Being in one’s chosen job determines pre-training attitudes and training outcomes

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The present study introduces a new important variable into a model of training motivation, namely that of being in one’s chosen job. Evidence exists that having some control and choice over aspects of training have positive effects on training motivation. We propose that being in one’s chosen job will also have such an effect, as it provides trainees with greater autonomy regarding their career progression (e.g., Gagné & Deci, 2005) and aligns their training activity closely with their personal goals (e.g., Locke & Latham, 2002). Pre- and post-training surveys were completed by 232 instructors who were themselves on a military training course. Results confirmed the positive effects of being in one’s chosen job on the pre-training attitudes of self-efficacy and training motivation with further direct effects on motivation to transfer, and indirect effects on knowledge acquisition and post-training self-efficacy. Findings have both theoretical and practical ramifications. Being in one’s chosen job should be incorporated into models of training motivation and, whenever possible, employees being re-deployed should be granted their job preference because this is associated with important positive effects on pre-training attitudes and motivation to transfer new skills to the work environment.

Cognitive ability alone cannot explain why some trainees experience greater success than others (Baldwin, Magjuka, & Loher, 1991), and motivational factors have taken centre stage in training research (Colquitt, LePine, & Noe, 2000; Noe & Schmitt, 1986). Many studies have examined how motivation during training affects training outcomes (Clark, Dobbins, & Ladd, 1993; Mathieu & Martineau, 1997; Mathieu, Tannenbaum, & Salas, 1992; Noe, 1986). Various models have been proposed indicating, for example, how trainee characteristics and attitudes influence motivation to learn and training effectiveness (Clark et al., 1993; Colquitt & Simmering, 1998; Mathieu et al., 1992; Noe & Schmitt, 1986; Noe & Wilk, 1993). In an attempt to integrate and clarify this literature, Colquitt et al. (2000) conducted a meta-analysis and highlighted the importance of pre-training attitudes and trainee characteristics on motivation to learn and subsequent training success. There is also evidence of the positive motivational effects of allowing trainees some control over not only aspects of training (e.g., Orvis, Fisher, & Wasserman, 2009) but also whether to participate in training (e.g., Mathieu,
Martineau, & Tannenbaum, 1993). In a similar vein, the present study examines the effect of trainees being in their chosen job that is predicted to positively influence training motivation, self-efficacy, and related training outcomes by providing trainees with greater autonomy regarding their career progression (e.g., Gagné & Deci, 2005) and aligning their training activity closely with their personal goals (e.g., Locke & Latham, 2002). To date this variable has not been investigated; although it is not only of theoretical significance in identifying another potential predictor of pre-training attitudes, but also of practical importance in situations where employees are moved or re-deployed within organizations.

Noe (1986) proposed that attitudes such as motivation are malleable individual characteristics that play a critical role in achieving training success. In training situations, motivation has been linked to knowledge and skill acquisition (Quinones, 1995; Tracey, Hinkin, Tannenbaum, & Mathieu, 2001), post-training self-efficacy (Hicks & Klimoski, 1987; Mathieu et al., 1993), motivation to transfer training to work environments (Facteau, Dobins, Russell, Ladd, & Kudisch, 1995; Tai, 2006), and affective reactions such as satisfaction with training (Mathieu et al., 1992). Broadly speaking, training motivation is directly linked to many indicators of training success (Chiaburu & Tekleab, 2005; Clark et al., 1993), and therefore, identifying any novel predictor of such motivation is important.

There is evidence in two areas of training that positive motivational effects flow from allowing the trainee to have control over some aspects of training. First, in intelligent tutoring and e-learning programs, trainees may control features such as the pace of training, the sequence in which training materials are presented, the method of training presentation, the provision of remedial content, the number of practice tasks, and the level of feedback and training difficulty (DeRouin, Fritzsche, & Salas, 2004, 2005; Long, DuBois, & Faley, 2008; Orvis et al., 2009). Generally, such learner control has been linked to increased engagement with the training process (Orvis et al., 2009), greater expenditure of attentional resources (DeRouin et al., 2005), and greater motivation (Brown, 2001; DeRouin et al., 2005; Orvis et al., 2009).

Second, research has also examined the effect of allowing trainees to decide whether to participate in a training program. Entering training on a voluntary basis leads to many positive motivational effects, including, increases in perceptions of training instrumentality (Guerrero & Sire, 2001), self-efficacy (Bandura & Wood, 1989; Mathieu et al., 1993; Quinones, 1995), motivation to learn (Baldwin et al., 1991), knowledge/skill acquisition (Tracey et al., 2001), satisfaction with the training program (Quinones, 1995), reactions to training (Mathieu et al., 1992), and a reduction in intentions to quit training (Clark et al., 1993). In contrast, mandatory training often results in negative effects (e.g., Baldwin et al., 1991; Mathieu et al., 1992; Quinones, 1995). However, this evidence is not quite so clear cut as two studies by Tsai and Tai (2003) and Baldwin and Magjuka (1997) appear to contradict these trends. Tsai and Tai (2003) found that bankers assigned to a financial law training programme had higher training motivation than those who chose to enter training freely, and Baldwin and Magjuka (1997) found that engineers who believed training to be compulsory were more intent on transferring trained skills to the workplace. However, these results can be reconciled in terms of how trainees were assigned to training being interpreted by trainees as either positive or negative feedback (Martocchio & Webster, 1992). When assignment to training is perceived as a remedial measure to improve poor performance, trainees may react negatively, leading to reduced training motivation and poor training outcomes (Liao & Tai, 2006). When mandatory training is viewed as a positive career-advancing activity, trainees are
likely to perceive that training outcomes are of greater importance to both career and organizational goals, leading to increased training effort (Tsai & Tai, 2003).

**Some effects of being in one's chosen job**

In the present paper, we investigate another situation in which individuals may be granted their preference, namely being in their chosen job and how this may affect pre-training attitudes. Whilst these relationships have not been previously investigated, we draw upon theories of work motivation to link being in one’s chosen job with pre-training variables, and Colquitt et al.’s (2000) model of training effectiveness to link pre-training variables with aspects of training effectiveness. Additional associations between being in one’s chosen job and training outcomes are discussed.

Notions of control, choice, autonomy, and goals can be found in various theories of work motivation (Deci & Ryan, 1980; Gagné & Deci, 2005; Hacker, 1994; Hackman & Oldham, 1980; Locke & Latham, 1990, 2002). It has been postulated that intrinsic motivation improves when employees engage in an activity because they want to, because they find it interesting, and because it aligns with their personal goals and choices (Gagné & Deci, 2005). Job characteristics theory (Hackman & Oldham, 1980) suggested that job roles that afford personal freedom and discretion to employees result in greater levels of motivation. In a similar vein, both cognitive evaluation theory (Deci & Ryan, 1980) and action regulation theory (Hacker, 1994) imply that individuals need to feel autonomous in order to be motivated. A central component of autonomy is having the experience of control or perceived choice. When control is perceived as coming from an external source, the degree of autonomy is reduced (Ryan & Deci, 2000; Gagné & Deci, 2005). We propose that being in one’s chosen job is, therefore, likely to result in greater perceived autonomy and control, thus, leading to increased intrinsic motivation in that job.

When allowing an employee to set their own goal concerning career development, they will be motivated to choose the course of action that is most closely aligned with their personal preferences, values, and intentions (Campbell & Pritchard, 1976). In doing so, the individual will recognize the greater utility of that course of action over other possible alternatives and feel a greater degree of control in relation to their own development. According to goal-setting theory (Locke & Latham, 1990, 2002), representations of these goals will pervade action undertaken in pursuit of these goals by affecting attitudes and determining goal-directed behaviour. Likewise, needs achievement models (Raynor, 1974; Raynor & Rubin, 1971) indicate that once a goal has been chosen and implemented, contingent and non-contingent implications of this chosen goal have important motivational effects. Therefore, having chosen a goal (or job), any activity directed at achieving that goal should result in greater positivity in pre-training attitudinal variables such as utility perceptions and motivation. Indeed, a meta-analysis of the effects of choice and control in experimental studies concluded that choices that are particularly important in reflecting an individuals’ major goals, values, and interests have the greatest effect in eliciting intrinsic motivation and higher performance levels (Patall, Cooper, & Robinson, 2008). One would expect this principle to operate in the present study, given the pivotal importance of selecting a job and having one’s choice of job granted.

In the present study, some trainees are in a job of their choice and some have been assigned to their job, but all have to undergo training for their job role. We expect that those granted their choice of job will perceive that they have a greater degree
of autonomy by being allowed to progress towards self-set goals. These individuals should view their training activity as contingent on their chosen goal and beneficial to achieving that goal. As such, they should have higher levels of training motivation, due to perceptions of both greater autonomy and the higher utility of training compared to those who were assigned to their job.

The effect of being in one’s chosen job on self-efficacy is also of interest here. A central postulate of goal-setting theory (Locke & Latham, 1990, 2002) is that goal-setting and commitment is facilitated by self-efficacy and vice versa. We suggest that individuals who have chosen a job role and have been granted it are more likely to perceive that they have an appropriate level of self-efficacy needed to achieve these goals. Consequently, we would predict a positive relationship between being in one’s chosen job, rather than being assigned to it, and levels of self-efficacy.

Therefore, being in one’s chosen job is hypothesized to be positively related to training motivation and also to pre-training self-efficacy (Pathways 1–2, Figure 1). In turn, pre-training attitudes are proposed to affect subsequent training outcomes (assessed in this study at the end of a training course) in accordance with the model of motivation and training effectiveness outlined by Colquitt et al. (2000). Specifically, training motivation is hypothesized to be positively associated with motivation to transfer (Tai, 2006), post-training self-efficacy (Hicks & Klimoski, 1987; Mathieu et al., 1993), and knowledge acquisition (Colquitt et al., 2000) (Pathways 6–8). In accordance with previous research (Mathieu et al., 1993; Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991), pre-training self-efficacy is proposed to positively influence post-training self-efficacy (Pathway 9). The direct effects of being in one’s chosen job on training outcomes are also considered based on goal-setting theory’s notion of the pervasive and far-reaching effects of goals on attitudes and behaviours (Locke & Latham, 1990, 2002) (Pathways 3–5). Also, as Colquitt et al. (2000) highlight the potential role of socio-cognitive mediators such as motivation to learn on training outcomes, pre-training variables are examined as potential mediators of the effects of being in one’s chosen job on training outcomes. Collectively, therefore, the conceptual model tests effects emanating directly from the variable of being in one’s chosen job and indirectly via training motivation and pre-training self-efficacy.
Method

Sample
The initial sample consisted of 252 UK military instructors of military personnel. These instructors were themselves required to undertake training in coaching and motivation that was provided as a training course at seven UK military training centres. Therefore, these instructors became the trainees whose pre-training attitudes and training outcomes were the foci of the present study. Of this initial sample of instructors undergoing training in coaching and motivation, 161 were in their job of choice, 71 were not but were assigned to the job of instructor, and the remaining 20, who did not disclose on this issue, were subsequently excluded from further analysis leaving a final sample of 232. This sample included 201 males, 20 females, and 11 who did not disclose their gender. The mean age was 33.84 years (SD = 6.28) with a mean length of service of 14.61 years (SD = 6.49). Fifty-six of the instructors were from the Royal Navy, 123 from the Army, and 53 from the Royal Air Force. The average experience in the role of instructor was 3.67 years (SD = 3.91).

In this military context, a person’s future job, and job preference (e.g., to work in administrative, operational sectors), was generally discussed at an annual review with line manager(s) and what job they were granted depended upon their experience and skills. Whilst there was no formal assessment of these, all personnel appointed to the job of instructor, irrespective of whether this coincided with their preference, were judged to possess sufficient subject-matter knowledge and communication skills to be an instructor. The main variable of interest in the present study was whether instructors were in their job of choice, or not, and how this affected pre-training attitudes and training outcomes. All instructors were required to undergo the training provided by the Coaching and Motivation Course, and the only factor that determined when they attended was their current work schedule and availability, and there was no other element of selection.

Materials
The Coaching and Motivation Course was designed by the Defence Centre for Training Support and was provided to the three Services. The Course was part of a new UK Ministry of Defence initiative to move away from the traditional approach to instruction and adopt a more trainee-centred approach. It constituted nine modules covering: the concepts of coaching; stressors in training; motivation; transactional versus transformational leadership, observation, effective questioning; feedback; goal setting; and visualization. Each module was allocated on an average 52 minutes; although, inevitably, there was some local variation in timings. Modules were delivered through lectures with PowerPoint slides over a 2-day period.

Pre-training questionnaire
Background information included questions concerning age, gender, length of service, and whether the instructors were in their chosen job. Responses for items in the remainder of the questionnaire were recorded on seven-point scales with responses ranging from ‘1 = strongly disagree’ to ‘7 = strongly agree’. The only exception was the measurement of self-efficacy that involved two seven-point scales of capable/incapable and sure/unsure.
A composite measure of training motivation ($\alpha = .93$ in present study) was developed from the related constructs of valence, instrumentality, and motivation to learn. Valence, the perceived value of successful training, was measured using three items taken from Colquitt and Simmering (1998). An example item is, 'It is desirable for me to do well during this course'. Instrumentality, the extent to which trainees believed that doing well during training would improve job performance and subsequent career, was measured using five items adapted from Mathieu et al. (1992). An example item is, 'I expect this course to help me to develop coaching skills that are useful for my career as an instructor'. Motivation to learn, defined as a trainee's enthusiasm and keenness to learn, was measured via a three-item scale (adapted from Noe & Schmitt, 1986). An example item is, 'I will try to learn as much as I can during this course'.

Pre-training self-efficacy was measured using a three-item scale adapted from Norman and Hoyle (2004). An example item is, 'I believe I have the ability to use coaching techniques' ($\alpha = .84$ in original study, $\alpha = .82$ in the present study).

In order to assess relevant pre-training knowledge, a 10-item test was constructed. Nunnally (1970) specified that, in this type of achievement test, the most important aspect of reliability concerns ensuring that content validity is high by developing items that adequately sample substantive course issues and have face validity with those knowledgeable about the course. Test items constituting short answer questions were developed that sampled the content of each module of the course. In addition, these items were discussed and modified in liaison with the course providers to ensure that they constituted important knowledge to be acquired. A standard answer-scoring system was developed and used by three researchers acting as scorers. The maximum test score was 16 and the test was un-timed in order to use a power format (Ghiselli, Campbell, & Zedeck, 1981) and avoid reliability concerns that can arise with timed achievement tests (Nunnally, 1970). Cronbach's alpha and split-half reliability were only calculated for post-test scores given that pre-training knowledge scores were at floor levels with an average of 0.86 ($SD = 3.07$).

**Post-training questionnaire**

Motivation to transfer was measured via two items adapted from Noe and Schmitt's (1986) measure. An example item is, 'I am looking forward to applying the techniques taught on this course' ($\alpha = .89$). Post-training self-efficacy used the same items as pre-training self-efficacy ($\alpha = .91$).

The same knowledge test was administered post-training ($\alpha = .72$). In addition, Guttman's split-half reliability was .74. Further credence concerning the validity of the knowledge test was indicated by the improvement in scores from pre- to post-training, $t(231) = 20.78, p < .001$.

**Procedure**

The Coaching and Motivation Course was undertaken at one of seven training centres. All questionnaires were administered in classroom settings by researchers, and course trainers were not present. An approximate time of 30 minutes was allocated to all these activities at both the beginning and end of each course. The knowledge test was administered after the pre- and post-training questionnaires had been completed.
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Table 1. Descriptive statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being in one's chosen job</td>
<td>1.69</td>
<td>0.46</td>
<td>1–2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training motivation</td>
<td>63.87</td>
<td>11.90</td>
<td>20–77</td>
<td>.29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation to transfer</td>
<td>11.86</td>
<td>2.43</td>
<td>2–14</td>
<td>.26</td>
<td>.51</td>
<td>.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-training self-efficacy</td>
<td>18.11</td>
<td>2.38</td>
<td>10–21</td>
<td>.07</td>
<td>.14</td>
<td>.42</td>
<td>.29</td>
<td></td>
</tr>
<tr>
<td>Knowledge acquisition</td>
<td>4.19</td>
<td>3.07</td>
<td>0–17</td>
<td>−.05</td>
<td>.20</td>
<td>−.06</td>
<td>.23</td>
<td>.02</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01.

Results

Eighteen missing values were replaced by the mean for all cases in order to avoid a reduction in sample size (Tabachnick & Fidell, 2001). The means, standard deviations, and inter-correlations of all variables are reported in Table 1. Trainees scored highly on all pre- and post-training attitudinal measures. In addition, there was a significant improvement in knowledge as a result of training ($t(231) = 20.78, p < .001$). Being in one’s chosen job was most positively correlated with training motivation ($r = .29, p < .01$), followed by motivation to transfer ($r = .26, p < .01$), and pre-training self-efficacy ($r = .17, p < .05$). Being in one’s chosen job was not associated with knowledge acquisition or post-training self-efficacy ($ps > .05$).

Structural equation modelling analysis

Models were estimated using maximum likelihood estimation with LISREL 8.50 (Jöreskog & Sörbom, 1996). Five indices were used to assess the fit of the model: the chi-square index ($\chi^2$), the root-mean square error of approximation (RMSEA), the goodness-of-fit index (GFI), the adjusted GFI (AGFI), and the comparative fit index (CFI). RMSEA values less than .05 indicate a good fit to the data (Kline, 2004). GFI, AGFI, and CFI values range from 0 to 1, with higher values denoting better fit (Marsh, Hau, & Wen, 2004). A single indicator approach was taken for all study constructs included as part of the analytic model. Measurement error was taken into account for the continuously assessed variables by fixing the error term for each construct to the value estimated for the observed reliability.

Baron and Kenny (1986) specified that the independent, dependent, and mediator variables all need to be significantly related to establish mediation; whereas, MacKinnon, Lockwood, Hoffman, West, and Sheets (2002) stated that the independent and dependent variables need only be significantly related to the mediator variable for mediation to be possible. MacKinnon et al. (2002) further stipulated a method of assessing the statistical significance of these indirect associations by means of the $t$ statistic, which is the approach adopted in the present study to test indirect effects.

In order to test the empirical validity of the proposed effects, analyses were conducted in two stages. First, the direct effects of being in one’s chosen job on training outcomes were assessed with a relationship established between being in one’s chosen job and motivation to transfer ($\beta = .26, p < .01$), with 7% of variance explained in motivation to transfer. Being in one’s chosen job was not directly related to post-training self-efficacy ($\beta = .07, p > .05$) or knowledge acquisition ($\beta = -.05, p > .05$). Second, the role of training motivation and pre-training self-efficacy were examined as indirect
effects, linking being in one’s chosen job with the three training outcomes variables (see Figure 2). Being in one’s chosen job was positively associated with training motivation ($\beta = .29, p < .01$). Training motivation was associated in turn with motivation to transfer ($\beta = .47, p < .01$). However, being in one’s chosen job was still associated with motivation to transfer ($\beta = .14, p < .05$), explaining 2% of overall variance in motivation to transfer once training motivation had been accounted for. An indirect effects test indicated that training motivation partially accounts for the relationship between being in one’s chosen job and motivation to transfer ($t = 4.01, \beta = .14, p < .01$).

A relationship between training motivation and knowledge acquisition was established ($\beta = .20, p < .05$). A test revealed a significant indirect effect of being in one’s chosen job with knowledge acquisition via training motivation ($t = 2.56, \beta = .06, p < .05$). No association was found between training motivation and post-training self-efficacy. However, pre-training self-efficacy was significantly related to this outcome ($\beta = .43, p < .01$). The indirect effect from being in one’s chosen job to post-training self-efficacy via pre-training self-efficacy was statistically significant ($t = 2.86, \beta = .10, p < .05$).

The fit indices indicated an acceptable fit between the model and the data: $\chi^2(4) = 5.51 (p = .24)$, RMSEA = .04, GFI = .99, AGFI = .96, and CFI = .99. Overall, model pathways explained 28% of the variance in motivation to transfer, 20% in post-training self-efficacy, and 4% in knowledge acquisition. Being in one’s chosen job explained 3% of the variance in pre-training self-efficacy and 8% in training motivation.

Discussion
The present study demonstrates that being in one’s chosen job is a new and important predictor of pre-training attitudes. Results indicate that being in one’s chosen job had a positive effect on training motivation that is consistent with research concerning the positive effects of having control over some aspects of training (i.e., choice of training...
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content; Baldwin et al., 1991) and choice to attend training (Guerrero & Sire, 2001; Mathieu et al., 1993). Our findings are also consistent with the predictions of various theories of work motivation that highlight the importance of autonomy and perceived control in increasing intrinsic motivation (Deci & Ryan, 1980; Gagné & Deci, 2005; Hacker, 1994; Hackman & Oldham, 1980). Therefore, when setting salient career goals, known to have a motivating effect on career-oriented developmental activities (Locke & Latham, 1990, 2002; Patall et al., 2008), it is important that employees perceive that they have an element of choice or autonomy. This will result in greater intrinsic motivation when undertaking career development activities perceived as contingent on their goals (Raynor, 1974; Raynor & Rubin, 1971). Consequently, training motivation will be enhanced. Results also confirm that being in one’s chosen job is associated with increased pre-training self-efficacy. Therefore, being in a chosen job within an organization, a trainee will be motivated to engage and learn relevant training content and will also have greater belief in their ability to master training content.

The results also indicate a small effect of being in one’s chosen job on motivation to transfer, an effect partially mediated by training motivation. Interestingly, this association can also be explained by goal-setting. Trainees whose self-selected career goals align with the goals of training will show goal-oriented behaviour (Locke & Latham, 1990, 2002) and greater perceptions of the utility of goal-directed activity (Campbell & Pritchard, 1976). As such, trainees undergoing goal-directed training (training in the current study was aimed at producing improved performance of instructors) have greater intentions of transferring skills and knowledge developed in training to their chosen jobs.

Being in one’s chosen job was not directly related to post-training self-efficacy. However, an indirect effect between these variables, via pre-training self-efficacy, was established. An indirect effect was also found between being in one’s chosen job and knowledge acquisition, mediated via training motivation.

Contrary to our conceptual model and the findings of both Hicks and Klimoski (1987) and Mathieu et al. (1992), training motivation did not predict post-training self-efficacy. It appears that whilst pre- and post-training self-efficacy beliefs are related, they are not associated with training-related motivational variables. Other results more closely substantiate our initial predictions. In accordance with the conceptual model proposed, and in line with previous research attesting to the beneficial effects of motivation to learn (i.e., Chiaburu & Tekleab, 2005; Clark et al., 1993), training motivation did predict motivation to transfer and knowledge acquisition.

The present study has at least three limitations. First, military instructors work in a unique environment, and it is important to test the generalisability of the effect of being in one’s chosen job in other contexts. However, one might have expected that the disciplined nature of the military context might have mitigated, or indeed eliminated, the effect of pre-training attitudes that are nevertheless very strong in the present study. Second, another possible limitation is method bias (Schmitt, 1994). The data were collected via self-reports, and it is possible that the observed relationships were influenced by this restriction in data-collection method. However, the temporal lag between predictor data collected at Time 1 and criterion data collected at Time 2 should have mitigated against the effect of common method bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Finally, despite our results concerning the positive effects of being in one’s chosen job, these effects may not always be positive due to moderating factors. Indeed, further investigation is necessary into factors that may moderate the association between being in one’s chosen job and training motivation. Some potential candidates, already identified as predictors of training motivation, include perceptions of
training-transfer climate (Clark et al., 1993) and the level of supervisor support (Chiaburu & Tekleab, 2005).

Our findings have both theoretical and practical implications. From a practical perspective, the present findings suggest that it is important, whenever possible, to grant employees their choice of job when being moved within an organization. Employees who are assigned a particular role without actually choosing it are likely to perceive a lower degree of autonomous control over their own career development. As a result, these individuals are less likely to feel positive or motivated about any training associated with the new job. They are also likely to have lower levels of pre-training self-efficacy and less motivation to transfer any new skills to the workplace than their counterparts who were granted their choice of job. The negative effects of not being granted one’s choice of job could be obviated by improving trainees’ perceptions of the likely benefits of doing well in training, thereby increasing utility expectations involved in training motivation. In addition, trainers and supervisors could attempt to boost trainees’ efficacy beliefs by expressing confidence in trainees’ ability to master training content and providing a detailed description of training content prior to the commencement of training (Guerrero & Sire, 2001; Hicks & Klimoski, 1987).

Since Colquitt et al. ’s 2000 paper, most researchers have focused on broadening the range of predictor variables of motivation-related training variables (e.g., leader-member exchange relationships, proposed by Scaduto, Lindsay, & Chiaburu, 2008; environmental stressors, proposed by LePine, LePine, & Jackson, 2004; personality factors, proposed by Rowold, 2007). From a theoretical perspective, we have introduced a novel and important variable, namely being in one’s chosen job that should be accounted for in models of training motivation (Colquitt el al., 2000; Quinones, 1995; Tannenbaum et al., 1991). Whilst we have demonstrated unequivocally its empirical effects on both pre-training attitudes and training outcomes, our predictions and explanations from theories of work motivation concerning how these effects come about remain to be tested directly by future research. In addition, further research should explore variables that may moderate the relationship between being in one’s chosen job and training related variables

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