse the training demand (McClelland, 1994). Furthermore, this technique allowed us to gather data and to estimate results from a sample population (Rodríguez *et al.*, 1996).

Our questionnaire is applicable to a sample that is statistically representative of a population, with a level of reliability of 95 per cent, and a sample error of ± 9.1 . The study population derived from companies belonging to the Rioja wine sector. The Rioja Designation of Origin distinguishes between three geographically based wine-making areas (Rioja Alta, Rioja Baja and Rioja Alavesa), and this study focussed specifically on those companies belonging to the Rioja Designation of Origin who had six or more employees. According to data provided by the INE (Spanish Statistical Office) (2008), this population consists of 179 companies. When distributed by size, 74 (41.34 per cent) had between 6 and 9 employees; 89 (49.72 per cent) had between 10 and 49 employees; and 16 (8.94 per cent) had over 49 employees. The study sample comprised 58 companies, distributed by size (according to number of employees): 36.20 per cent of the

sample companies had between 6 and 9 employees; 51.72 per cent had 10 to 49 employees; and 12.06 per cent of companies had 50 or more employees. The sample was heavily weighted in favour of managers who were most qualified in enology. In particular, the work roles performed by the managers were distributed as follows: 27.6 per cent in management; 41.4 per cent in production; 13.8 per cent administrative; 6.9 per cent human resources; and 10.3 per cent in sales.

These managers were asked if their company was carrying out organisational changes of various kinds. A first type of change was related to marketing; for example, entering new wine markets. A second type, related to the wine production itself, for example, new varieties. To the question of organisational change, the managers responded either affirmatively or negatively. Throughout the interview, however, which was included in the questionnaire, managers were asked about their specific training needs. Thus, both sets of data are related.

The questionnaire was administered according to the following procedure. The research team conducted the questionnaires with the managers concerning training issues and organisational change in the winery. In small companies, there is always a specific person who manages training and this was the person who was interviewed. The manager was asked about the most common changes that wineries were experiencing at the time, especially those related to:

- the access into new markets, both domestic (for example, in sectors such as wine for young people) and through exports market; and
- new production processes that were characteristic of the sector (for example, the elaboration of a new wine, or the adoption of a new technology or process by growers or processors).

The manager was also asked about the demand for training courses, namely, the content of courses requested by their business. This information allowed us to compare the nature of change with the content of the training course that the company intended to conduct. Two types of courses were proposed. The first type related to marketing topics – commercial, languages and administrative courses – and the second type related to winemaking topics – general knowledge on enology, enology machine handling, and legislation relating to enology and viticulture.

Results

A binary logistic regression analysis was utilised to test the hypotheses (Hernández *et al.*, 2009). Demand for continuing training was presented as a dependent variable for the Rioja winery sector, and the changes these companies carried out at the time the study was conducted are considered as independent or predictive variables. This analysis, first, allows us to verify any significant relationship between change and training demands, as pointed out in the literature; and, second, indicates levels of prediction between both variable types. Bivariate analysis is able to determine the existence of any relationship between the categorical variable “organisational changes” and the categorical variable “demand training courses”. In this way, we know how the dichotomist dependent variable (the firm demands a specific training content or does not demand a specific training content) correlates with the different categories of the dichotomist independent variable (the company conducts the process of change or does not conduct the process of change). Thus, it may contrast the proposed hypotheses. We

also wanted to assess the explanatory capacity of the model; in other words, to what extent making changes in wineries explains the demand for specific training to facilitate such changes. These results add depth to the importance of training as a means of change and as a strategy of deliberate action.

With regard to the content of training, we observed two types of courses. On the one hand, there were courses concerned with the wineries' access to diverse markets: courses on wine commercialisation, language courses and administrative and management courses. On the other hand, there were courses related specifically to wine production: general knowledge of enology, handling of specific enology machinery (techno-instrumental) and aspects related to the legal regulations of wine production (the norms of this sector are highly regulated (Ruiz and Riaño, 2012).

Table I presents the results of the bivariate statistical analysis, and Table II, showing the results of the Omnibus test, demonstrates that the model adjusts to the variables selected and to the Cox and Snell R^2 and the Nagelkerke R^2 , which measure the model prediction.

As can be observed from Table I, there are significant differences between the changes produced as a consequence of Rioja wineries entering new markets and the demand for training courses of a commercial nature (0.017). This is also true for courses in administrative management (0.091), but this is not the case for language learning courses. Hence, these results partially confirm *H1*. Significant differences were also found between changes implemented by innovation in wine production and the demand for training courses on the handling of general machinery (0.076), technical aspects on

Table I.
Bivariate statistical
analysis

Content of training courses	Types of changes	Score	df	Significance
Commercial	Markets	5.671	1	0.017
	Products	0.014	1	0.905
Languages	Markets	0.415	1	0.519
	Products	0.703	1	0.402
Administrative management	Markets	2.860	1	0.091
	Products	0.703	1	0.402
Enology (general knowledge)	Markets	2.172	1	0.141
	Products	6.613	1	0.010
Enology (machine handling)	Markets	0.100	1	0.751
	Products	3.915	1	0.048
Enology (legal, normative)	Markets	0.201	1	0.654
	Products	6.360	1	0.012

Table II.
Omnibus test and
summary of models

Content of training courses	Omnibus test			Summary of model	
	χ^2	df	Significance	R^2 de Cox & Snell	R^2 de Nagelkerke
Commercial	9.709	2	0.05	0.154	0.210
Languages	0.776	2	0.68	0.013	0.018
Administrative management	6.778	2	0.03	0.110	0.149
Enology (general knowledge)	10.616	2	0.05	0.167	0.269
Enology (machinery handling)	6.446	2	0.04	0.105	0.141
Enology (legal normative)	10.441	2	0.05	0.165	0.220

enology (0.010), machinery related to enology techniques (0.048) and the legal issues of wine production (0.012). These results confirm *H3*, that Rioja wineries' demand for training courses in enology is strictly related to innovation in wine production processes.

Table II presents the Omnibus test and the summaries of the models. First, the Omnibus test allows us to verify the model adjustment in all cases other than language learning. Consequently, *H2* is partially confirmed, and *H4* is fully confirmed. Second, the R^2 s indicate that, in general, the levels of prediction of the model are not high in respect of the demand for continuing training, around 20.0 per cent on the Nagelkerke test (the highest percentage corresponds to the demand for courses on general enology, 26.9 per cent) and 12.0 per cent in the Cox and Snell test (the highest percentage also corresponding to enology courses, 16.7 per cent).

Discussion and conclusions

Over the past few decades, changes to the way in which work is carried out has become a major challenge for many organisations. Process changes, technological changes, structural changes and procedural changes are but a few examples (Edgelow, 2011). Change results from technological progress, increased competition and the fact that work-related knowledge is quickly outdated. It is, therefore, necessary for organisations faced with global competition to continuously advance the knowledge, skills, abilities and attitudes of their employees (Kauffeld and Lehmann-Willenbrock, 2010). In this continually changing work environment, organisations invest considerable sums in developing human resources.

Training and development assist an organisation in optimising their human resources, which, in turn, assists employees to achieve organisational, as well as individual, goals (Ghosh *et al.*, 2011). Guzzo *et al.* (1985) expressed the view that training is the most powerful activity among many organisational interventions. In addition, training is an instrument of knowledge acquisition (Rowold, 2007) and knowledge transfer (Hwang, 2003). Furthermore, knowledge is essential to the process of change (Reich *et al.*, 2012). In this sense, it is possible to add one more concept to the relationship shown in Figure 1 – that knowledge acts as a driver of change (Bajzikovaa *et al.*, 2014), but is, in turn, essential to the change process itself.

The present study of the demand for training in Rioja winery companies has established that there is a relationship between changes implemented by these companies in recent years and their specific demands for training. This is in keeping with literature that has previously observed the relationship between change processes and the demand for training in other organisations (Reed and Vakola, 2006). Organisations demand training as a means of learning that facilitates organisational change processes (Antonacopoulou, 2001a). In this respect, it seems reasonable that the greater the competency needs in a specific area, the more the manager will demand training in that area of competence (Agut *et al.*, 2003). Moreover, as the Rioja wine sector industry is facing important technological and organisational changes, it is expected that managers will request more training activities to adapt to future demands rather than simply fulfilling present demands. In addition, numerous change initiatives fail because management may not be engaging employees in the process towards changes and not allowing sufficient time for changes to become established (Stanleigh, 2008). Training can help to implement change by adopting a series of phases that will engage

employees and also allow a sufficient length of time for each phase to become institutionalised within the organisation.

In this study, by means of a logistical regression analysis, we were able to test the relationships generated by the demand for specific courses. Those changes prompted by entry into new markets were found to have a significant relationship with the demand for training courses in marketing (*H1*). Also, it is confirmed that the existence of a significant relationship between the demand for courses in enology and innovation in production processes (*H3*). This has demonstrated the relationship between training and change, as noted in the theoretical approach (García-Valcárcel and Tejedor, 2009).

Furthermore, it was found that there is only a relationship between change and training. In other words, planning changes associated with entering new markets or products affects the attendance of courses related to marketing (*H2*) and planning for changes in production processes affects the occurrence of training related to enology (*H4*). These results indicate that change requires learning and development opportunities (Andrews *et al.*, 2008).

Other studies, such as that of Agut *et al.* (2003), have addressed the demand for training in the hotel business in Spain and have found that there was no relationship between competence needs and training demands. The managers in Agut's study did not regard training as a suitable strategy to solve most of their competency needs. Our results indicate that training in organisations is an instrument of programmed change.

The training is not only a tool for solving deficiencies or improving skills but is also a means through which it is possible to drive change and to carry out innovative processes. Therefore, we can conclude that, for managers of wineries, change involves training. The training becomes a driver of change. A further aspect that could be examined is the extent to which the training itself determines the possibility of change, so that without learning, the change cannot take place (Figure 1). In this sense, the decision to adopt a technology can be affected by the training offer, as noted the potential endogeneity of technological change (Gashi *et al.*, 2010).

Our study did not find a high predictive value between the variable "changes" and the demand for training courses. Surely, demand for training also depends on another type of variable (for example, the company's characteristics such as size, geographical location and the organisation's strategic approaches, especially the intangible part of its strategy, such as the type of leadership or the development of a learning culture (Rebelo and Duarte Gomes, 2011). This could explain the lack of a correlation between language courses and a company's entrance into new markets, which had been hypothesised. In this context, learning a foreign language could have a broader purpose than its utility within international markets; it could also be motivated by employees' interest in furthering their own careers.

Implications, limitations and future research

This study has important implications for the management and development of human resources. It has been shown that the process of change in organisations conduct to a training demand in line with the changes that produce. The critical factor here is the need for training to update competencies that enable process improvement; this empowers individuals by continually improving their knowledge and skills, and

strengthens the learning culture of the organisation. In the current economic climate, characterised by constant change, organisations create learning cultures that enable the development of these processes of change. In this culture, employees can participate in decision-making and in experimenting with new ideas that may improve company performance (Gil, 2011).

In the context of rapidly changing environments, organisations are increasingly addressing issues such as the preparation for change and the changing cultures of organisations. In circumstances such as these, the necessary conditions for change to be successful should have practical relevance to any organisation embarking on a change programme (McGreevy, 2009). Organisations have an important role to play in the promotion of training, either through their organisation or through the development of training courses and, also, in the development of environments that promote permanent learning (Heilmann, 2007). These two elements – culture and learning environment – are related to learning organisations (Gil and Carrillo, 2014). A core value of learning organisations is to develop a culture that cherishes and nurtures continuous improvement (Hwang, 2003). The learning organisation's culture habitually learns and works to integrate training and learning processes in all organisational processes and functions. In effect, "the culture of a learning organisation is constantly evolving and travels along an infinite continuum in a harmonious learning environment" (Graham and Nafukho, 2007, p. 127).

In contributing to the literature on the development of human resources, this paper offers an explanation for the training demands of companies (Ashton and Sung, 2006; Smith and Dowling, 2001). In our study, it was found that the demand for training was related to organisational change. This indicates that business strategy impacts on the intensity of training activity. Smith (2006) states that the variable that has the greatest impact on the intensity of training is business strategy. This is more significant than the size of the enterprise, the competitive intensity of the market and the presence of a union in the workplace. Firms that seek to enhance their product and upgrade their marketing strategies maximise the opportunities for the entire workforce to both acquire and utilise higher levels of learning and skill (Panagiotakopoulos, 2011). A better quality of product and service appears to signal a proactive approach to the development of human resources. Innovation processes and product changes make an impact on learning activity because they tend to signal a skill gap (Jones, 2005; Pettigrew *et al.*, 1988; Wong *et al.*, 1997).

Some limitations of this study should be noted. For example, although the Rioja wine sector is an important sector in the Spanish wine industry, our sample only included one Spanish wine region. However, the results thus obtained in the specific context of the investigation of wine companies cannot be generalised to other wine companies or regions. Thus, we believe that it is important for future research to explore how regional, national and international contexts may affect training demand in organisational training processes. It is also crucial that the processes of change are measured through the responses of companies' managers, rather than derived from the intensity of the changes, or as a consequence of the company management, or even through their performance.

Future research can be extended by examining other specific types of changes that businesses have undertaken and the management processes utilised to implement these changes. Future studies might also be developed to learn more

about other aspects of training. For example, the type of training that is conducted in enterprises could be examined and tested for the relationship between demands and providence of training. Other aspects that may also be investigated relate to the evaluation processes (Pineda-Herrero *et al.*, 2011; Pineda, 2010) and training transfer (Baldwin and Ford, 1988), to determine the degree of effectiveness of training in the processes of change.

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