LITERATURE REVIEW

1. A Methodological Basis for Assessing the Cost-Effectiveness of Corporate Training
   Lapidus, L; Kazakov, V
   Problems of Economic Transition; 2017, July, Vol. 59, No.7-9, pp. 600-607
   The article discusses the methodological aspects of training personnel that will allow specialists in the field of human resources development to plan for the results of training, monitor the educational process, and motivate company employees for training. (Ebsco)

2. A study on the critical success factors for corporations embarking on knowledge community-based e-learning
   Ruey-Shun, Chen; Chin-Hsiao, Hsiang
   Corporations have felt the pressure for fast-paced innovations and knowledge transfer as major driving forces in raising their sustainable competitive advantage and organizational total productivity. Thus, the development of the knowledge community through e-learning is an important strategy in implementing knowledge management policy. This paper illustrates an empirical study with which to conduct qualitative research of learning organization. From the case company’s real progress and practical experience, some core principles were extracted from four managerial aspects, such as: strategy, technology, process, and personnel. These aspects were analyzed in order to understand the value chain framework and the major concerns of knowledge community development. Further, the main benefits are addressed and certain critical factors are proposed and shown in this paper to ensure the success of corporations embarking on knowledge
3. **Best practices to ensure the maximum ROI in learning and development**  
Little, Bob  
*Industrial and Commercial Training, September 2014, Vol. 46, No. 7, pp.400-405*  
The purpose of this paper is to outline a practical approach to best practice in corporate learning and development (L&D) – within the context of measuring the return on investment (ROI) of any piece of learning. Design/methodology/approach: – Report of a webinar, augmented with other research and observations. Findings: – Employee development is at the top of CEO priority lists – at least in the USA. While there are a number of ways by which a learner can acquire the knowledge and skills to develop her/himself, there are four approaches to learning and development (L&D) activity particularly worth investigating from an ROI perspective. In terms of learning, size matters. Learning stands a better chance of being assimilated and applied if it is miniaturised – and adheres to five “best practice” strategies. Practical implications: – Organisations can increase the effectiveness of their L&D activities – along with their return on investment (ROI) in learning if they follow five “best practice” strategies. These should be: Aligned to organisational objectives, Self-paced and learner-focused, Designed to embed learning into workflow, granular, bite-sized, chunked learning, Delivered via a multi-media approach – using a blend of video, graphics, audio, text and which is made available to the learner via a choice of delivery media to suit the learner's learning preferences, tastes and needs as well as the available delivery technology. Originality/value: – As above. The paper also outlines some of the key issues in seeking to measure the ROI of learning objectively. (Emerald)  

4. **Beyond Cost Justification: Evaluation Frameworks in Corporate Distance Training**  
Keen, Christine M; Berge, Zane L  
Evaluation remains one of the biggest challenges for workplace training professionals today. Few organizations have mastered training evaluation, with even fewer moving beyond assessing learner reaction and satisfaction. The introduction of technology-based distance training, coupled with large initial investments in technologies that are needed to support distance training programs, has further exacerbated evaluation efforts for training organizations. This article looks at the changing environment of training evaluation and the application of evaluation methodology in corporate distance training. (Ebsco)

5. **Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations**  
Sung, Sun Young; Choi, Jin Nam  
The present study examines the effects of training and development on organizational innovation. We specifically suggest that the training and development investments of an organization affect its innovative performance by promoting various learning practices. We empirically tested our hypothesis by using time-lagged, multi-source data collected from 260 Korean companies that represent diverse industries. Our analysis showed that corporate expenditure for internal training predicts interpersonal and organizational learning practices, which, in turn, increase innovative performance. The data also revealed that the positive relationship between interpersonal and organizational learning practices and innovative performance is stronger within organizations that have stronger innovative climates. By contrast, investment in employee development through financial support for education outside an organization poses a significant negative effect on its innovative performance and no significant effect on learning practices. The present study provides a plausible explanation for a mechanism through which the investment of an organization in employees enhances its innovative performance. (Wileyonline)  
6. **Leadership and learning: facilitating self-directed learning in enterprises.** Smith, Peter J; Sadler-Smith, Eugene; Robertson, Ian; Wakefield, Lyn
   The purpose of this research is to show that a key aspect of learning and development of individual employees is that of self-directedness. This paper will consider the role of the leader in facilitating workforce development in terms of employees' self-directedness for learning. The research was designed to investigate the views that "learning leaders" in organizations have towards the development of self-directedness in employees; and to identify strategies that are feasible in developing self-directedness in operating organizations. This paper draws on a national research project undertaken in 12 organizations in Australia, representing a range of sizes and a number of industry sectors. Data collection involved interviewing learning and development managers in each organization to gauge the relative feasibility of the implementation of a number of pre-identified strategies designed to develop self-directedness among employees within operating work environments. The research showed that: learning managers and leaders were generally well disposed towards the development of self-directedness, and some had already moved to do so; and identified a number of possible strategies for implementation of varying degrees of feasibility. The paper will consider these findings in relation to the concept of a "learning leader". The findings of this research provide guidance to learning and development personnel on feasible strategies to use within their own organization to assist with the development of self-directed learning among employees. (Emerald)

7. **Perceptions about and attitude toward the usage of e-learning in corporate training**
   Kimiloglu, Hande; Ozturan, Meltem; Kutlu, Birgul
   Computers in Human Behavior; July 2017, Vol. 72, No. 1, pp.339-349
   As companies are driven to reshape their established practices with the impact of advancements in information and communication technologies, corporate training emerges as a distinct area requiring technological transformation. This exploratory study aims to examine the attitudes of a sample of 106 of the top 500 corporations in Turkey regarding the usage of e-learning for corporate training. Findings show that most of these firms currently have a hesitant attitude toward this development. Through factor analysis, the main advantages for using e-learning in corporate training have been classified as employee commitment and motivation, convenience and accessibility, customization and outsourcing, and cost effectiveness while the disadvantages have been grouped as personal and organizational. Consequently, attitudinal differences toward e-learning between companies have been explored according to two scale-related variables (employee size and company revenue) and two variables about organizational readiness (the existence of a Learning & Education Department and the current use of e-learning). (Science direct)
   https://ac.els-cdn.com/S0747563217301437/1-s2.0-S0747563217301437-main.pdf?_tid=c6758228-e513-11e7-844b-00000aab0f6c&acdnat=1513726055_0cbcc48d3f2be76437c5e91777014c04

8. **Reducing employee learning and development costs: the use of massive open online courses (MOOC)**
   Ong, David; Jambulingam, Manimekalai
   This paper discusses the role of online learning, in particular the use of massive open online courses (MOOC), in reducing costs related to employee training and development. Businesses these days are facing escalating costs of doing business, and senior management teams are also looking for areas of cost reduction and savings within their organizations. The adoption of MOOC enables cost savings in regard to employee training and developments.
Design/methodology/approach: The contents of this paper are of the authors’ personal experience in using online learning and evidence gathered from available literature. Findings: Several large organizations are already using MOOC to replace or complement their traditional training program. One major benefit of using MOOC for employee training and development programs is the potential for huge cost savings for employee training. Practical Implications: Traditional employee training programs need to be reviewed in view of the vast development in internet technologies. The internet and the latest technology devices can be fully utilized to facilitate employee training and developments, thus resulting in overall cost savings. Originality/value: This paper presents the operationalization of MOOC in organizations for training and development. The benefits and downsides of adopting MOOC in training and development are also discussed in this paper. (Emerald)


9. Successful E-Learning in Corporations
Chen, Edward T
Communications of the IIMA, 2008, Vol. 8. No. 2, article 5
This paper seeks to explore the concepts and best practices of successful e-learning in corporations. It will first describe what e-learning is as well as its history in relation to educational models. A brief introduction will cover the variety types of e-learning. The paper will then provide information on e-learning limitations such as various standards, lack of infrastructure and architecture, and at length discuss employee motivation and cultural resistance to e-learning. Organizational advantages and benefits of e-learning will be outlined. Some of them include cost savings on travel, globalization, improved value-chain activities, and return on investment. Finally the paper will present some success stories and discuss the future implications of e-learning in corporations.

http://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1080&context=ciima

10. The influence of goal orientation dimensions on time to train in a self-paced training environment
Ely, Katherine; Sitzmann, Traci; Falkiewicz, Cari
Learning and Individual Differences, January 2009, Vol. 19, No.1, pp.146-150
This study examined the role of goal orientation dimensions in understanding differences in time spent in an online, occupational training program. In predicting time to train, there was a significant interaction between mastery and performance-avoid goal orientations (β=−.32), highlighting the value of considering goal orientation dimensions in concert. Trainees with low mastery and low performance-avoid goal orientations completed training considerably faster than trainees who were high on one or both of these dimensions. Although trainees varied greatly in the amount of time spent in training (lengths ranged from 21 to 72 days), time spent in training did not significantly predict knowledge levels (β=−.14). As organizations move toward Web-based instruction, research is needed to elucidate the decisions that trainees make in self-paced training environments and the impact that individual differences have on these decisions. (Ebsco)

https://ac.els-cdn.com/S1041608008000794/1-s2.0-S1041608008000794-main.pdf?_tid=fectad14-e514-11e7-8ac9-00000aab0f02&acdnat=1513726580_a19100ed8ccf627698ac19806773833a

11. Understanding participation in e-learning in organizations: a large-scale empirical study of employees
Garavan, Thomas N; Carbery, Ronan; O'Malley, Grace; O'Donnell David
Much remains unknown in the increasingly important field of e-learning in organizations. Drawing on a large-scale survey of employees (N = 557) who had opportunities to participate in voluntary e-learning activities, the factors influencing participation in e-learning are explored in this empirical paper. It is hypothesized that key variables derived from the theories of planned behaviour and
instructional design – general-person characteristics, motivation to learn, general and task-specific self-efficacy, situational barriers and enablers, and instructional design characteristics – will predict participation in e-learning. Using structural equation modelling, we find statistical support for the overall theoretical model proposed. We discuss the implications for practice. (Wiley online)

12. **When training works: strategies for effective learning**


This paper aims to review the latest management developments across the globe and pinpoint practical implications from cutting-edge research and case studies.

Design/methodology/approach: This briefing is prepared by an independent writer who adds their own impartial comments and places the articles in context. Findings: Any organization paying out US$1,200 per employee wants to see some benefit for its spending. Especially if spending that money also involves taking up 30-plus hours of employee time. According to the Association for Talent Development, that is the average amount per employee that US businesses were spending on training in 2013 – and the cost typically goes up each year. What is less clear is how much newly learnt knowledge and skills gets applied to deliver improved organizational performance and increased competitiveness. Practical implications: The paper provides strategic insights and practical thinking that have influenced some of the world’s leading organizations. Originality/value: The briefing saves busy executives and researchers hours of reading time by selecting only the very best, most pertinent information and presenting it in a condensed and easy-to-digest format. (Ebsco)