

Why Training?

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From my personal opinion I believe that training has two major influences in organizations' success. First, well-designed trainings can influence trainees' behaviors and work-related attitudes. Better trained employees tend to make more effective decisions and are more willing to accept responsibility for their work. Most important, there is a high potential that employees will have strong desire to place the organizations' objects above their own after completing organizational training programs (Craig, 1996). Second, training helps employees to effectively perform their job and boost their motivation by fulfilling their needs at work and skills they might lack.

Before reading Chapter 4 of the Noe's book (2010), I thought that the core of training is to foster employees' commitments and infuse organization's culture and goals. However, throughout the chapter, the need theories Noe (2010) introduced in his book refresh my mind. According to Noe (2010), one's needs are deficiencies that he or she is experiencing at any point in time. Once people satisfied with their lower-level needs, they tend to desire for higher-level needs (Noe, 2010). In other words, a good training program should not only aim at the organizational needs but also focus on the needs of trainees. According to Huynh (2014), one of the effective ways to boost trainees' motivations is to understand their needs. Moreover, Jessica states it would not be effective if trainers only infuse students with the knowledge and skills that they do not need or interested in (2014). In other words, employees also want to feel cared for, and the best way to train them is to first accommodate their needs (Jessica, 2014). From the online discussion, I reflect that as TD professionals, in order to motivate learning, trainers should know what trainees' needs are and design the training program to meet their needs. A best-fit training program could boost and motivate learners' enthusiasm to absorb knowledge. Also, with

the clear understanding of learners' needs and efficient communications, trainers could build a friendly and trustful relationship with their trainees.

In addition, Smith (2014) contributes that motivated trainees have a positive relationship with the organization's success. However, she also brings up a question: "how would a trainer be able to motivate someone that lacks motivation anyway" (Smith, 2014)? I agree with her point that it would be hard for some people to motivate themselves. On the other hand, I reflect that in order to be a TD professional, trainer first should be facilitator that help students understand why they need to gain and achieve certain skills to do their job, because an inner need can boost one to learn with passion. Moreover, I believe that training is the art of awakening the natural curiosity and enthusiasm of learners. In this case, I reflect that if trainers can broaden trainees' mind, it could help to motivate them as well.

Besides the inner needs of learning, I reflect that different learning styles also play important roles in the success of knowledge delivery. Before completing the VAK survey, I thought I was a visual or auditory learner, because I get used to using visual and auditory strategies to remember things. I learn best if I can read the article out loud or take some notes. And most of the time, I draw a graph or using memory association skills to help me quickly recite elusive theories and messy codes. However, the survey result reveals that I am a kinesthetic learner. When I first reviewing my survey result I had the same concern with Gromatzky (2014) that the survey might be incorrect for some learners. However, after reading the explanation through, kinesthetic learning style seems make sense to me. Every time I learn I must write down something to help me concentrate, and when I learn a theory, I'd love to get the big picture at first. Most of my books are full of colorful high lights, doodles, and subscripts, but

I seldom read them again. I reflect that it is not the words I wrote down help me remember. It is just the hand movements that help me integrate the tasks. In other words, physical movements help me concentrate and the description of kinesthetic learner fits my profile.

From my point of view, learning style surveys may offer some valuable recommendations and insights to help people learn better, however; no survey can be entirely accurate. According to Nilo (2014), besides visual learning strategies, she uses kinesthetic learning strategies to keep her concentrating at class. I reflect that one's learning style is influenced by various aspects, which includes personality, learning experience, society, culture and so on. Learning style surveys can be a good reference for learners, but not the only measurement to classify learning styles. Moreover, there is no one-size-fit-all training program, trainers should try to provide more training options, such as e-learning, small group discussion, and mentor, to help trainees achieve the best learning results.

References

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