

## **Mgr Anna Filipowicz-Florczyk**

The premise for dissertation was to increase training effectiveness by tailoring training methods to individual learning styles of employees according to D. Kolb's theory and its adaptation by P. Honey and A. Mumford.

The main goal was to determine whether the selection of training methods considering individual learning styles of the participants positively influences the outcome of a training project. Partial goals included: identification of training methods used in practice and criteria for their selection, identification of individual learning styles of research participants, evaluation of the effectiveness of research training programs, verification if there is a relation between evaluation of training effectiveness and the degree to which training methods used for training purpose match the method preferred because of the learning style.

The paper is divided into five chapters, preceded by an introduction, and followed by a conclusion.

First two chapters comprise the theoretical foundations. In the first chapter, based on literature research, the importance of human capital for the competitiveness of organizations and the role of training in the development of human capital were indicated. Then, the characteristics of the training process and outlines associated with its planning together with a classification of methods used in training projects were presented. The final part of the chapter is devoted to comprehensive approach towards evaluation of the training effectiveness.

In the second chapter, the emphasis is placed on learning styles and how they apply to adult learning. The first part of this chapter concentrates on the specifics of adult learning. Then, theories related to the learning process are raised and classification of learning styles is presented. Critical to the dissertation is D. Kolb's theory with Kolb's learning cycle and learning styles. The chapter is concluded with the characteristics and examples of training methods relevant to different learning styles.

Chapter three presents the research methodology underlying this dissertation. It refers to the goals, hypotheses, methods used and stages of the research.

Chapters four and five constitute the key part of the dissertation presenting results of the research along with their analysis and conclusions. The fourth chapter contains the analysis of training methods used in the research trainings and the analysis of learning styles represented by the respondents together with their preferences for learning methods. In addition, the chapter presents research trainings effectiveness based on survey results.

Finally, the fifth chapter connects all aspects of the research and presents the results related to the degree to which training methods used for training purpose matches the method preferred because of the learning style in relation to the training effectiveness.