el**Q** for
sme

e-learning quality for sme's:
guidance and counselling

Training Profile:

Training Consultants

Performance

Improvement

Programme

TRAINING PROFILE: Training Consultants Performance Improvement Programme

Edited by

© ELQ-SMEs Project

Contents

1. Introduction

The *Training Profile: Training Consultants Performance Improvement Programme* was developed under the Pilot Project ELQ-SMEs - e-Learning Quality for SMEs: Guidance and Counselling, supported by the Leonardo da Vinci Programme.

This *training profile* is targeted to training organizations and training consultants and professionals wanting to invest in e-learning quality and in ROI methodology in SMEs from the trade and services sector. It is also targeted to training coordinators, traditional trainers and trainers with expertise in e-learning.

CECOA was responsible for the coordination of the Workpackage 2 and for the technical coordination of the *Training Profile: Training Consultants Performance Improvement Programme* (product 4).

Profitwise was responsible for the internal evaluation of the Workpackge 2. NKI provided also support in terms of tools and expertise to calculate the ROI of e-learning courses targeted to SMEs.

The partnership is fully aware that this *Training Profile* is not a complete work. It must be seen just as a "step forward" in the attempt to provide useful training references and resources in the field of e-learning quality and ROI evaluation for training consultants in their contact with SMEs.

We hope that this project result will help training consultants, training coordinators and trainers to better promote e-learning practices in SMEs. Assuming this project as the beginning of a continuous improvement process, the partnership welcomes all contributions, suggestions and comments that end-users would like to forward.

2. Aims

The main focus of the *Training Profile: Training Consultants Performance Improvement Programme* is to provide a training profile as well as a training programme targeted to prepare the training consultants. This programme should promote the added-value of e-learning and show the advantages of using the ROI Methodology as a quality management tool.

3. Target – groups

Training Consultants, Training Coordinators, Trainers. These beneficiaries should be able to create in SMEs openness to the e-learning success cases and present e-learning solutions to their employees as an alternative or complementary training modality. From an e-learning initiative perspective, it will be important to use a stable technology, to integrate the e-learning results into the business and human resources indicators, to provide a return on investment (ROI) linked to the return on human capital and a congruent connection between the SMEs workflow and their practices.

4. Duration

The Performance Improvement Programme can be delivering in traditional training. The traditional training course should have 4 hours and the contents should be organized in the following order:

4.1. Traditional training

<u>4 hours classroom activities</u>

- 30 m   - Participants presentation (expectations and needs) and project presentation (products and impact)
- 1 hour – To present and explore the performance improvement programme contents
- 1 hour – To present and explore the results of the case studies published in the product "State of the Art Report on e-Learning Quality for SMEs: an

Analysis of e-Learning Experiences in European Small and Medium Sized Enterprises"

- 1 hour – To develop the exercise and to discuss it resolution
- 30 m - To present the conclusions of the training

The Performance Improvement Programme can be delivering in online learning. The online course should have 2h30m and the contents should be organized in the following order:

4.2. Online learning

2 and ½ hours online activities

- 1 hour – To access and explore the online contents of the performance improvement programme (asynchronous, self-study) and to explore the case studies and other available resources in the web
- 1 hour – To develop the exercice and to discuss the correction (using the collaborative tools: asynchronous or synchronous)
- 30 m - To present the conclusions of the training (asynchronous, self-study)

5. Benefits

At the end of the Performance Improvement Programme, training consultants will be able:

1. To identify the needs and expectation of SMEs;

2. To help employers to select the best e-learning courses according to the organisational values and SMEs financial situation;

3. To demonstrate the added-value of e-learning for SMEs;

4. To improve their own performance as SMEs e-learning consultants;

5. To guide employers to settle e-learning solutions at a sectorial level.

6. Structure overview

This product is organised in the following sections:

- Performance Improvement Programme (contents, tools and exercise)

- Other resources and materials to support the Performance Improvement Programme

7. Methods and Practical Activities

7.1. Definition of the kind of pedagogical methods to be used

Traditional Training

The trainer will use the following main pedagogic methods:

- Performance Improvement Programme (contents, tools and exercise)
- Theoretical exposition
- Development and discussion of case studies (working groups)
- Development, discussion and resolution of the exercise (individually or working groups)
- In the case of an extended programme, one of the trainer's choices is to explore other products available in the Internet, other didactical videos/films or DVDs to illustrate the training contents and bring into discussion relevant topics.

Online Training

The e-tutor will use the following main pedagogic methods:
- Theoretical exposition (self-study)
- Development and discussion of case studies (working groups using collaborative tools as forums and chats)
- Development, discussion and resolution of the exercise (individually or in working groups using collaborative tools as forums and chats)
- In the case of an extended programme, one of the e-tutors choices is to explore other products available in the Internet, other didactical videos/films or DVDs to illustrate the training contents and bring into discussion relevant topics.

7.2. Definition of practical activities to be used

- Presentation, development and discussion of the exercise (Annex 5 – Performance Improvement Programme – E-Learning Calculator for SMEs).

8. Contents

The *Training Consultants Performance Improvement Programme* section contains the overall training programme description as well as the description of each one of the modules/units that take part of the programme, according to the following structure (Annex 1 – Performance Improvement Programme – ELQ-SMEs):

1. The role of the training consultant

2. e-Learning concepts

3. Process of e-learning development

4. A method for calculating ROI

5. Examples of success

6. Tools and exercise

8.1. The role of the training consultant

To share experiences, doubts, new professional opportunities with peers from different framework perceptions about the role of the training consultant.

- To present the training consultants profile and a list of personal and professional skills and competences that training consultants should have (Annex 2 - Performance Improvement Programme – Training Consultants Profile);
- To discussion the role of the training consultant in terms of advising, mentoring and guiding the enterprises and their top management to the advantages of e-learning.

8.2. e-Learning concepts

To explore the broad definition of e-learning and to focus and reflect on the concept of e-learning targeted to SMEs.

- To present *The eLearning Action Plan* e-learning definition (European Commission, 2001);
- To discuss and share the e-Learning advantages.

8.3. Process of e-learning development

To describe the cycle of quality, process and phases of e-learning:

- Needs analysis
- Drawing up solutions
- Implementing
- Evaluating
    - To present the e-learning quality and learner's needs;
    - To present a set of e-learning solutions conceived to address SMEs needs;
    - To present the effect and outcomes, challenges and barriers, success factors and costs of the e-learning.

8.4. A method for calculating ROI

To present the Project ROI methodology for the e-learning courses, to present how to calculate the ROI of the e-learning and to present a case study demonstration (Guide for Training Consultants: e-Learning Quality and ROI Evaluation - product 3):

- Introduction
- What is ROI, why and how do you calculate ROI?
- Economic chain
- Method
- Conclusions

8.5. Examples of success

To present the case studies collected and developed by the project partnership and available in the project product 1. Those examples may support the practical training activities of the Performance Improvement Programme. The case studies are available at the project webpage: http://www.nettskolen.com/in_english/elq-sme.

8.6. Tools and exercise

To present the tools (Annex 5 – Performance Improvement Programme – Exercise and Annex 5 – Performance Improvement Programme – Exercise solution) created by the partnership to caracterise the SMEs conditions to e-learning implementation and to calculate the ROI of e-learning investment.

To discuss and explore with the participants the advantages and financial benefits of e-learning.

9. Other resources

In *Others resources* training consultants can access to a set of materials to support the

Performance Improvement Programme such as:

- The PPT of the Performance Improvement Programme Contents (Annex 1 - Performance Improvement Programme – ELQ-SMEs);
- The training consultants profile and the list personal and professional competencies (Annex 2 - Performance Improvement Programme – Training Consultants Profile);
- State of the Art Report on e-Learning Quality for SMEs: an Analysis of e-Learning Experiences in European Small and Medium Sized Enterprises (product 1);
- The Criteria for Evaluating Quality in e-Learning (product 2);
- Guide for Training Consultants: e-Learning Quality and ROI Evaluation (product 3)
- Tool "Questionnaire ROI Trade and Services Sector" (Annex 3 - Performance Improvement Programme - Questionnaire ROI Trade and Services Sector);
- Tool "e-Learning Calculator for SMEs" (Annex 4 - Performance Improvement Programme – E-Learning Calculator for SMEs);
- Exercise instructions and resolution (Annex 5 - Performance Improvement Programme – Exercise and Annex 5 - Performance Improvement Programme – Exercise solution).

10. Evaluation

At the end of the Performance Improvement Programme, the participants should fill in the Questionnaire (Annex 6 - Performance Improvement Programme – Reaction evaluation tool) in order to measure the participant's level of satisfaction with the training programme. The use of this particular questionnaire is strongly encouraged, but other tools already in use in the training organisations can be used as well.

Besides that "formal evaluation", training organisers and trainers should encourage participants to express orally their level of satisfaction with the training, positive aspects, areas to be improved, etc.

11. Partnership contacts

CECOA – Centro de Formação Profissional para o Comércio e Afins

Rua da Sociedade Farmacêutica, nº 3

1169-074 Lisbon

Tel: ++ 351 213112400

Fax: ++ 351 213112424

E-mail: vanda.vieira@cecoa.pt

Contact Person: Vanda Vieira

www.cecoa.pt

BFI

Mariengasse, 24

8020 Graz

Tel: ++ 4331672761

Fax: ++ 4331672753

E-mail: joerg.spath@bfi-stmk.at

Contact Person: Jörg Spath

www.bfi-stmk.at

F-BB, Research Institute for In-House Training

Obere Turnstr, 8

90429 Nurnberg

Tel: ++ 49 911 277 79 22

Fax: ++ 49 911 277 79 50

E-mail: morawietz.natalie@f-bb.de

Contact Person: Morawietz Natalie

www.f-bb.de

University of Tartu, Open University Centre

Ulikooli, 18

50090 Tartu

Tel: ++ 372 737 63 06

Fax: ++ 372 732 55 62

E-mail: Lehti.pilt@ut.ee

Contact Person: Lehti Pilt

www.ut.ee

Confederació de Comerç de Calalunya

Via Layetana, 32, 2 ND, 50-52 Offi

08003 Barcelona

Tel: ++ 93 491 06 06

Fax: ++ 93 491 25 16

E-mail: ccc@confecomercat.es

Contact Person: Javier Coll

www.confecomercat.es

ProfitWise

WG Plein 189

1054SC Amsterdam

Tel: ++ 31 20 412 1392

Fax: ++ 31 20 412 1406

E-mail: roi@profitwise.info

Contact Person: Diederick Stoel

www.profitwise.info

NKI Distance Education

Hans Burums vei 30,

PO Box 111,

1319 Bekkestua

Tel: ++ 47 67588800

Fax: ++ 47 67530500

E-mail: morten@nettskolen.com

Contact Person: Morten Flate Paulsen

www.nettskolen.com

"Training Profile: Training Consultants Performance Improvement Programme"

CECOA www.cecoa.pt

BFI www.bfi-stmk.at

F-BB www.f-bb.de

U.Tartu www.ut.ee

CCC www.confecomercat.es

ProfitWise www.profitwise.info

NKI www.nettskolen.com

ELQ-SMEs: Guidance and Counselling

To promote the use of new multimedia technologies and a guidance and counselling approach in order to improve the quality of e-learning

State of the Art
Report: E-learning
Quality in European
SMEs - an Analysis of
E-learning Experiences
in European Small and
Medium-sized
Enterprises

**2 Products
targeted to SMEs and
Vocational Training
Organisations**

✓ **State of the Art Report**
Product 1

✓ **Criteria for Evaluating
Quality in e-Learning**
Product 2

18 Case Studies of E-Learning Quality

- ✓ **Indicators of quality**

- ✓ **Indicators of success**

- ✓ **Indicators of return on investment**

Quality Criteria

- **Credibility of the institutions**

- **Quality assurance or quality management systems**

- **Pre-enrolment information and guidance**

- **Course costs**

- **Support for the e-learner**

- **Individual preferences**

2 Products targeted to Training Consultants

✓ **Training Guide**

Product 3

✓ **Training Profile**

Product 4

Training Profile

- **General Objective**

- **Benefits**

- **Performance Improvement Program**

  » **Structure**

  » **Contents**

  » **Evaluation**

General Objective

To promote the added-value of the e-learning and show the advantages of using the ROI Methodology as a quality management tool.

Benefits

To identify the needs and expectation of SMEs;

To help employers to select the best e-learning courses;

To demonstrate the added-value of e-learning for SMEs;

To improve the performance of SMEs e-learning consultants.

Training Profile

1. The role of the training consultant
2. e-Learning concepts
3. Process of e-learning development
4. A method for calculating ROI
5. Examples of success
6. Tools and exercise

Personal Skills

Annex 2

- ✓ **Intellectual competences**

- ✓ **Interpersonal competences**

- ✓ **Communicational competences**

- ✓ **Intellectual and emotional maturity**

Personal Skills

Annex 2

✓ **Technical competences** (general skills)

✓ **Technical competences** (specific skills)

✓ **Business competences**

el **Q** for
sme
e-learning quality for sme's:
guidance and counselling

Education and Culture
Leonardo da Vinci
Pilot projects

The role of the Training Consultants?

| 1 | 2 | 3 | 4 | 5 | 6 |

E-Learning Concepts

"The use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration."

The eLearning Action Plan
(European Commission, 2001)

1	2	3	4	5	6

E-Learning Advantages taken from the Case Studies

✓ Improved flexibility in time and location

✓ Reduced costs for travel, accommodation and seminar rooms

✓ Swifter and cheaper distribution of learning material

✓ Quicker introduction of new products due to accelerated training of many employees

E-Learning Advantages taken from the Case Studies

- ✓ Increased sales because customers perceive e-learning as a sign of high competence

- ✓ Increased sales because e-learning could give added-value to the product

- ✓ Improved relations with customers and suppliers

Process of e-Learning development

- ☐ Needs analysis
- ☐ Drawing up solutions
- ☐ Implementing
- ☐ Evaluating

| 1 | 2 | 3 | 4 | 5 | 6 |

Needs analysis

e-Learning quality and learner's needs:

- ❑ Tutor support
- ❑ Cooperation and communication in the course
- ❑ Technology

Needs analysis

e-Learning quality and learner's needs:

- ❑ Costs – expectations - value
- ❑ Information transparency
- ❑ Course structure
- ❑ Didactic

Drawing up solutions

To formulate a proposal to solve concrete needs:

Every proposal must be tailored for each target group. The end users must be involved in the training process.

Drawing up solutions

To determine the required intervention:

The training consultant should ensure that the request made

by the SME is coherent to the developer/e-learning provider.

Drawing up solutions

To make the commitment concrete;

To reformulate the request if

necessary;

To demonstrate that the e-learning

provider has understood the SME learning opportunities;

To show the training goals and e-learning advantages to the SME.

Drawing up solutions

At this point, it is suggested to signed a <u>contract</u> (or agreement) with the SME.

The design of the training should be also specified.

Drawing up solutions

Three different requirement of design:

- Pedagogical

- Technological

- Organizational

Drawing up solutions

Pedagogical requirements:

- Specifying the concept and form

- Specifying the content of the programme

Drawing up solutions

Technological requirements:

- Facilitating learning, communication and management

- Cost effective and long term investment

(internally developed/LMS localisation)

Drawing up solutions

Organizational requirements:

- Involving enterprises and their human resources

- Designing is faced with at least 3 crucial decisions:

a) What to learn,

b) How to learn,

c) How to ensure that employees are learning what is being taught.

Implementing

- Technical implementation

- Ensuring continuity, implementation and protection of intellectual property

Evaluating

Evaluation of the training results:

- ☐ Level 1: reaction
- ☐ Level 2: learning
- ☐ Level 3: behaviour
- ☐ Level 4: results

Method for calculating ROI of e-Learning

Step by step demonstration…

Guide for Training Consultants: e-Learning Quality and ROI Evaluation

Product 3

1	2	3	4	5	6

Examples of Success:

Analysis of e-Learning Experiences in Europe

- ✓ **Small enterprises**

- ✓ **Medium-sized enterprises**

- ✓ **Large enterprises**

- ✓ **E-Learning providers**

1	2	3	4	5	6

Tools:

✓ **Questionnaire ROI Trade and Service Sector**

Annex 3

✓ **e-Learning Calculator for SMEs**

Annex 4

1	2	3	4	5	6

Exercise:

✓ **Follow the instructions and develop the exercise.**

✓ **Use the ROI methodology Steps**
Annex 5

| 1 | 2 | 3 | 4 | 5 | 6 |

Annex 2 - Performance Improvement Programme – Training Consultants Profile

1.   Introduction

According to Larry Greiner and Robert Metzger (in KUBR, Milan, "Management Consulting, a Guide to the Profession"), the consultancy should guide and counselling should be objectively promoted to identify organizational problems, to analyze those problems and to recommend suggestions and implement solutions.

- To capitalise the human capital investment in training and development;

- To create motivation and employees satisfaction;

- To promote the training objectives, a systemic and human resource management approach should be promoted.

As a consultancy solution, *the e-Learning Quality and ROI Evaluation* should operate in a systematic way, individually or integrate with other products and/or services; should be done by qualified experts in order to foster the appropriate use of techniques and tools to make the assessment of the SMEs situation and the deliver of the appropriate e-learning solutions.

In this context, the Training Consultants should:

- Master how to develop and to implement a consultancy service;

- Know the surrounding environment of human capital management and how these processes and measures may be implemented in the SMEs;

- Be an expert both in e-Learning and ROI Methodology targeted to the SMEs owners and employees needs.

The Professional Job Profile of the Training Consultant and the Performance Improvement Programme are strongly linked and for this reason is essential to describe the main skills and competences of the training consultants and the areas they can update, develop and improve through this learning initiative.

So, when training consultants want to improve consultancy skills to contact SMEs in the trade and service sector, he/she should start by searching the following competences.

2. Training Consultants Profile

Personal skills

1. Intellectual competences

- Capacity to learn with new situations;
- Capacity to observe, analyse and select information;
- Capacity to synthetize and generalise;
- Capacity to produce inductive and deductive arguments;
- Capacity to transfer knowledge;
- Creativity.

2. Interpersonal competences

The traning consultant should demonstrate respect to others and for different approaches, tolerance, capacity to solve and manage conflicts, capacity to deal with diverse groups and personalities, capacity to motivate others to the e-learning advantages.

3. Communicational competences

- Capacity to listen;
- Capacity to present different points of view assertively;
- Capacity to persuade and negotiate.

4. Intellectual and emotional maturity

The training consultant must present emotional stability in his/her behaviour and actions, autonomy, initiative, capacity to deal with frustration and constant pressures, flexibility and capacity to adapt to new situations and to solve constraints, responsibility and self-control. Along with those characteristics, the training consultant should be aware of his/her limitations and continuously improve his/her skills.

Professional skills

1. Technical competences (general skills)

- Capacity to develop organizational assessments;
- Capacity to perceive the organizational clime and culture;
- Capacity to involve leaders and employees;
- Capacity to collect relevant data;
- Capacity to focus on the essential problems;

- Capacity to reach goals and deadlines;
- Capacity to use and apply different methods and tools;
- Capacity to use the ICT's (informatics tools, internet, distance communication, etc).

2. Technical competences (specific skills)

- Capacity to develop training needs assessments;
- Capacity to define general and specific training objectives;
- Capacity to present the best e-learning solution according to the client requirements and needs;
- Capacity to present the potentialities and the advantages of the e-learning courses;
- Capacity to present the added-value of e-learning and calculate the return on e-learning investments.

Business competences

- Capacity to identify information from printed and other recorded sources and to use information specialists and reference services and aids to support the business;
- Capacity to project trends and possible and probable future scenarios and their implications;
- Capacity to known and transfer the tasks associated with marketing and their impact on e-learning development and implementation.

Annex 3 – Performance Improvement - Questionnaire ROI Trade and Services Sector

When you want to calculate the ROI of e-learning for entrepreneurs/managers from SMEs in the trade and services sector, you can start by searching together, you and the entrepreneurs/managers for answers to the following questions.

1. **What must be the result that the entrepreneur wants to come up with?**

   The answer can be found in the short term business planning of the company. Every entrepreneur has to make a planning at the beginning of every year. It is of course not sure that he/she has written it down, but you can expect that he/she has made it at least "in his mind".

2. **What factors will be influencing the continuity of the company?**

   Think on competition, products, customer wishes, customer perception, business processes, knowledge and skills of employees,…

   Here you can find the answers in Performance Score Cards, Balanced Score Cards, SWOT analysis, GAP analysis by using the Servqual methodology or any other organizational assessment tool you are familiar with.

3. **Which of those factors can be solved by means of training and education?**
   Determine the company education and training needs and training gaps.

4. **What part of the needs are on the level of knowledge and insight?**

   By determining the knowledge and insight needs you have determined the field of solutions that can be provided by e-learning.

5. **How much provides the e-learning solution to the determined business goals?**
   (Expressed in an percentage). This is the so called isolation stage.

6. **What will be the probability percentage that the result will be realized?**
   This is the probability stage.

7. **If we make a careful calculation as it is normal by the rules of good merchandise ship, with what percentage you will reduce the determined values?**
   This is the so called carefulness stage.

8. **Now you can fill out the values in the presented scheme**

The costs of an e-learning solution can be calculated by using the calculator content which is included in the ROI methodology for e-Learning. When you have filled in all values in the scheme you can calculate the ROI for different actors.

Annex 4 - Performance Improvement Programme - E-Learning Calculator for SMEs
E-learning calculator for SMEs

Developed by Niels Christian Moe, NKI Distance Education, as part of the ELQ-SME Project
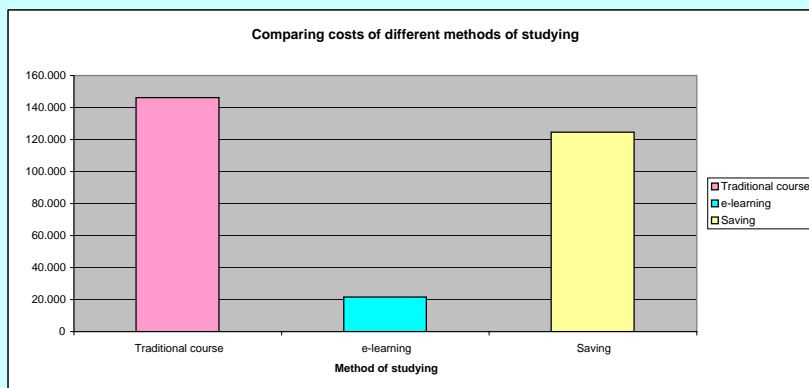Project Homepage: http://www.nettskolen.com/in_english/elq-sme/index.html

Name of institution: ROI EXAMPLE AS

Course or project title : Bookkeeping

Project parameters - Assumptions

Indicator	General information	Currency:	EUR
1	Number of courses per year	1	
2	Number of participants per year	25	
3	Number of years the educational program will run	2	
4	Average wages per year per learning program participant	40.000	EUR
Indicator	**Traditional courses**		
5	Fee per participant - tradional courses	600	EUR
6	Travel costs per participant per tradional courses	350	EUR
7	Subsistance (food and beverage) costs per participant per course - traditional courses	295	EUR
8	Hotel accommodation - costs per participants per year, traditional courses	600	EUR
9	Total costs of traditional program development per course	150	EUR
Indicator	**E-learning courses**		
10	Total number of study hours during work - e-learning program	16	
11	Participation fee per participant - e-learning program	700	EUR
12	E-learning platform user fee (always icw 14)	600	EUR
13	Total costs of e-learning program development per course	150	EUR
14	User fee per e-learning program participant	120	EUR
15	Cost of absence from work, % of total wagecosts - traditional course	10%	
16	Cost of absence from work, % of total wagecosts - e-learning program	1%	

Expected growth in sales or increased efficiency - per course-participant - after completed course	EUR	3500
Total growth in sales or increased efficiency for all participants - after completed course	EUR	175.000

Traditional courses	Costs (EUR) per year	E-learning courses	Costs (EUR) per year
Total costs of traditional program development	150	Participation fee per participant - e-learning program	17.500
Participation fees	15.000	E-learning platform user fee (always icw 14)	600
Travel costs per traditional courses	8.750	Total costs of e-learning program development	150
Subsistance (food and beverage) costs	7.375	User fee per e-learning program	3.000
Total cost of hotel accommodation	15.000	Cost relating to vacancy and absence from work	400
Cost relating to vacancy and absence from work	100.000		
Total costs	146.275	Total costs	21.650

Savings per year - choosing e-learning instead of the traditional courses	EUR	124.625
Total savings during courseperiod - choosing e-learning instead of the traditional courses	EUR	249.250

Comparing costs of different methods of studying

ROI - Return of investment of total costs of studies

Expected ROI: ROI > 0%

	Traditional courses	E-learning courses
ROI - Return of investment of course costs	16,4 %	87,6 %
Estimated growth in sales/efficiency due to studies	60%	75%
Estimated certanty of correct course yield above	80%	80%
ROI - Real Return of investment of course costs, allowances made for estimated growth and uncertanty	-35,6 %	47,6 %

Explanation of results:

If ROI is positive:
The result indicates a profitable course for the company. Growth in sales or in efficiency exceeds the total costs of courses

If ROI is negative:
The result indicates a non-profitable course for the company. Growth in sales or in efficiency is less than the total costs of courses.

Annex 5 – Performance Improvement Programme - Exercise

When you want to help entrepreneurs/managers of SMEs from the trade and services sector to calculate the ROI of the e-learning investment, you can start by doing the following exercise. Imagine the next situation.

Introdution

Labour and Systems, SA, a European SMEs from the services sector with 200 employees will implement a new management system during 2007. One of the steps to insure the success of this measure is to train the employees about the usability, the rules and the advantages of the new management system.

Dina Araújo, the senior manager responsible for the project implementation decided to calculate the ROI of the training. She will calculate the benefits of using a LMS to deliver the course contents in a short period of time. Dina will calculate and compare the ROI of the training using traditional classrooms or e-learning.

We will help Dina to calculate the return on e-learning investment.

Information available:

- Total number of potential trainees: 200;

- Total number of classrooms/groups: 8;

- Total number of trainees per classroom/groups: 25.

Option 1 – Traditional courses:

- Duration of the course: 30 hours;

- Trainers remuneration: 25 euros/ hour;

- Participants fees: 150 euros;

- Price of renting conference rooms: 8 euros/ hour;

- Price of renting equipments: 15 euros/day of training;

- Travel costs per participant: 250 euros;

- Subsistence (food and beverage) costs per course-participant per day: 61 euros;

- Hotel accommodation - costs per participants per year: 500 euros.

Education and Culture

Leonardo da Vinci
Pilot projects
PT/05/B/F/PP – 159116

Option 2 – e-Learning Courses:

- Duration of the e-learning course: 10 hours;

- Trainers remuneration: 25 euros/ hour;

- Participants fees: 200 euros;

- E-learning platform user fee: 6 euros;

- Total costs of e-learning program development per course: 200 euros;

- User fee per e-learning program participant: 75 euros.

Other information:

- The employees will do their training during working hours, however, some self-study hours will be necessary as well;

- The employees average remuneration level: 700 euros.

Instructions

- Please use the ROI formula to calculate the ROI of the e-learning training;

- You may use the ROI calculation template for your convenience.

Annex 5 - Performance Improvement Programme - Exercise solution
E-learning calculator for SMEs: Exercise solution

Developed by Niels Christian Moe, NKI Distance Education, as part of the ELQ-SME Project
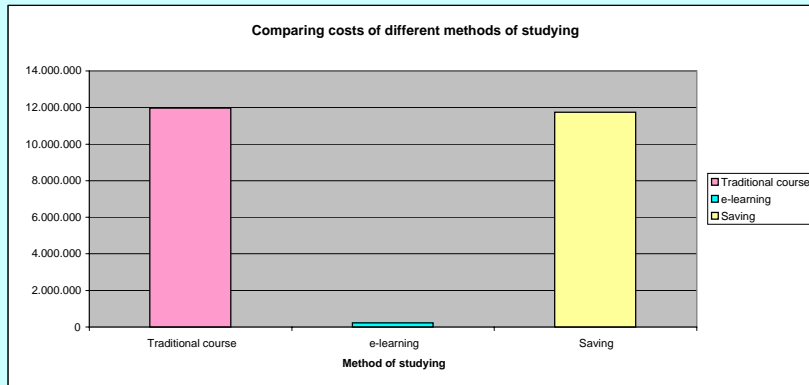Project Homepage: http://www.nettskolen.com/in_english/elq-sme/index.html

Name of institution: ROI EXAMPLE AS

Course or project title : Rules and benefits of system management

---

Project parameters - Assumptions

Indicator	General information	Currency:	EUR
1	Number of courses per year	8	
2	Number of participants per year	100	
3	Number of years the educational program will run	2	
4	Average wages per year per learning program participant	140.000	EUR
Indicator	**Traditional courses**		
5	Fee per participant - tradional courses	150	EUR
6	Travel costs per participant per tradional courses	250	EUR
7	Subsistance (food and beverage) costs per participant per course - traditional courses	61	EUR
8	Hotel accommodation - costs per participants per year - traditional courses	500	EUR
9	Total costs of tradional program development per course	500	EUR
Indicator	**E-learning courses**		
10	Total number of study hours during work - e-learning program	20	
11	Participation fee per participant - e-learning program	200	EUR
12	E-learning platform user fee (always icw 14)	6	EUR
13	Total costs of e-learning program development per course	200	EUR
14	User fee per e-learning program participant	75	EUR
15	Cost of absence from work, % of total wagecosts - traditional course	10%	
16	Cost of absence from work, % of total wagecosts - e-learning program	1%	

Expected growth in sales or increased effeciency - per course-participant - after completed course	EUR	3500
Total growth in sales or increased effeciency for all participants - after completed course	EUR	5.600.000

Traditional courses	Costs (EUR) per year	E-learning courses	Costs (EUR) per year
Total costs of tradional program development	500	Participation fee per participant - e-learning program	160.000
Participation fees	120.000	E-learning platform user fee (always icw 14)	6
Travel costs per tradional courses	200.000	Total costs of e-learning program development	1.600
Subsistance (food and beverage) costs	48.800	User fee per e-learning program	60.000
Total cost of hotel accomodation	400.000	Cost relating to vacancy and abcense from work	1.400
Cost relating to vacancy and abcense from work	11.200.000		
Total costs	11.969.300	Total costs	223.006

Savings per year - choosing e-learning instead of the traditional courses	EUR	11.746.294
Total savings during courseperiod - choosing e-learning instead of the traditional courses	EUR	23.492.588

Comparing costs of different methods of studying

Legend: Traditional course / e-learning / Saving
X-axis: Method of studying — Traditional course, e-learning, Saving
Y-axis: 0 to 14.000.000

ROI - Return of investment of total costs of studies

Expected ROI: ROI > 0%

	Traditional courses	E-learning courses
ROI - Return of investment of course costs	-113,7 %	96,0 %
Estimated growth in sales/efficiency due to studies	60%	75%
Estimated certanty of correct course yield above	80%	80%
ROI - Real Return of investment of course costs, allowances made for estimated growth and uncertanty	-165,7 %	56,0 %

Explanation of results:

If ROI is positive:
The result indicates a profitable course for the company. Growth in sales or in efficiency exceeds the total costs of courses

If ROI is negative:
The result indicates a non-profitable course for the company. Growth in sales or in efficiency is less than the total costs of courses.

Annex 6 – Performance Improvement Programme – Reaction evaluation tool

We are kindly asking you for your participation. Please answer the following questions. We guarantee the confidentiality of the information.

1. It's the first time you do a training course about this issue?

A) **Yes** ☐   B) **No** ☐ C) When? _____

2. Does the training course satisfy your expectation?

A) **Yes** ☐   B) **No** ☐

3. Course objectives and contents:

	Very Weak	Weak	Satisfactory	Good	Very Good	N/A
A) The objectives were reached	☐	☐	☐	☐	☐	☐
B) The course provided useful knowledge to your job	☐	☐	☐	☐	☐	☐
C) The subjects were presented in a congruent and structured way	☐	☐	☐	☐	☐	☐
D) There was a good balance between theory and practice	☐	☐	☐	☐	☐	☐

4. Methodologies:

	Very Weak	Weak	Satisfactory	Good	Very Good	N/A
A) The methods used promote the comprehension of the contents	☐	☐	☐	☐	☐	☐
B) The equipment fitted the training purposes	☐	☐	☐	☐	☐	☐

5. Facilities and organization:

	Very Weak	Weak	Satisfactory	Good	Very Good	N/A
A) The training room conditions were adequate	☐	☐	☐	☐	☐	☐
B) The administrative support during the training course was efficiency	☐	☐	☐	☐	☐	☐

6. Trainer(s):

	Very Weak	Weak	Satisfactory	Good	Very Good	N/A
A) knowledge on the subject	☐	☐	☐	☐	☐	☐
B) Clarity of exposition	☐	☐	☐	☐	☐	☐
C) Intervention fitted the training group profile	☐	☐	☐	☐	☐	☐
D) Development of a good relationship with the group	☐	☐	☐	☐	☐	☐

7. The training duration was:

A) Excessive ☐   B) Appropriate ☐   C) Short ☐

Education and Culture

Leonardo da Vinci
Pilot projects
PT/05/B/F/PP – 159116

Please, comment your option.

8. Mention the most positive aspects of this training course:

9. Mention the aspects that your consider should be improved:

10. Mention why the training course is relevant to your working performance:

11. Remarks and Suggestions:

12. Overall satisfaction with the training course:

A) Not satisfied ☐   B) Satisfied ☐   C) Very satisfied ☐

Name _____   Date _____

Thanks for your collaboration!

Education and Culture

Leonardo da Vinci
Pilot projects
PT/05/B/F/PP – 159116

CECOA

Promoter: CECOA – Centro de Formação Profissional
para o Comércio e Afins (Portugal) **www.cecoa.pt**

BFI (Berufsförderungsinstitut) Steiermark (Austria)

www.bfi-stmk.at

bfi
Österreich

Forschungsinstitut Betriebliche Bildung (f-bb) gGmbH (Germany)

www.f-bb.de

f·bb
Forschungsinstitut
Betriebliche Bildung

University of Tartu, Open University Centre (Estonia)

www.ut.ee

1632

Confederació de Comerç de Calalunya (Spain)
www.confecomercat.es

Confederació de Comerç de Catalunya

ProfitWise (Netherlands)
www.profitwise.info

profit wise

NKI Distance Education (Norway)
www.nki.no

nki
Fjernundervisning