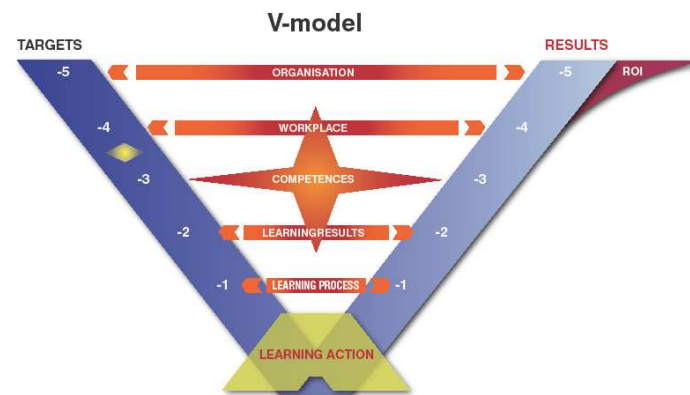


The V-model for effective tailor made training in enterprises



Luk Indesteege

BSUA RIGA, 8 May 2011





Limits of my presentation

- Only about transfer of knowledge
not about research
- Only about tailor made training for an
enterprise (contract training)
not about open training programs
- Based on 22 years of experience



What is the question?

**Most enterprises want
to provide training to their employees
But they are not shure of the results and the ROI**

**Most universities / HEI's (would) like
to provide training to enterprises
But they are not shure of the results and the ROI**

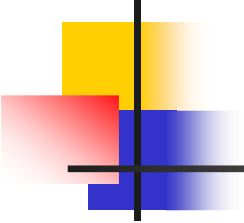
**How to deliver an effective training
from a university to an enterprise?**



Enterprise point of view: Employee training is expensive

- Belgian average spent on training:
2% of work time □ 2% of payroll
- + the same amount for training costs
teacher, training materials, catering...
- + a lot of hidden costs
HR-work, training rooms, time for consultation

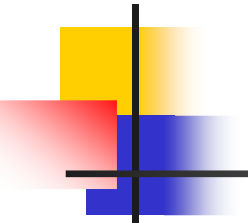
The condition for this investment is PROFIT



Possible profits of employee training

For the enterprise:

- **Production profits:**
faster, more, better, less failure...
- **Innovation**
link with university research
campus recruitment
- **Non tangible profits**
teamspirit, involvement, satisfaction, commitment....



Possible profits of employee training

For the enterprise:

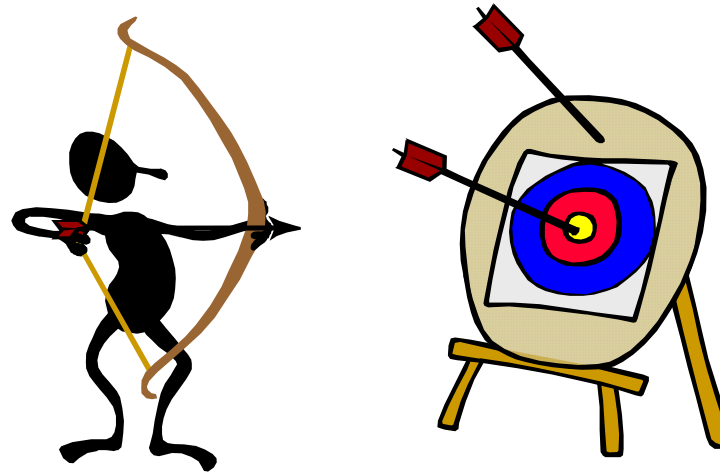
- **Production profits:**
faster, more, better, less failure...
- **Innovation***
link with university research
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- **Non tangible profits ***
teamspirit, involvement, satisfaction, commitment....

(* difficult to measure)

How to set up an effective training as a university – enterprise collaboration?

Before the training:

**university and enterprise together
define SMART objectives for the training**



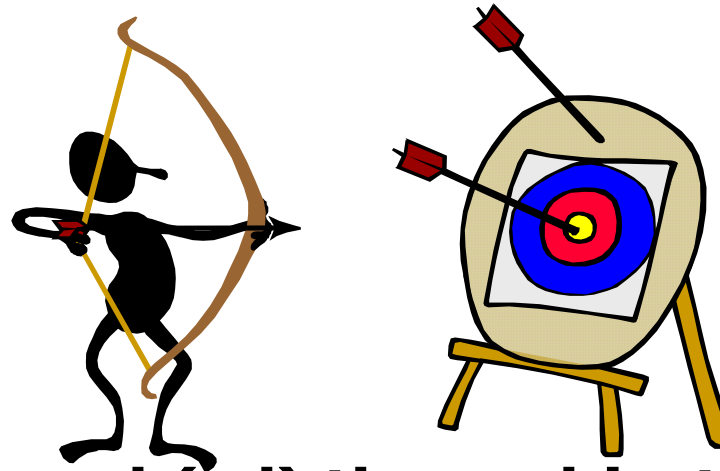
After: measure if we reach(ed) these objectives

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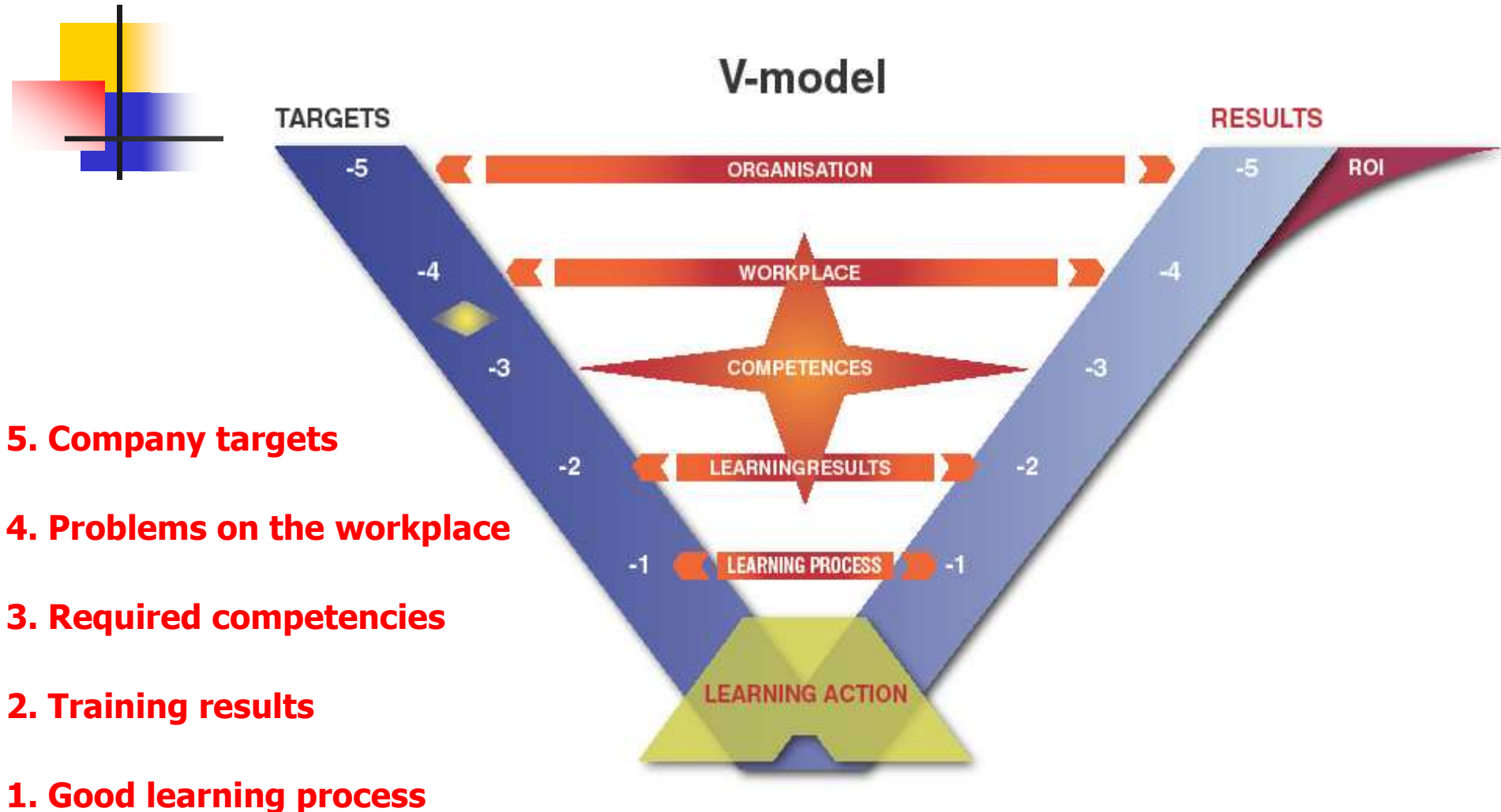
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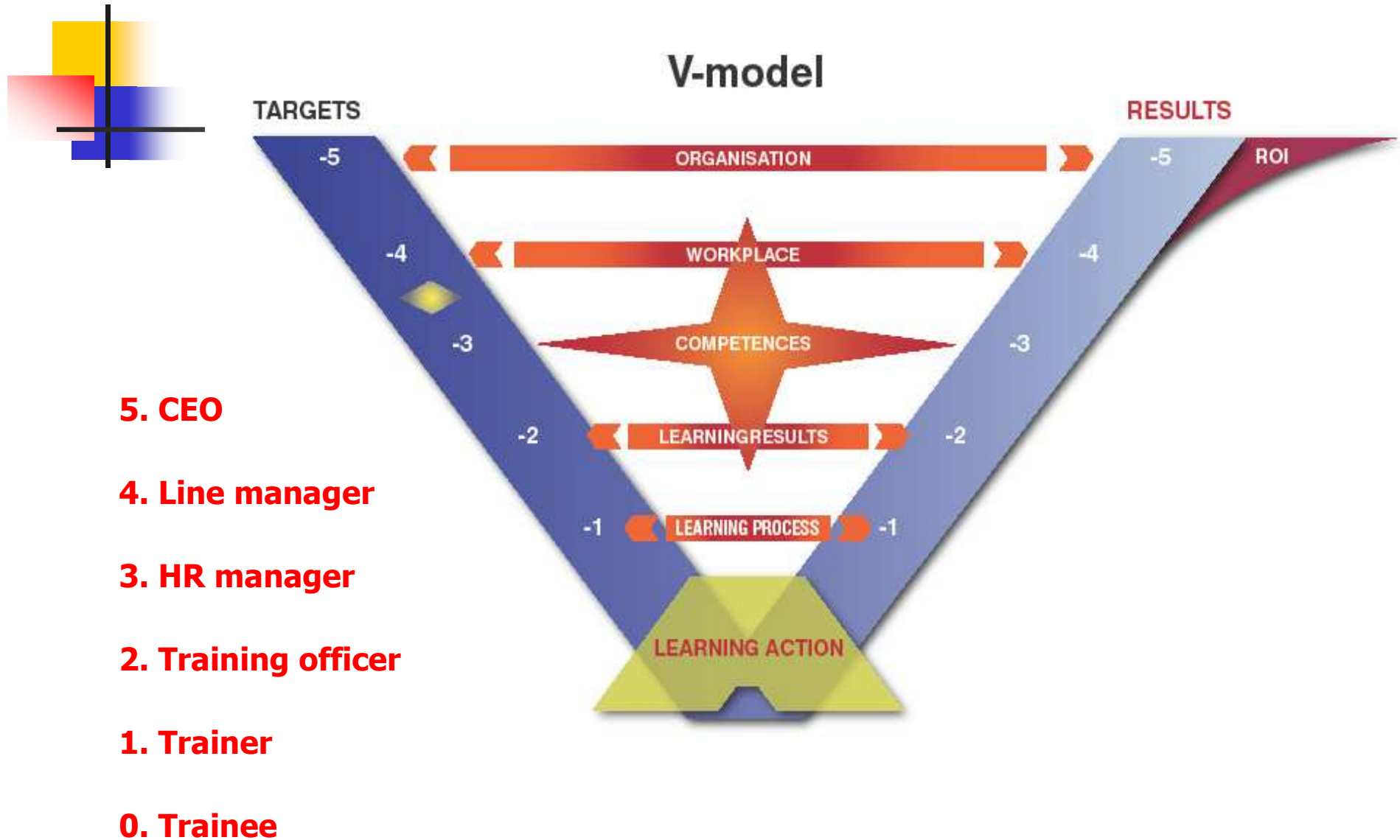
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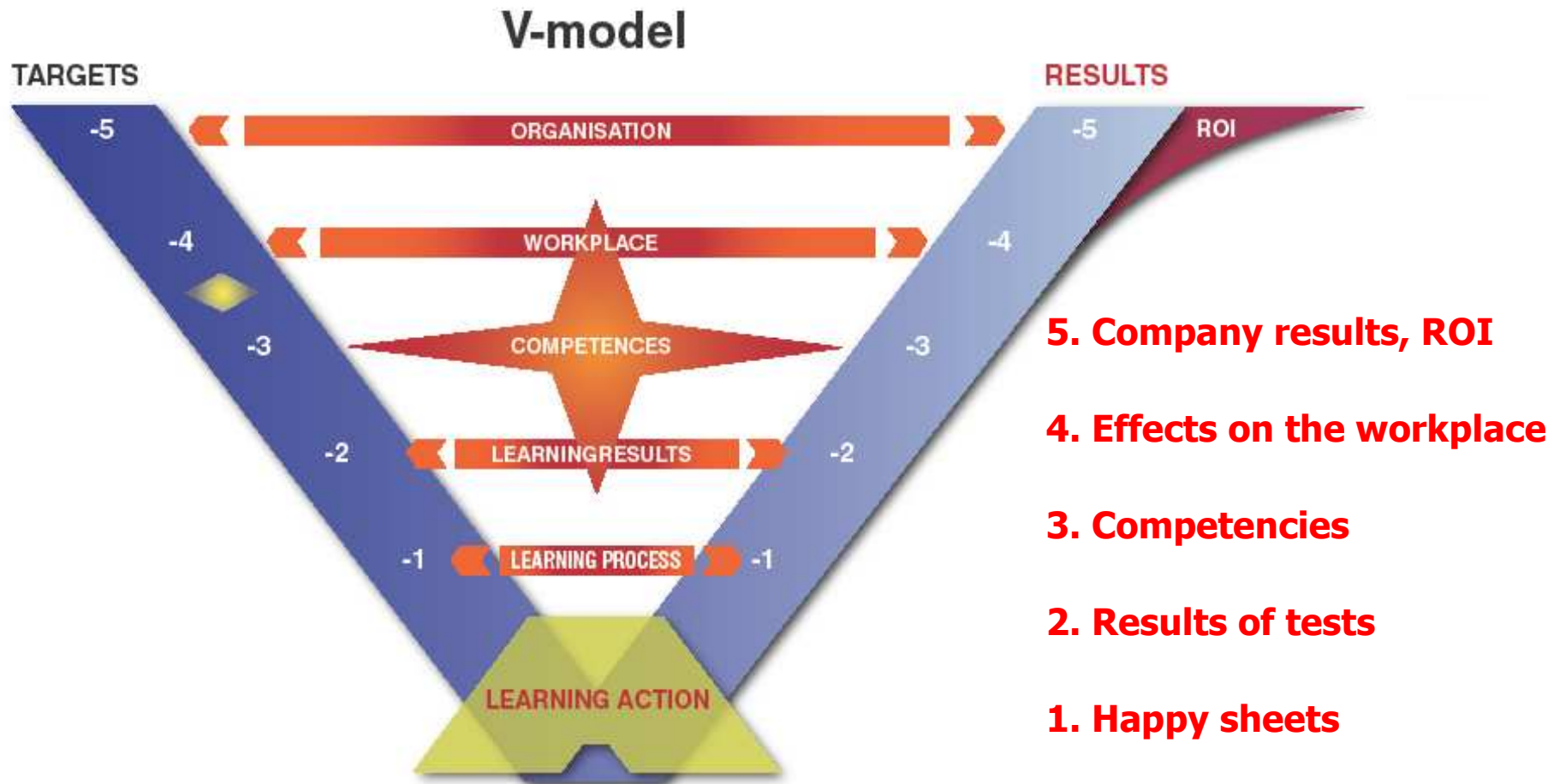
Training Targets on 5 levels



People involved in the design of a training process



Evaluation of training results on 5 levels



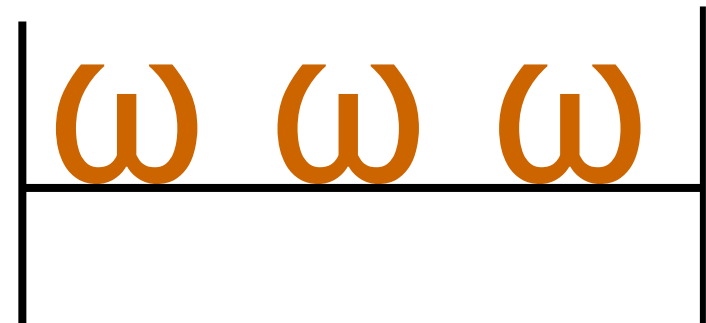
A good evaluation plan starts with the choice of appropriate evaluation levels



Evaluation of training helps to improve the results

- Better design
- More commitment
- Adjustments during the process if needed
- More transfer into the workplace

**N.B.: important questions
about evaluation :**



Transfer actions = influencing the results

some examples:



- Trainees present own .ppt during the lessons
- Trainer attends meetings and gives feedback
- Mystery calls before and after a telephone training
- MS Office feedback on trainees work
- Presentation for the management about leadership competences learned
- Peer meetings on troubleshooting after training
- Transfer = theme in quality circle



Application of new knowledge: possible climates (Kirkpatrick)

1. Prohibit application
2. Discourage
3. Neutral
4. Encourage
5. Demand

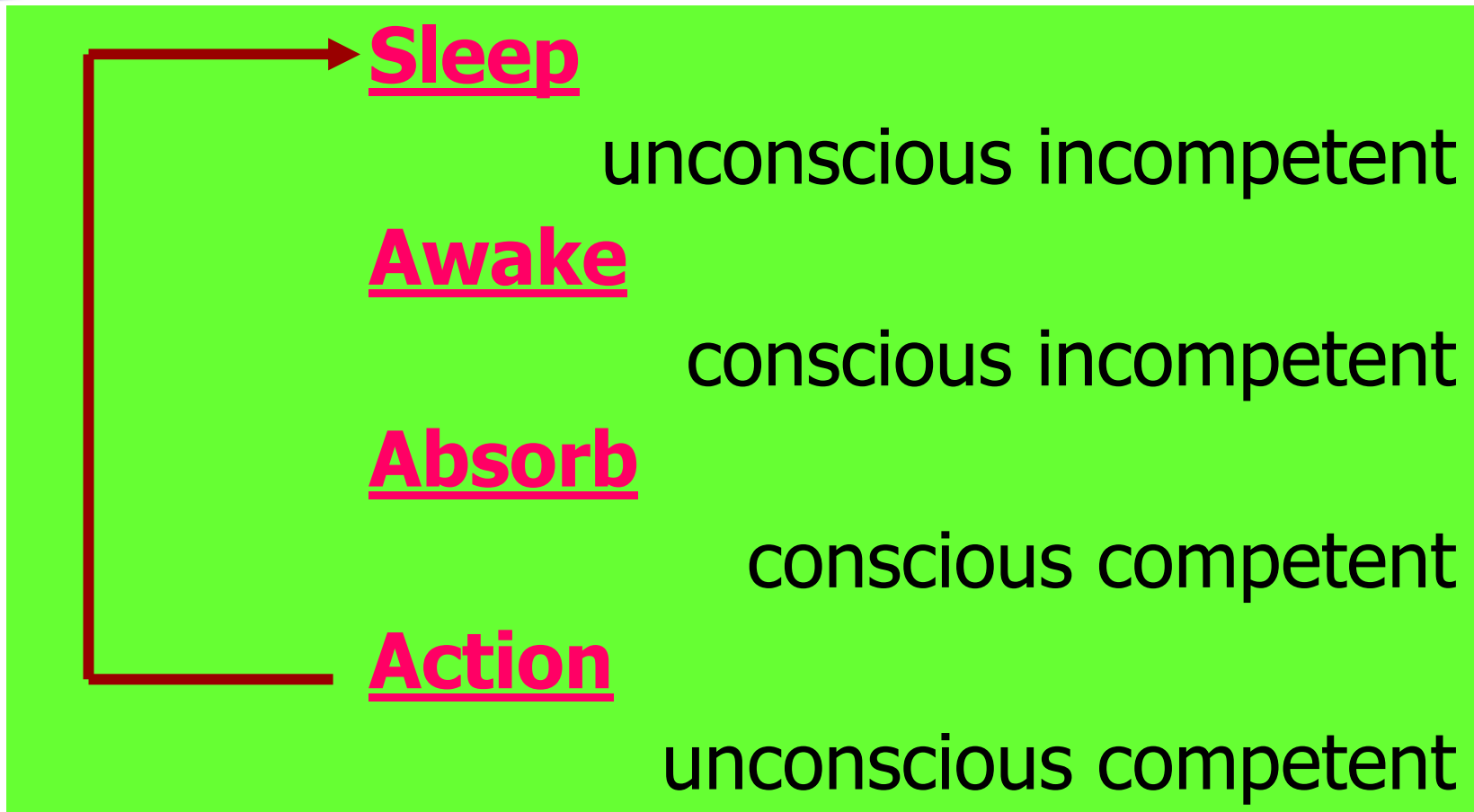
Climates are created by leaders and by colleagues



Important questions to increase the effectivity of training

1. Is the training a (good) solution for the problem?
2. Are the objectives clear for everybody involved?
3. Is the training tailor made (at the right level)?
4. Are the trainees selected (the right level)?
5. Has everybody good information in advance?
6. Is the evaluation plan OK?
7. Are appropriate transfer actions planned?
8. **Is the training designed as a AAA-process?**

Remark on how people learn : **AAA-learning**



ROI measurement

How to do it good and credible ?

(Jack Phillips)

1. Measure/collect data before and after the training
2. Use only reliable data for analysis
Isolation of influences, control groups, elimination of disturbing factors
3. Convert revenues in money (fairly)
4. Calculate ROI
5. Collect non tangible profits (not include in revenues)
6. Communication of the results



Non tangible profits of training in/for enterprises

Impossible to measure or to plan, for free

- **More job satisfaction**
- **More involvement of workers**
- **Less work stress**
- **Less absenteeism**
- **Better teamwork**
- **More client satisfaction**
- **Better public image for enterprise (and univ.)**
- **Less conflicts**
- **Better communication**
- **...**



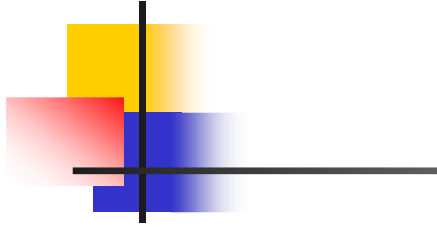
Hints for good evaluation

- **Formulation of questions: clear and positive**
- **Use the answers! (or skip the question)**
- **Use clear and well defined scales**
- **Unlearning is also measurable**
- **Evaluation intervenes in the learning**
- **Evaluation helps (to find) financing**
- **Announce the evaluation plan at the start**
- **Don't forget the trainer as a source and as objective**
- **Evaluation is custom made**
- **Use more than one evaluation technique**
- **ROI only with accepted figures convertible in €**
- **Non tangible profits are 'nice to know'**



Win-win-win-win

- **For the enterprise**
 - Tailor made training
 - Contact with university
- **For the teacher, (assistant) professor**
 - Experience
 - Recognition (in enterprise and in univ.)
- **For the university**
 - Link with society
 - Motivated teachers
- **For the region**
 - Indirect influence on regional development



THANKS FOR YOUR ATTENTION!

BSUA RIGA, 8 May 2011

Questions ???



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