



Title	Mandatory Training – A Systematic Review of Research and Trends in Learning Organizations
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Reference	VA Technology Assessment Program Brief Overview, March, 2010

Aim

To determine: 1) the relative effectiveness of mandatory learning versus other strategies to improve organizational performance; 2) if the modality of learning matters; and 3) what the VHA can learn from other organizations.

Conclusions and results

Three systematic reviews and a primary study met the search criteria and are annotated in the report. None could provide solid conclusions due to poor study design, conflicting data, and understudied topics.

Recommendations

No evidence was available to make any recommendations.

Methods

The Technology Assessment Program (TAP) searched the literature across business, education, health care, social sciences, and biomedical domains from 1990 to February 2010. This included the Cochrane Library, Internet searches, and 17 Dialog® Information Services databases.

Further research/ reviews required

Mixed methodology research is needed to overcome traditional experimental approaches that control for the factors leading to the dissemination and implementation of complex learning strategies. Future research should also consider: organizational response to external mandates, any advantage between tacit or explicit transfer of knowledge, factors that motivate employees' engagement in self-directed learning, and the similarities and differences between private and public sector learning strategies.