LITERATURE REVIEW

After the employee attends a High Leverage Training process, followed with summative evaluation confirms significant change in the job performance at various levels. This is supported by following references reviewed.

Leslie et al., (1999) The term Teaching Firm is used to describe a company that takes part in employee education. Characteristics of a Teaching Firm include: 1. a long-term view of the company's activities and goals, 2. a focus on systems, and 3. a perspective that employees are assets. The Teaching Firm overall research indicates that informal learning in the workplace is defined and determined by factors that include: 1. formal management goals, objectives, and requirements; 2. internal workplace demands; and 3. cultural influences. The study revealed that the majority of informal learning in the workplace occurs in the course of the routine social and individual work activities through which employees interact, share ideas and resources, and perform their jobs. In addition to learning new duties, specific knowledge, and skills, workers develop extensive knowledge and skills of other facets of the workplace, including: 1. problem-solving, 2. cooperating, and 3. what behavior is acceptable. It is imperative that organizations find ways to align their goals with those of their employees because such an alignment appears critical to the learning process.

Shelton et al., (2001) This research analyzes the significance of employee development programs on employee retention and job satisfaction. It also takes business success into consideration. The method for this project consisted of an analysis of two studies, one conducted by the Gallup Organization and the other conducted by the American Society for Training and Development and the Society for Human Resource Management. The study determined that training and development increase employee satisfaction and are significant in an employee’s decision to stay with a company. It also indicated that the impact of training decreases without the organizational culture to support employees in the development process.
Mudrock (2002) This staff development project, funded by the Australian Government Committee for University Teaching and Staff Development (CUTSD) was managed by the Teaching and Learning Centre at Murdoch University, on behalf of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) and a consortium of 10 other universities.

The project sought to address widely-acknowledged shortcomings in the evaluation of Computer-facilitated Learning projects (CFL), identified in a CUTSD report by Alexander & McKenzie, in 1998. It involved staff development in evaluation of CFL projects, proceeding from the premise that academics in most discipline areas generally have neither the skills nor expertise to carry out scholarly evaluations of student Learning. 41 University staff were supported by 11 mentors in evaluating 18 CFL projects, and 17 of these are reported in this publication. Background material about the conduct of the project is also available here. The evaluation had two purposes: to examine how well the project was implemented (formative approach) and to analyse the extent to which the stated outcomes of the project were achieved (summative approach). The formative component of the evaluation was designed to collect data throughout the term of the project and to encourage critical reflection by the various project participants including mentees, mentors, writers and the project coordinator team. In the summative component of the evaluation, information was collected to assess the extent to which the following intended outcomes, identified in the original funding application to CUTSD, were achieved.

Ashton et al., (2004) This publication deals with the impact of organizational structures on workplace learning. A qualitative empirical study was carried out to explore the relevance of this model for an understanding of the impact of organizational structures on learning. The methodology comprised face-to-face, semi-structured interviews with a sample of 195 employees of a major multinational corporation in South-East Asia. At the time of the research there was an attempt to move away from the rigid hierarchy of the past toward a more flexible structure. The findings of this qualitative case study indicate major differences in the organizational restriction between staff on top and on the bottom of the hierarchy. The access to information and knowledge is influence by the attitude and
behavior of management, supervisors and co-workers as they were all in a position to act as “gatekeepers” to knowledge. Informal knowledge sharing was limited as knowledge was perceived as a personal competitive advantage. There was a high variability of the perceived quality regarding the support for learning. This was attributed to the current shift in the responsibility for training from the training department to the line managers within the company. Many supervisors were not aware of the importance of supporting the learning process of their colleagues and also missed the skills and knowledge about how to support learning. Ashton closes his article with the suggestion on measures to improve learning and skill development, such as the training of staff in how to support learning, the introduction of self-managed teams and performance related pay.

**Zwick (2004)** This paper measures the productivity impact of shop-floor employee involvement. On the basis of a representative German establishment data set, the study finds that the introduction of teamwork and autonomous work groups, and a reduction of hierarchies in 1996/1997 significantly increased average establishment productivity in 1997-2000. The estimation strategy controls for unobserved invariant establishment heterogeneity by using a two-step system GMM panel regression approach. It simultaneously takes account of endogeneity of participative work organization by instrument variable regressions. It is also shown that the productivity effect of shop-floor employee involvement is stronger in establishments with works councils.

**Priya (2005)** Nearly 84% or two-thirds of human resource professionals do not use structured employee development programs. Instead, they rely on informal and generic training processes in their organizations, according to a survey released yesterday by the Society for Human Resource Management (SHRM) and Catalyst, a research and advisory organization. The survey showed that about half of the 248 HR professionals surveyed think their organizations effectively identify which employees need to improve competencies but lack structured training programs to help them achieve that. About 84% of HR professionals surveyed used generic training, in the areas of customer service and/or diversity.
Most professionals relied on these generic programs instead of formal learning programs like career mentoring, high-visibility assignments and succession planning, which focus on the individual, according to the survey.

Eighty percent of HR professionals surveyed used cross-functional training, while 71% used leadership training and 70% used developmental planning programs. Just about 25% of the organizations used formal career mentoring programs.

In smaller organizations, those with 99 or fewer employees, only 50% of the HR professionals surveyed said they provided leadership training, as compared with medium (100-499 employees) and large (500 or more employees) companies, of which 81% and 88% offered leadership training, respectively. The percentage of small companies offering developmental training fell far behind medium and large companies, as well. Only 57% of small companies offered this type of training, while medium and large companies weighed in at 76% and 79%, respectively.

"Much of an employee's development is probably determined in an ad hoc fashion at the discretion of an employee's supervisor or at the employee's request to work on specific projects," wrote co-authors Jessica Collison and Evren Esen in their report discussing the findings, the *Employee Development Survey Report*.

The survey defined employee development as "improving employee competencies and skills over the long term through a variety of methods such as mentoring, coaching and succession planning."

Structured employee development programs are essential because they help create workplaces that promote excellence and help build world-class companies, said Kevin Joyce, researcher and author on workplace and organizational performance and founder of consulting company.

**Smith (2007)** How is the quality of teaching portfolios being assessed in summative assessment contexts? This question is of special importance in the growing debate on standards and criteria in assessment. In our study we looked for contexts in which portfolios are used for summative assessment purposes and gauge the issues raised by assessors with respect to grading and judging performance. We examine the appraisal of these portfolios by looking at the explicitness of used by 35 portfolio assessors in examining their actual evaluations of the teaching portfolios in
programs of teacher education for English as a Second Language. The study utilises different tools to gauge the process of raising standards and appraisal of portfolios. Using a questionnaire, conceptions of portfolio standards and criteria use were collected and commented upon by selected interviews to elaborate the understanding of the quantitative data. The findings were mounted up into a possible typology for clarification and improvement of actual assessment practices of portfolios. In this way transparency about how criteria are being deployed was attempted

**Burns et al., (2009)** Examines how organizations identify and respond to conditions of stability and change and classifies responses as appropriate or dysfunctional. Using case study and historical survey approaches, the authors formulate conclusions about organizations themselves, individual organization members, and sub-organizational combinations of members. These three perspectives correspond to the organization's goals, individual career aspirations, and internal politicking. Technical progress and development of new organizational forms proceed in tandem; advancement in either field augurs movement in the other field. The inventor requires a suitable milieu and new technology enables further sophisticated forms of organization. Matching the rise of modern industrial concerns, technological research and development has been increasingly professionalized and financially supported by large corporations and government. Firms in (then) newly created industries, such as electronics, face a unique difficulty. Unlike counterparts in established fields, new firms in these industries must respond to rapidly changing market conditions without the benefit of a management experienced in the exigencies of that sector. The authors examine common new-industry responses to planning needs. These include the transfer of technical staff to the sales force and assignment of user needs research to research and development staff. Two important organizational approaches are identified. The mechanistic approach, suitable for stable industries, is marked by precise definition of member function and is highly hierarchical. The organic approach is more appropriate to industries undergoing change and is characterized by fluid definitions of function and interactions that are equally lateral as they are vertical
**Rajeev et al., (2009)** In scientific and research organizations, the training needs facilitator roles and methods have undergone a change necessitated by rapid information and technology boom. There is ample evidence to show that evaluation and objective assessment of effectiveness and outcomes of training programmes being implemented by organizations are not given due importance as that of their planning and implementation. An attempt is made in this communication firstly to analyse the theories of training evaluation in general; the study also illustrates a case study of training evaluation of the academic training courses being carried out at the Indian Institute of Spices Research by revisiting the popular Kirkpatrikck's model. The three-step evaluation model is a combination of formative and summative approaches using multiple methods which measure reactions, perceptions, learning and behavioural components of the trainees combining quantitative and qualitative tools and aims at assessing the usefulness of the course in providing an adequate learning climate.

**Mannan. (2009) QSR.Journal** According to Nielsen’s Global Online Consumer Survey, 90 percent of online consumers trust recommendations from people they know and 70 percent trust opinions of complete strangers. The study also found that a highly-rated product will increase the likelihood of purchasing for 55 percent of consumers.1 According to a February 2010 EXPO survey of US Moms who use the Internet, consumer reviews are trusted nearly 12 times more than descriptions that come from the companies themselves.2 Technology enables today’s QSR customer to make their decisions based on what others within their self defined “network” tell them about a particular QSR or menu item.

**Dalziel(2010)** Leveraging Training Skills Development in SMEs AN ANALYSIS OF CANTERBURY REGION, NEW ZEALAND Informal skills acquisition is an important contributor to firm performance – yet this area is not well understood. The results of this aspect of the study raise some important questions. For example, can skills formation in SMEs be increased through ways other than formal tertiary education and training? How could business planning activities, for example, be used to reinforce a more systematic approach to skills development in SMEs? What are the appropriate roles of Government and industry associations in designing and
delivering more flexible SME-centred business support, information, and training packages?

The New Zealand country report provides an important body of knowledge to help untap the economic potential of SMEs. Other recent studies, such as “Management Matters” and the analysis of NZ firm dynamics also provide important evidence on which to base public policy responses and firm strategies. The insights from this study, combined with the international comparisons from the other participating OECD countries, will provide a valuable source of knowledge to help fulfill the potential of SMEs.

Rosen et al., (2010) Teamwork training constitutes one of the core approaches for moving healthcare systems toward increased levels of quality and safety, and simulation provides a powerful method of delivering this training, especially for face-paced and dynamic specialty areas such as Emergency Medicine. Team performance measurement and evaluation plays an integral role in ensuring that simulation-based training for teams (SBTT) is systematic and effective. However, this component of SBTT systems is overlooked frequently. This article addresses this gap by providing a review and practical introduction to the process of developing and implementing evaluation systems in SBTT. First, an overview of team performance evaluation is provided. Second, best practices for measuring team performance in simulation are reviewed. Third, some of the prominent measurement tools in the literature are summarized and discussed relative to the best practices. Subsequently, implications of the review are discussed for the practice of training teamwork in Emergency Medicine

Trick (2010) this paper has two aims. First, to present cases in which scientists developed a defensive system for their homeland: Blackett and the air defense of Britain in WWII, Forrester and the SAGE system for North America in the Cold War, and Archimedes’ work defending Syracuse during the Second Punic War. In each case the historical context and the individual’s other achievements are outlined, and a description of the contribution’s relationship to OR/MS is given. The second aim is to consider some of the features the cases share and examine them in terms of contemporary OR/MS methodology. Particular reference is made to
a recent analysis of the field’s strengths and weaknesses. This allows both a critical appraisal of the field and a set of potential responses for strengthening it. Although a mixed set of lessons arise, the overall conclusion is that the cases are examples to build on and that OR/MS retains the ability to do high stakes work.

**Hameed (2011)** The success or failure of the organization depends on employee performance. Therefore, organizations are investing huge amount of money on employee development. This paper analyzes the theoretical framework & models related to employee development and its affect on employee performance. The key variables identifies related to employee development and Employee performance. The further discussion develops a proposed model which explains the relationship between employee development variables (employee learning, skill growth, self directed, employee attitude) and employee performance variable. The employee performance will affect on organizational effectiveness. The paper is divided into three parts. The introductory part provides brief overview related to employee development and its affect on employee performance. The second part analyzes the views and studies of the past researchers related to employee development and employee performance. In the end, paper presents the proposed model along with the discussion and conclusion.

**Johnson Paper (2011)** To build on previous qualitative work by examining: pertinent delivery issues, such as the range of training provision available to advisers for referral, co-location, and the later stages of the claimant journey .best practice and lessons learned. the development of integrating employment and skills and the legacy of the IES trials. To support concurrent research examining the identification of claimants’ skills needs, by investigating: adviser understanding of the role of skills in helping move claimants into work and best practice on how to develop adviser capability. the appropriateness of skills referrals to careers advice and/or training .claimant motivations to improve their skills, their career aspirations and reasons for dropping out of training or careers advice.

**Jodbauer et al., (2012)** The high rates of training transfer failure that prevail still puzzle practitioners as well as researchers. The central aim of the present study is to analyze the relatively under-researched role of job dissatisfaction in the training
transfer process. Specifically, we expect that job dissatisfaction would have a negative effect on transfer but that this effect would be buffered by the expectation of positive transfer consequences and motivation to transfer. To test these hypotheses, 220 participants in different training programs completed an online questionnaire 1 year after training. The results support our assumptions. They reveal that job dissatisfaction has a detrimental effect on training transfer, but that motivation to transfer and the expectation of positive transfer consequences have a buffering effect. The more motivated a person is towards transfer, the less negative is the effect of job dissatisfaction on actual transfer, but only if a person expects positive outcomes from transfer, such as acknowledgment or rewards. The findings are discussed in relation to existing training transfer models, as well as models of job (dis)satisfaction.