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The corporate university : effective strategies used to create a productive corporate training program

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The corporate university : effective strategies used to create a productive corporate training program

Abstract

This literature review describes the strategies utilized in creating a successful corporate training program. There has been an evolution in the corporate training sector within the past decade that has encouraged the development of the corporate university. Many of our world's top companies are teaching content that is used to motivate employees to ensure a higher level of corporate success. This review suggests that by following the components established by effective training and instructional design, other entities can produce the same prosperous outcomes.

THE CORPORATE UNIVERSITY: EFFECTIVE STRATEGIES USED TO CREATE A
PRODUCTIVE CORPORATE TRAINING PROGRAM

A Graduate Review

Submitted to the

Division of Instructional Technology

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Eduardo Calderon

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ABSTRACT

This literature review describes the strategies utilized in creating a successful corporate training program. There has been an evolution in the corporate training sector within the past decade that has encouraged the development of the corporate university. Many of our world's top companies are teaching content that is used to motivate employees to ensure a higher level of corporate success. This review suggests that by following the components established by effective training and instructional design, other entities can produce the same prosperous outcomes.

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INTRODUCTION

In recent years corporate training programs have transformed themselves into corporate universities. Many of today's top companies have developed these types of programs within them. The question with any type of education, whether corporate or otherwise, is what methods, structure, or approach to teaching does one implement in order to obtain successful results? This question is not a simple one and the answer to it is even more complex. Many educators and trainers can tell you that when it comes to developing a program, one must review all components in order to guide the creation of an effective training program for all involved. Millions of dollars are spent on training and development each year, therefore, it is essential that every area of concern be defined prior to and throughout the training process.

According to many sources, traditional training education has been a matter of outsourcing or contracting to other agencies (Allen, 2002; Hearn, 2001). Reduced funding in this type of approach has caused a change in procedures for delivering corporate training. According to Allen (2002), the price that the corporations incur by having to provide travel expenses and the cost of out-sourced training are a major challenge to the success of the business. This attitude was noted by Hearn (2001), "employee's education that can evolve with changing business needs in order to foster the business' sustained success. Many corporations believe that through continued education, they can achieve strategic goals and performance and improvement" (p. 20).

Examining the main areas of interest for a company demonstrates the importance of having effective corporate university training programs. Specifically, overall cost, time effectiveness, learner accessibility, and core training knowledge are useful in producing a

more successful outcome for all departments. Dillich states that, “companies form corporate universities in order to systemize the training function, maximize the investment in education, drive change in the organization, spread common culture and values, develop the employability of the workforce and remain competitive in the marketplace” (2000, p. 25).

The overall purpose of this literature review is to examine how program design is key to the positive effectiveness of corporate universities. According to Burn and Payment (2002), “Thirty years ago, workplace training programs typically lasted several days at an offsite location, today the same training topics are often covered in less than half a day at the jobsite” (p. xi). Another desired outcome of this literature review is to identify the key elements that are challenging the development of training programs in corporate universities. The key questions are: What is the focus of the corporate university? What role do trainers and learners play in the training program? How can proper evaluation tools be effective throughout the training process? The intended result of this review is to identify the components required for the development of an effective corporate training program.

METHODOLOGY

In order to locate the resources needed for this literature review, several search methods were used. The goal of the reviewer was to locate information that was accurate and current. This process began by locating the database links that were available through the University of Northern Iowa's Rod Library's web page.

The main source locator that was used was ERIC (Educational Resource Information Catalog). This database was essential in locating items that met the usability criteria established by the reviewer. Descriptors such as, corporate training programs, corporate classrooms, corporate universities, training assessments, and training evaluation were used to locate information through this database.

Additional information was also acquired by using Silver Platter and UNISTAR. Several books were located through this search. The reviewer was also able to identify sources by searching the World Wide Web. Sources were located by typing in word searches such as the ones listed in the above paragraph.

The reviewer compiled a list of criteria that sources needed to meet in order to be useable in this literature review. These questions are listed in the following passage:

1. Are sources current? (Published within the last fifteen years)
2. Can credible information be found about the author?
3. Does the author have professional reputation in the field?
4. Have other source sited the same resources?
5. Does the source contain information that is relevant to the literature review?
6. Is the information based on previous research?

The reviewer used these criteria for determining the usability and validity of the sources that were used in this literature review.

ANALYSIS AND DISCUSSION

The Corporate University

It is critical to understand the identity of the corporate university. In previous years, the corporate classroom would have likely been explained as collaboration between a university and a corporation to offer an educational foundation that was needed by an employee for the workplace. However, Hearn offers the following explanation:

The phrase '*corporate university*' can be defined as a ... centralized strategic umbrella for the education and development of employee [which] is the chief vehicle for disseminating an organizations culture and fostering the development of not only job skills, but also such core workplace skills as learning-to-learn, leadership; creative thinking, and problem solving. (2006, p.1)

The phenomenon of the corporate university has exploded over the last ten years and is expected by researchers to continue this dramatic growth. "In 1993, corporate universities existed in only 400 companies, in 2001 this number jumped to 2000, this number will grow to exceed 3700 by 2010 which is more than the number of private United States universities" (Hearn, 2000, p.1). Hearn goes on to say, "developing a corporate university expresses commitment to the value of investing in human capital" (2006, p.1). The successes of training and development can be seen in the growth of a company and its profits. This can be measured by the employees' motivation to provide quality work that is intrinsically and extrinsically motivated. Companies focus on employee quality training because of its importance to the growth of business. Training

provides needed knowledge and skill acquisition for employees and positive motivation for increased performance. Ritchie and Martin (1999) state that “motivation is the drive behind the satisfaction of basic human needs and that such needs are specific to the individual” (p.257). Green (2000) also adds that, “motivation is the fuel for performance, with motivation people reach their full potential, even exceed it” (p.4).

According to Eurich (1985), there are many other reasons for corporations to create training programs. Company spokespersons state these reasons as being compensatory, company-oriented, and recruitment/employee benefits. Training current employees on modern advancements and applications is the definition of compensatory education. This is needed for the simple purpose of bringing employees knowledge up to date on current methods of business. Company-oriented education is training employees on the manner in which business is conducted within the particular business. These schemes of training create a cultural identity that engenders a commitment to the company. Creating opportunity for employees to continue their educational ambitions in order to advance within the company is the final reason for corporate training. Currently, corporations are seeing more college graduates in the workforce. Therefore, in order to encourage trust and faithfulness organizations are offering opportunities for further education (Eurich, 1985). Surveys completed on the topic of why corporations create training have shown that the vast majority believes that the driving force is knowledge acquisition. Allen (2002) notes that in one survey, “77 percent of respondents indicated that either knowledge management or the creation of knowledge was the driver” (p.110). He also states that the corporate university is “the most logical and most effective tool for grounding new hires in the corporate culture” (p.110).

The ideas stated by Allen are validated by the corporate universities utilization of training classrooms to provide knowledge and motivation to their employees, which in turn creates a positive work-focused workforce. Therefore, corporate universities are created in order to focus the knowledge and determination of their employees to work for the greater success of the corporation and themselves.

Training Delivery

In the past, the approach to delivery of training has not been an area of many options. Traditionally, training has taken place in a classroom setting at an onsite location where either the trainer traveled to the site or the trainees did. A lecture format was also the traditional teaching approach. Things have changed due to the vast availability of technology and computers. Stevens (2001) agrees by offering that, “the Internet has completely changed the distance learning landscape” (p.1).

According to Swanson (2001):

Web-based training is the only way to keep up with rapid-fire product introduction. When vendors send representatives out to personally train salespeople about their products, it can take anywhere from 16 to 24 weeks before all Circuit City’s 750 locations are covered. With E-learning, Circuit City can have online training developed in six weeks.” (p.1)

This means that by using technology companies can benefit by giving their employees the knowledge that they need, in a more time-effective fashion, to better meet the needs of the consumers.

Time effectiveness is a contributing factor when choosing E-learning as the preferred form of delivery according to other companies as well. The director of E-

learning for J.P. Morgan Chase, Peter Jones says, “with a traditional classroom solution, it would’ve taken six months to a year to train our 83,000 employees” (as cited in Swanson, 2001, p.1).

Telecommunications is a growing method for training and development delivery. Portway and Lane (2005) stated that, “business television is the key to the education and retraining of 50 million American workers.” They also conclude that, “satellite based training may be the key to America’s economic success in the future” (p. 2-3).

A large number of companies are making technology a prime delivery medium for their own training delivery programs. Administrators see time and cost effectiveness as major benefits in their choosing this approach.

Video compression, audio conferencing, and computer conferencing provide low cost training sessions and in many situations will allow delivery of training and education to the desktop. While education and training have traditionally not utilized high-tech solutions, this is changing. Innovative leaders like IBM.

Tandem Computer, Hewlett Packard, and others have proven that technology is an effective means to train employees and customers quickly, cost effectively and with greater access than any other alternative. Technology and distance learning techniques have been perfected to the point where they are ideally positioned to play a critical role in responding to this vital national crisis. (Portway & Lane, 2006, p.5)

The literature supports E-learning as a key distance education approach to a win-win strategy for training delivery. But there are always some pitfalls in any recently new form to training. According to Air Canada, there were unforeseen issues when they

launched their E-learning training program, “trouble was, about 80% of the target employees had no computer experience” (Swanson, 2001, para. 16). Another issue that has arisen in the E-learning experience for John Deere is a conflict in technology systems. A John Deere representative states that, “after purchasing a library of courses for \$70,000, he got an E-learning education during integration time. The vendor neglected to disclose critical information up front: Users needed to run off a Windows NT server, and the content depended heavily on Java applets, neither of which John Deere uses” (Swanson, 2001, para. 26). The importance of confirming that the network applications used are compatible with those utilized by the vendor is a critical technical point. In the long run, it can save a lot of frustrations in time, money, and additional work.

There are notable positive supporting factors for using distance education approaches to training versus the traditional approach. This affirmation is present in the instructional design aspect of distance learning. Kazalauskas (2003), states, “A criticism of distance learning has been in the variability of the overall quality of online courses. This variation in quality is due to the lack of adequate, timely, and consistent feedback, the lack of interactivity, and the lack of a virtual community” (para. 1). Picciano confirms the importance of these issues by saying, “literature is extensive on the topic of interactivity and concluded that instructor responsiveness and feedback, instructor-to-learner interaction, and learner-to-learner interaction are keys to success” (as cited in Kazlauskas para. 4).

There are positive findings on the subject of distance learning that contribute to the usage of this approach to training. Stevens (March, 2001) investigated the views of

three different researchers on the subject of the effectiveness of using distance education approach to training. Not all the researchers agree on the effectiveness of the learning.

The ideas are listed as follows:

1. Online students who completed the course did significantly better than lecture students.
2. Online instruction for individuals entering the insurance field is highly effective, and can be more effective than traditional classroom delivered instruction.
3. Students who complete the exercises via computer have more positive attitudes toward the listening comprehension exercises, and yet a less positive attitude towards the delivery medium, when compared to their counterpart using the traditional format.

The idea that distance learning has become the preferred approach to training and development is not entirely shared by all who are involved in its use. Gray (2006) states, “blended learning is a custom approach that applies a mix of training delivery options to teach. Traditional learning methods are combined with new technology to create a synergistic, dynamic learning structure that can propel learning to new heights” (para. 4). He offers that the best way to advance in training delivery is to take a blended approach to the training experience

The Adult Learner

Creating a productive training program that will positively impact employees’ activity and ensure business success is not an easy task. There are many questions that must be answered before one proceeds with creating such a program: What needs to be taught? Who are the learners? Who are the trainers? What types of assessment tools will be used? To answer these questions, corporate training managers, like other types of

educators, look for guidance from prior training experiences, personal classroom experiences, and most importantly proven research. All of these items should be addressed when embarking on creating instructional design of a training program.

In this paper the emphasis will be on the adult learner/trainer in the corporate world.

One of the difficulties in structuring a training program is identifying the corporate learners' needs. Today corporate America is made up of a diverse array of individuals with varied ages, languages, ethnicities, and learning backgrounds. These differences broaden the spectrum of teaching approaches that need to be addressed in designing instruction. El-Shamy (2004, p.xiii) claims that, "over 45 percent of today's workforce is under the age of forty. And when these younger workers show up for the workplace training programs, whom do they find teaching the program? Trainers from their parents' generation." This means that a majority of trainers are of an older generation. Is it possible for these trainers to meet the needs of their younger learners if they cannot understand the students' learning requirements?

In examining the differences between the learning generations, El-Shamy (2004) found significant gaps between the two age-defined groups. She describes instructional activities for the boomer age group as most effective when leisurely-even paced, text-oriented, focused on content, linear approached, and limited in fun. The younger learner benefits from faster paced learning, increased interaction, link to the learner, offering options, and making learning fun.

Delivering training that is geared for all types of learning backgrounds can be challenging, but it makes it even more difficult to alter when one considers the learning differences present due to culture. Haskell notes, "understanding how people from

different cultures classify things in the world around them is important for transfer because is often dependent on how we classify our environment” (1998, p.100). In other words, when cultural diversity is apparent in the learners it would be beneficial to the trainer to research the cultural learning styles of those particular backgrounds.

According to Mulder, Nijhof, and Brinkerhoff (1995), “effective performance can be influenced directly by corporate training when training programs are aimed at contemporary job specific skills and near transfer (p.50).” Rothwell (2005) states that the, “traditional role of training and development professionals and managers must change. They must facilitate, rather than direct, planned learning.” Involving learners and trainers in the design process can encourage accurate needs identification.

The adult learner is different from a young student and without proper knowledge of these differences training strategies cannot be established. Research by the Stroot et al. (1998) shows that adult learners possess a wide range of learning characteristics. They prefer such things as flexible schedules, individualized learning, face-to-face learning, and interactional activities. If a training program is constructed with these interests in mind, then the learners can acquire the content knowledge more effectively.

Similarly, Ference and Vockell (2006) determined that adult learners have specific learning characteristics. These characteristics are described as self-directedness toward goals, learning in relationship to goals, problem centered rather than subject centered, and need to attach instruction to relevant schema. Landsberg (1996) concurs with the research about adult learners, adding that they are frequently affected by prior knowledge.

Based on the literature reviewed, it is apparent that an understanding of the adult learners' characteristics is essential in the creation and presentation of training material. Training development teams should concern themselves with methods that will best meet the needs of the learners and the trainers. General characteristics found in today's adult learners and trainers include:

- Learners who rely on prior knowledge and experiences to learn
- Learners who are confident in their self-direction
- Learners who benefit from an interactive, fun learning environment
- Learners who retain knowledge better if it can be related to and utilized on the job
- Trainers who need to focus training on the needs of the learners
- Trainers who need to be open-minded and adapt their training practices to the needs of the learners
- Trainers who are skilled in the art of teaching and training

In addition to learners having specific learning characteristics, they also have identifiable learning styles that contribute to the way they assess knowledge acquisition. According to researcher Howard Gardner, learning acquisition is influenced directly by his theory of multiple intelligences. He believes that human intelligence and learning is built on seven different approaches to learning. These seven intelligences are logical/mathematical, linguistic, musical, spatial, bodily/kinesthetic, interpersonal, and intrapersonal. Career choices and learning interests are correlated with whatever intelligence best fit the way one learns. For example, a dancer would be a bodily/kinesthetic learner and an engineer would be logical/mathematical. Therefore, by

knowing what types of intelligences learners possess a trainer could adapt training so that it would be better suited for transfer (Perkins, 1995).

Evaluation Process

The process of evaluation is commonly associated with taking place at the end of a training program, but it is more important to evaluate throughout the entire program (Kirkpatrick, 1994). Adequate evaluation is essential in order to determine what training needs to take place, who needs the training, how will the training be administered, and for overall program assessment. According to Kirkpatrick (1994, p.10), “the reason for evaluating is to determine the effectiveness of a training program.”

He goes on to identify three specific reasons to evaluate training programs:

- a) To justify the existence of the training department by showing how it contributes to the organizations objectives and goals.
- b) To decide whether to continue or discontinue training program.
- c) To gain information on how to improve future training programs.

It seems evident that by following the goals of the existing training program one can help the future improvements in the program.

It is thought that evaluation is not a stand-alone task, but is part of a whole process that in combination is most effective in creating a training program. Just as oil is a needed ingredient in parts of an engine, evaluation should be present at each step in planning and implementing an effective training program. Kirkpatrick (1994) also addresses the following factors as needing to be considered when creating any program:

- a) Determining needs
- b) Setting objectives

- c) Determining subject content
- d) Selecting participants
- e) Determining best schedule
- f) Selecting appropriate facilities
- g) Selecting appropriate instructions
- h) Selecting and preparing audiovisual aids
- i) Coordinating the program
- j) Evaluating the program. (p. 3)

Defining and following a determined outline for the training program can be considered a productive way in which to positively guide all aspects of the effective program.

Burn and Payment (2000, p.4) have provided an outline of ways in which evaluation can be administered. They define the reasons for evaluations throughout the training process. Trainers should discover participants' perceptions of their skills, determine what participants need to know to be more effective, measure current skills and attitudes, and determine level of proficiency with certain skills. At the beginning of the training session trainers will warm up participants to the training topics, engage participants to the training session, focus attention on the training topic, and teach skills and information. Adding variety to the training session, measuring performance or progress, changing the pace from lectures or discussion format, and introducing new training are all things that can take place at any time during a training session. Finally, after a training session trainers should assess performance change and reinforce learning.

(2004, p. 4)

Although many assessments focus on encouraging the trainer to provide input on the training session, it is instrumental in the progress of planning that the trainer reflects on the training sessions as well. Basarab and Root (1992) agree that the evaluation is an essential element but they elaborate on the idea by contributing their own process theory. They claim that this process consists of five phases. These phases are outlined as follows: (a) plan, (b) develop, (c) obtain, (d) analyze, and (e) report.

During the planning phase, the training is introduced for approval. This leads to the development phase that allows the training team to complete the development of the program. Upon completion of the development phase, the obtainment of information about the training program begins. The analysis phase contains the analysis and evaluation of the collected data. Based on this analysis, the reporting phase takes place. The team concludes the process by using the compiled information from the report to recommend changes to any part of the training program that they find inadequate.

Brown and Seidner (1998) offer a different outlook on the levels of evaluation that they feel are important for trainers to consider. They have determined that evaluation is based on levels beginning with reaction, learning, behavior, and results. *Reaction* is equal to measuring customer satisfaction and is important for several reasons. First of all, this step provides valuable feedback and suggestions that aide in improving the training program. It also establishes the impression that the trainers are there to aid in the trainers' job improvement. Finally, it provides quantitative information on the learners' reaction of the program, which results in the trainers' ability to create standards of performance.

Learning is described as "the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program" (p.101). In

order to evaluate learning, trainers must also set forth objectives. Driscoll, defines learning as “a persisting change in human performance or performance potential” (as cited in Reiser & Dempsey, 2005, p. 37).

Brown and Seidner defined *behavior* evaluation as “the extent to which change in behavior has occurred because the participants attended the training program” (p.102). They continue to specify that there are four conditions necessary for behavior change due to the program attendance. The following lists the conditions determined by Brown and Seidner:

- a) The person must have a desire to change.
- b) The person must know what to do and how to do it.
- c) The person must work in the right climate.
- d) The person must be rewarded for changing (p.102).

The final level of evaluation is *results*. It is defined as “the final results that occurred because participants attended the program” (p.106, 1998). Results can be expressed by: increased productivity, improved quality, decreased costs, increased sales, reduced turnover, and/or higher profits. Such results are the very reason for having a training program. Therefore, the importance of having an evaluation plan throughout the training program is immeasurable.

Although the layout of training evaluation programs may differ, it is a critical element in any program design. The evidence indicates that program designers and trainers would not be able to advance their efforts in producing effective programs without the evaluation component (Dick, Carey & Carey ,2005).

Job Performance

In the past, training has delivered the content and then evaluated, adapted, and redelivered the training. Little emphasis was put on the transfer of knowledge to the learner's job. Improved performance was not as important as was the actual delivery process and evaluation. In today's training world the focus has shifted. Employer's want to know that their money is being spent wisely on the training that is being administered. Rothwell (2005) agrees this idea stating, "time has come to move beyond training as a quick fix and focus instead on applying a wide range of human performance enhancement" (p. xvii). Training today needs to be directly linked to the job performance.

In order to facilitate and maximize job performance, Rothwell (2005) says that learners must not only learn, but should also be involved in the design and delivery of instruction. He continues by stating that the trainers must facilitate learning, not direct it. This approach will allow trainers and learners to be in collaboration throughout the training process and this will help develop ownership of the knowledge learned.

Performance-based training is not a completely new initiative in teaching. In the world of education it can also be referred to as standards-based performance. According to research the process of adult engaged learning is reflective on actions. Increasing transfer of knowledge through training is estimated to be ninety percent when training is configured by theory, practice, demonstration, feedback, and mentoring (Bjork, Collier, Glass, & Hoyce, 2005).

Another area that can help increase on the job performance is accurate application of feedback. Edwards and Ewen (1996), coined the term *360 Feedback*, which claims that quality evaluation feedback can increase performance. The feedback feature is based on

the idea that giving and receiving feedback from employees and supervisors needs can meet their understanding of job performance more effectively.

CONCLUSIONS AND RECOMMENDATIONS

In the corporate world the trainer and learner are parts that feed off of each other. The needs of the learners are directly related to how a trainer must carry out her or his job. Therefore, knowing and understanding how the adult learner retains knowledge is dependent on how the trainer will create and distribute the content. The corporate university methods and approaches to effective training and development programs should not be taught in a limited manner. It should, however, follow guidelines that include defining the goals of the training, knowing the learning needs of the employees, and step-by-step training process evaluation.

Establishing the reason for training and how the training is best delivered is a critical component. The literature reviewed provides insight on what learners want to learn and an organization's specific training outcomes. A training department needs to set up a collaborative team that comes together to help identify desired outcomes. These teams can meet to determine the next step in the sequence of the training process. Individuals present on these training teams should be from a variety of areas that would represent the different areas needed to be probed. For example, in a typical review meeting trainers, learners, and employees from the specific department that needs the training should be present. This will allow for input from all aspects to be reviewed; what needs to be taught, who is being taught, and how can it be taught? This information can be reviewed and issues can be resolved when they arise rather than doing this at a later time.

As training departments begin to develop their strategies for specific training programs, they must identify the needs of the corporate learner. The literature indicates

that learners are best accommodated when the training is delivered in a blended style or approach. This means that the trainer utilizes different delivery strategies and forms of teaching techniques in order to meet the learning styles of all learners. Trainers should access knowledge about learning styles and individual learner characteristics in order to adapt training.

The reviewer believes it to be evident that the timing of training delivery is essential to the acquisition and transfer of knowledge. The literature reviewed dictates that because trainers and learners many times are from different eras, their preferred styles of training and learning are likely different as well. Therefore, it is recommended that the trainers utilize various approaches to determine the pace at which the training should be administered. Unfortunately, learning preferences change considerably with each new era. Corporate learner's from the Generation X, those born between 1965 and 1976, are used to fast-paced, hands-on, visual technology approaches to learning. Minimal knowledge transfer can occur if the trainer's approaches do not meet the needs of the adult learner.

The review clearly indicates that evaluation is a major key to the creation of an effective and prosperous training program. Evaluation is the process of acquiring feedback or input. It is a key element in accessing the materials needed to appropriately reflect on all aspects of the program. Developing various tools to obtain the information needed to adequately evaluate the training process can complete this task. The following table outlines the ideas and approaches that the reviewer has determined to be beneficial attributes to create positive outcomes in a training program. These recommendations are based on the information reviewed in the literature and support the opinions of the

reviewer. It is believed that by following the guidelines established in the outline, an effective training program can be developed that will meet the learner's and the organization's needs.

Table 1: Identification of the Corporate University.

Problem- What needs to be done	Possible Solutions	References
Define purpose of creating training program	Conduct meetings to discuss and plan training purpose, invite trainer, identify department needing the training and representative for the possible learners	Hearn
Focus on employee motivation	Assign training team member to research and develop what motivates employees for the specific company, use employee evaluation and manager feedback to guide and influence training program	Ritchie and Martin Green
Utilize education to enhance company commitment	Include praise and enthusiasm in training initiatives to induce pride in company and work effort, give examples of how the company is better directly because of the employees work	Allen
Create opportunity for advancement through education and training	Encourage individuals whom have completed training to continue their efforts by offering incentives such as educational reimbursements, added vacation days, promotions, etc.	Eurich

By following the guidelines provided in Table 1, the corporate university will be better prepared for the onset of developing a productive training development program. The next table on training delivery will outline the aspects of creating training delivery.

Table 2: Training Delivery.

Problem- What needs to be done	Possible Solutions	References
Utilize technology	Make use of various technological equipment to enhance the training experience; visuals, slide shows, power points, videos offer the learner a more interesting transfer of knowledge	Stevens
Blended delivery approaches	Make training available through E-learning, traditional classroom or both; this allows students to determine their own preference for training	Gray
Understand the pitfalls of new forms of training	Thoroughly research the electronic training programs before purchasing them; this can save on time and money	Swanson
Time restraints	“All-The-Time-Leaning”: Offer varying options to train; lunchtime learning, weeknights/Saturdays with childcare two-hour mini-workshops, etc.	El-Shamy

The training delivery approaches are set forth by literature as being more beneficial when utilizing a blended, diverse approach. According to El-Shamy (2004), it is necessary to utilize a variety of delivery approaches. Training delivery can be as varied as the learners themselves; therefore by considering the possible solutions, as shown in Table 3, the delivery process can be more effective.

Based on the literature reviewed, the avenue that must be taken in understanding the learning of the learners is crucial to the acquisition of the desired learning. Trainers must utilize their knowledge of multiple intelligences, styles of learning depending on the

learners specific characteristics, and adapt their own training styles accordingly. Creating an effective program is dependent upon how well training departments can apply the data of how learners learn and how trainers can be more successful.

Table 3: Adult Corporate Learners.

Problem- What needs to be done	Possible Solutions	Reference
Understand how cultural differences affect learning	Investigate the employees' learning styles by interviewing a representative from that specific area, utilize their knowledge to create and adapt the training program	Haskell
Know about adult learning characteristics	Trainers must have educational background in training or education	El-Shamy
Trainers must be qualified, diverse, and effective presenters	Be sure to hire trainers with a proven track record, have trainees evaluate their training skills, review previous managers recommendations	
Develop training aimed at job skills and performance	Training that is directly related to an employee's job is better received and retained; create an evaluation for employees and managers for feedback on what skills they desire for better job performance	Mulder, Nijhof, and Brinkerhoff

The way that learners acquire and retain knowledge is a subject that is widely verified. Learners are not entirely responsible for how material is absorbed, as shown in Table 3, trainers and departments are catalysts for knowledge retention as well. It is the reviewer's recommendation that by following the possible solutions listed in Table 3, training the adult corporate learner can be made more effective.

Table 4: Evaluation

Problem- What needs to be done	Possible Solutions	References
Apply evaluation at every stage of training development	Review input at the planning, development, delivery, and report stages; have trainers use self-reflections process and provide trainees with survey for input on trainer and training effectiveness	Burn and Payment
Utilize feedback to develop future training	Provide training developers with all data received on previous training in order to reflect and adapt future training development	Brown and Seidner
Develop and utilize diverse options for evaluation	Develop, provide, and utilize any means of evaluation, such as questionnaires, surveys, input teams, and trainer/trainee reviews	Kirkpatrick

As shown in Table 4, evaluation as it pertains to any training program is intended to guide the program into future betterment. Whether the evaluation is administered at the beginning, middle, or end of the program, the information obtained is vital to the development of training. It is evident that proper evaluation technique is a crucial element in the creation of the training program. Though there are varying ideas on evaluation, it is conclusive that by evaluating throughout the program design and delivery trainer developers can produce a more concise program.

Table 5: Job Performance

Problem- What needs to be done	Possible Solutions	Reference
Training is transferred to job performance	Collaborate work between learners and trainers in training design	Rothwell
	Design training based on theory, practice, demonstration, feedback, mentoring	Bjork, Collier, Glass, and Hoyce
	Focus on direct feedback opportunities between employees and supervisors	Edwards and Ewen

Job performance is a focus in today's corporate training. Table 5 illustrates some of the options that can be utilized in trying to increase an employee's transfer to on-the-job skills.

As this reviewer has documented, there is a multitude of items that must be addressed when structuring a training program. The literature has shown that by meticulously and systematically addressing each individual component throughout the process, training effectiveness can be optimized. This strategy is most beneficial for the company and the employees. Retention of trained, productive employees is the preferred outcome of any company. Therefore, by fostering a ritualistic system for training and development a company can prosper both financially and maintain employee loyalty.

In conclusion, it is the reviewer's recommendation that by following the prescribed outline and by continually researching and adapting training, a company and its workforce can share the same desired outcome-corporate prosperity and pride.

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