




TRAINING AND DEVELOPMENT
SYLLABUS

SHRMTM

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Return on Investment:
Training and Development

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PROJECT TEAM

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Note to HR faculty and instructors: SHRM cases and modules are intended for use in HR classrooms at universities. Teaching notes are included with each. *While our current intent is to make the materials available without charge, we reserve the right to impose charges should we deem it necessary to support the program.* However, currently, these resources are available free of charge to all. Please duplicate *only* the number of copies needed, one for each student in the class.

For more information, please contact:

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Overview

This module investigates the value of measuring return on investment (ROI) when conducting training and development activities. The module reviews assessment, evaluation, stakeholders, accounting and reporting.

Length: 200 minutes. Designed to be taught over four 50-minute classes.

SUGGESTED TEXTS

Phillips, J. J. (2003). *Return on Investment in Training and Performance Improvement Programs*. (2nd Ed.). Elsevier. ISBN 0750676019

Phillips, J. J. & Phillips, P. P. (2005). *ROI at Work: Best Practice Case Studies from the Real World*. American Society for Training and Development

LEARNING OBJECTIVES

Upon completion of this unit, students will be able to:

1. Discuss the importance of determining the return on investment (ROI) in training environments.
2. Identify stakeholders and develop questions to determine their views and needs.
3. Write training goals and observable objectives based on stakeholders' needs.
4. Describe the importance of assessment of learning for ROI.
5. Explain the differences between short-term and long-term assessment.
6. Identify items that belong on a training budget sheet to determine ROI.
7. Calculate expenses and ROI.
8. Write a report on training that includes all relevant data.

Pre-Session 1:

Read Chapters 1–2 (pages 1–57) in *Return on Investment in Training and Performance Improvement Programs* (Phillips, 2003).

Session 1: ROI Models and Stakeholders in the ROI Process

Assignment: Select one set of stakeholders and write analysis questions. The assignment is due at the next class session.

You are the training coordinator in a technology company which is implementing a new method of developing Widget 297. You believe that the new method is significantly different enough from the current method in place that training is needed for the employees. From the list of stakeholders generated during class, identify which stakeholders you would contact first to help you justify that need. In a 2–3 page paper, indicate the role of these stakeholders, why you believe you should start with them, what information you would share with them, and what questions you would ask them.

Reading: Phillips (2003) Chapters 3–4 (pages 58–145).

Bloom's Taxonomy: <http://www.officeport.com/edu/blooms.htm>.

Bloom's Taxonomy (Verbs): <http://www.teachers.ash.org.au/researchskills/dalton.htm>.

How to Write Objectives: http://tlt.its.psu.edu/suggestions/research/Write_Objectives.shtml.

Instructional Systems Development – Evaluation Phase – Kirkpatrick's Four Levels of Evaluation: <http://www.nwlink.com/~donclark/hrd/sat6.html>.

Session 2: Writing Goals and Objectives Learning Assessment and Evaluation

Assignment: Write a training goal, related objectives and an assessment of learning.

Based on your interests, select and in 1–2 paragraphs describe a setting for a training class you might facilitate. Include information on the size of the organization, supervisory structure and nature of the employees. Write a training goal, related objectives and a plan to assess if learning has occurred (i.e., if there is a change in knowledge, skill, or productivity). Turn in at the next class session.

Reading: Phillips (2003) Chapters 5–8 (pages 146–255).

Session 3: Costs, Budgets, Accounting: Fixed, Variable, Hidden, Calculated, Measured

Assignment: Using the budget worksheet handout and the list generated in class, list all the expenses you can for your training class. Place them in the appropriate column and estimate actual expenses. Turn this in at the next class session.

Reading: Phillips (2003) Chapters 10 & 11 (pages 286–355).

Session 4: Reporting: Quantitative and Qualitative Analysis

Assignment: Write a sample report including mock-up tables, charts and graphs where appropriate.

You have completed the training class and now need to report its effectiveness to your stakeholders. Write a training report (indicating the report's intended audience). Include the information from your budget sheet and your assessments that you believe is important to share. Use visuals to enhance understanding of data where appropriate. The report should adhere to business standards and include mock letterhead and formatting appropriate for a professional report.

Turn this in at the next class session.

Your ROI portfolio should include the following assignments: a list of stakeholders and audience analysis; training goals, objectives and assessment; budget; and a sample report.

Complete the Summative Evaluation for the class.



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