Designing e-Learning to Deliver Results

Presented By: Dr. Timothy R. Brock
Director of Consulting Services, ROI Institute
Session Objectives

After attending this session, participants should be able to:

• Identify the five levels of outcomes from virtual learning.
• Describe why virtual learning fails to deliver application and impact.
• Explain the need to deliver impact and ROI for selected virtual learning programs.
• Design virtual learning to deliver application, impact, and ROI, using design-thinking principles.
Can Virtual Learning be as Effective as Face-to-face Learning?

- Yes
- No
- Maybe
Why Virtual Learning Fails

⚠️ Multitasking inhibits learning.
⚠️ Manager support is missing.
⚠️ Success is based on learning.
⚠️ It is not designed for impact.
⚠️ The facilitator is missing.
Senior leaders want impact and ROI.

67% of CEOs say they get at least a basic set of human capital metrics— but only 24% of survey respondents said HR also provides analytics that connect their people metrics to business metrics.

Really, the question isn’t about relevance of the (HR) function or a ‘seat at the table;” rather, it is what impact has HR made on the business.

74% of CEOs report that they want ROI, but only 4% are getting it. Next to business impact data, ROI is the most important metric in their decision making about the learning investment.
What is ROI?

BCR = \frac{Program \ Benefits}{Program \ Costs}

ROI = \frac{Net \ Program \ Benefits}{Program \ Costs} \times 100
What is ROI?

BCR = \[
\frac{$750,000}{\$425,000}
\]

ROI = \[
\frac{$750,000 - \$425,000}{\$425,000} \times 100
\]
What is ROI?

BCR = $750,000 / $425,000 = 1.76:1

ROI = ($750,000 - $425,000) / $425,000 X 100 = 76%
The Value Chain

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ISSUE</th>
<th>MEASURES</th>
<th>TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inputs</td>
<td>Volume, Hours, Convenience, Cost</td>
<td>100%</td>
</tr>
<tr>
<td>1</td>
<td>Reaction</td>
<td>*Relevance, Engaging, *Important, Useful, *New Content, *Intent to Use, *Recommend to Others</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Learning</td>
<td>Concepts, Trends, Facts, Contacts, Skills, Competencies</td>
<td>80-90%</td>
</tr>
<tr>
<td>3</td>
<td>Application</td>
<td>Use of content, Frequency of Use, Success with Use, Barriers, Enablers</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Impact</td>
<td>Productivity, Time, Quality, Costs, Image, Reputation, Engagement, Compliance</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>ROI</td>
<td>Benefit Cost Ratio or Return on Investment, Expressed as a Percent</td>
<td>5%</td>
</tr>
</tbody>
</table>

2020 Targets

100% 80% 70% 49% 37% 18%

*Best Practice: Percent of Programs Evaluated at this level each year.
“If you can’t describe what you are doing as a process, you don’t know what you’re doing.”

-W. Edwards Deming

1900 - 1993
The ROI Methodology Process Model

Designing for the Delivery of Business Results

EVALUATION PLANNING
- LEVEL 0: INPUT
  - Start with Why: Align Programs With the Business
- LEVEL 1: REACTION AND PLANNED ACTION
  - Make it Feasible: Select the Right Solution
  - Make it Matter: Plan for Results
  - Make it Stick: Design for Input, Reaction and Learning
- LEVEL 2: LEARNING
- LEVEL 3: APPLICATION
  - Make it Credible: Isolate the Effects
- LEVEL 4: IMPACT
  - Make it Credible: Convert Data to Monetary Value

DATA COLLECTION

DATA ANALYSIS
- Make it Credible: Tabulate Costs of Program
- Make it Credible: Calculate ROI
- Make it Credible: Identify Intangibles

OPTIMIZE RESULTS
- Tell the Story: Communicate Results to Key Stakeholders
- Optimize Results: Use Black Box Thinking to Increase Funding

INTANGIBLE BENEFITS

Expect Success: Align Programs With the Business
Make it Feasible: Select the Right Solution

Make it Matter: Design for Input, Reaction and Learning

Make it Stick: Design for Application and Impact

Make it Credible: Isolate the Effects

Make it Credible: Convert Data to Monetary Value

Make it Credible: Identify Intangibles

Tell the Story: Communicate Results to Key Stakeholders
Optimize Results: Use Black Box Thinking to Increase Funding

Start with Why: Align Programs With the Business
Make it Feasible: Select the Right Solution

Make it Matter: Design for Input, Reaction and Learning

Make it Stick: Design for Application and Impact

Make it Credible: Isolate the Effects

Make it Credible: Convert Data to Monetary Value

Make it Credible: Identify Intangibles

Tell the Story: Communicate Results to Key Stakeholders
Optimize Results: Use Black Box Thinking to Increase Funding
Twelve Guiding Principles

1. When conducting a higher-level evaluation, collect data at lower levels.
2. When planning a higher-level evaluation, the previous level of evaluation is not required to be comprehensive.
3. When collecting and analyzing data, use only the most credible sources.
4. When analyzing data, select the most conservative alternatives for calculations.
5. Use at least one method to isolate the effects of the program or project.
6. If no improvement data are available for a population or from a specific source, assume that no improvement has occurred.
7. Adjust estimates of improvements for the potential error of the estimates.
8. Avoid use of extreme data items and unsupported claims when calculating ROI.
9. Use only the first year of annual benefits in the ROI analysis of short-term solutions.
10. Fully load all costs of the solution, project, or program when analyzing ROI.
11. Intangible measures are defined as measures that are purposely not converted to monetary values.
12. Communicate the results of the ROI Methodology to all key stakeholders.
Isolate the Effects

Impact

Convert Data to Monetary Value
Tabulate Fully Loaded Costs
ROI
Intangible Benefits
Six Ways to Make Virtual Learning Deliver a Positive ROI

- ✓ Start with WHY.
- ✓ Ensure its feasibility.
- ✓ Expect success with objectives.
- ✓ Design for application and impact.
- ✓ Use sampling to measure application and impact.
- ✓ Use process improvement.
Start with Why
Align Programs with the Business

Design Thinking Principle
A problem-solving approach to handle problems on a systems levels
Alignment Model

Start Here

Payoff Needs

Business Needs

Performance Needs

Learning Needs

Initial Analysis

Preference Needs

Reaction Objectives

Application Objectives

Learning Objectives

Input Needs

Input Objectives

Alignment and Forecasting

Program Process Initiative

The ROI Process Model

Why?

Reaction

Impact

Application

ROI

End Here

Input

Measurement and Evaluation

Payoff Needs

Business Needs

Performance Needs

Learning Needs

Preference Needs

Reaction Objectives

Application Objectives

Learning Objectives

Input Needs

Input Objectives

Alignment and Forecasting

Program Process Initiative

The ROI Process Model

Why?
Alignment Model

Start Here

1. Reaction Objectives
2. Learning Objectives
3. Application Objectives
4. Impact Objectives
5. ROI Objectives

End Here

ROI
Impact
Application
Learning
Reaction
Input

Why?

Payoff Needs
Business Needs
Performance Needs
Learning Needs
Preference Needs
Input Needs

Feasible Solution

Program Process Initiative
The ROI Process Model

Alignment and Forecasting

Input Objectives
0

Reaction Objectives
1

Learning Objectives
2

Application Objectives
3

Impact Objectives
4

ROI Objectives
5

Why?

Payoff Needs
Business Needs
Performance Needs
Learning Needs
Preference Needs
Input Needs

Feasible Solution
Ensure its Feasibility
Select the Right Solution

Design Thinking Principle
A mind-set for curiosity and inquiry
Feasible solutions evolve through the understanding of context, empathizing with the target audience, and identifying performance gaps. The next step is to identify learning needs and how best to deliver relevant information. Forecasting outcomes based on inputs is sometimes helpful.

- Statistical process control
- Brainstorming
- Problem analysis
- Cause-and-effect diagram
- Force-field analysis
- Mind mapping
- Affinity diagrams
- Simulations

- Diagnostic instruments
- Focus groups
- Probing interviews
- Job satisfaction surveys
- Engagement surveys
- Exit interviews
- Exit surveys
- Nominal group technique
Expect Success
Design for Results

Design Thinking Principle
A framework to balance needs and feasibility
## Developing Objectives for Each Level

<table>
<thead>
<tr>
<th>Levels</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1, Reaction</td>
<td>Defines specific measures of expected reaction to the program as it is revealed and communicated to the stakeholders</td>
</tr>
<tr>
<td>Level 2, Learning</td>
<td>Defines specific measures of improvement in knowledge, information, contacts, and skills as the participants and other stakeholders learn how to make the program successful</td>
</tr>
<tr>
<td>Level 3, Application</td>
<td>Defines specific measures of actions taken that define success with application and implementation of program</td>
</tr>
<tr>
<td>Level 4, Impact</td>
<td>Defines the specific impact measures that will change or improve as a consequence of the program’s implementation</td>
</tr>
<tr>
<td>Level 5, ROI</td>
<td>Defines the minimum return on investment from the program, comparing program costs with monetary benefits from the program</td>
</tr>
</tbody>
</table>
Roles and Responsibilities: The Objectives Needed for Important Stakeholders

L = Level

Analysts
L₀, L₁, L₂, L₃, L₄, L₅

Designers
L₀, L₁, L₂, L₃, L₄

Developers
L₁, L₂, L₃, L₄

Sponsors
L₀, L₁, L₂, L₃, L₄, L₅

Facilitators
L₁, L₂, L₃, L₄

Participants
L₁, L₂, L₃, L₄

Manager or Significant Other
L₀, L₁, L₂, L₃, L₄

Program Owners
L₀, L₁, L₂, L₃, L₄, L₅

Evaluator
L₀, L₁, L₂, L₃, L₄, L₅
Rules for Objectives

1. Must be measurable and represent minimum acceptable performance.
2. Fewer objectives are better than many objectives.
3. Involve subject-matter experts and key stakeholders.
4. Keep them relevant to the situation, program, and key stakeholders.
5. Create stretch objectives, but make sure they are achievable.
6. Allow for the flexibility to change as conditions change.
7. Failure is OK; process improvement is the key.
8. Objectives are tools for progress, not weapons for performance review.
9. Most objectives should be time-bound.
10. Objectives provide the focus for design, development, implementation, and evaluation.
Evaluation Levels with Objectives

After participating in the HR program, participants should:

Objective

1. Decrease citizen complaints by 20% in one year.
2. Be able to manage a remote team.
3. Perceive the performance management system as appropriate.
4. Decrease the amount of time required to move to the next job level.
5. Achieve a 20% ROI one year after implementation of flexible work system.
6. Perceive diversity to be important to the success of the organization.
7. Conduct a proper investigation using the seven-step process in 95% of complaint situations.
8. Decrease security breaches by 25% in six months.
9. Score an average of 75 or better on new strategy quiz.
10. Complete a disclosure form each year as part of the new ethics policy.

1 Reaction
2 Learning
3 Application
4 Impact
5 ROI
After participating in the HR program, participants should:

Objective

1. Decrease citizen complaints by 20% in one year. 4
2. Be able to manage a remote team. 2
3. Perceive the performance management system as appropriate. 1
4. Decrease the amount of time required to move to the next job level. 4
5. Achieve a 20% ROI one year after implementation of flexible work system. 5
6. Perceive diversity to be important to the success of the organization. 1
7. Conduct a proper investigation using the seven-step process in 95% of complaint situations. 3
8. Decrease security breaches by 25% in six months. 4
9. Score an average of 75 or better on new strategy quiz. 2
10. Complete a disclosure form each year as part of the new ethics policy. 3
<table>
<thead>
<tr>
<th>Level</th>
<th>Needs Assessment</th>
<th>Program Objective</th>
<th>Measurement and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Payoff Needs ⇒</td>
<td>ROI Objectives ⇒</td>
<td>ROI</td>
</tr>
<tr>
<td></td>
<td>Avoid costs associated with controllable waste and rework</td>
<td>Target return on investment of 15%</td>
<td>Calculate ROI</td>
</tr>
<tr>
<td>4</td>
<td>Business Needs ⇒</td>
<td>Impact Objectives ⇒</td>
<td>Impact</td>
</tr>
<tr>
<td></td>
<td>Reduce controllable waste and rework</td>
<td>Monthly percentages of controllable product waste and rework decline</td>
<td>Percentages of controllable product waste and rework at 8 months after completion of the program compared to the same measurements taken before the program</td>
</tr>
<tr>
<td>3</td>
<td>Job Performance Needs ⇒</td>
<td>Application Objectives ⇒</td>
<td>Application</td>
</tr>
<tr>
<td></td>
<td>Immediate manager effectiveness in the areas of leadership, setting and maintaining standards, and developing and motivating employees</td>
<td>Effectively and continuously apply the five self coaching skills at work</td>
<td>Participant self-assessment at 3 months after completion of the program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effectively create and sustain motivational work environments that increase engagement</td>
<td>UWES of direct reports at 3 months</td>
</tr>
<tr>
<td>2</td>
<td>Learning Needs ⇒</td>
<td>Learning Objectives ⇒</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>Increase success skills of immediate managers in the areas of leadership, setting and maintaining standards, and developing and motivating employees</td>
<td>Immediate managers learn to effectively apply the five self coaching skills of self-managing, reflecting, acting consciously, collaborating and evolving</td>
<td>Session content summaries, participant assignments, and skill development journal entries during the program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn how to foster motivational work environments that increase engagement</td>
<td>Pre-/post-self-assessment profile</td>
</tr>
<tr>
<td>1</td>
<td>Preference Needs ⇒</td>
<td>Reaction Objectives ⇒</td>
<td>Reaction</td>
</tr>
<tr>
<td></td>
<td>Learning that is relevant and important to successful job performance</td>
<td>Program content receives favorable rating of 4 out of 5 in relevance and importance</td>
<td>Reaction and planned action questionnaires at the end of each session of the program</td>
</tr>
</tbody>
</table>

Source: Figure 7-1. Measuring Success of Learning Through Technology, page 110.
Make it Stick
Design for Application and Impact

Design Thinking Principle 5
A culture that fosters exploration and experimentation
# Learning Transfer Strategy

## Timeframe

<table>
<thead>
<tr>
<th>Role-Players</th>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator/ Organizer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Replace role players with whomever is most influential for your program.*
## Data Collection Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Surveys</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Questionnaires</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Observation</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Interviews</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Focus Groups</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Tests/Quizzes</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Demonstrations</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simulations</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Action planning/improvement plans</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Performance contracting</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Performance monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Use Sampling to Measure Application and Impact
Use Process Improvement
Black Box Thinking can Increase Funding

Design Thinking Principle
A new competitive logic of business strategy
## Start with Why & Make it Feasible

| Payoff Opportunity                      | • Potential increase in revenue from ProfitPro $1,000 to $3,000 per upgrade for 12,000+ users  
• Maintain competitive advantage |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Needs</td>
<td>• Upgrade sales to existing customers</td>
</tr>
</tbody>
</table>
| Performance Needs                      | • Demonstrate new features  
• Describe business case for upgrading  
• Demonstrate how upgrades will lead to greater profitability  
• Implementation and support           |
| Learning Needs                         | • Rationale for upgrade  
• Key features  
• Upgrade contribution to client profitability                                                |
| Preference Needs                       | • Flexible solution  
• Accessible to 200 sales reps across US  
• Avoid cost of travel and time off job                                                        |
Mobile Learning Solution

- Five Modules
- Target first 25 Sales Representatives accessing the modules
- Content must be relevant
- Five quiz questions per module
- Immediate use of skills
- Routine use of each major skill within one month
- Sales should occur within three weeks
- Associates should reach $10,000 in sales per month within three months
- Target ROI: 20%
<table>
<thead>
<tr>
<th>Level</th>
<th>Broad Program Objectives</th>
<th>Measures of Success</th>
<th>Data Collection Methods</th>
<th>Data Sources</th>
<th>Timing</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 1     | **REACTION**             | Achieve positive reaction on the following  
• Relevance to my work  
• Recommend to others  
• Important to my success  
• Intent to use | Rating of 4 out of 5 on a composite of four measures | LMS survey, built into the program | Participants | End of program | Program manager |
| 2     | **LEARNING**             | Learn to use five concepts to sell new upgrade:  
• Rationale for upgrade  
• Features of upgrade  
• How upgrade will increase client profit  
• Pricing options  
• Implementation and support | Achieve 4 out of 5 correct answers on each module  
Achieve 20 of 25 total correct answers | True/False Quiz, built into program | Participants | End of program | Program manager |
<table>
<thead>
<tr>
<th>Level</th>
<th>Broad Program Objectives</th>
<th>Measures of Success</th>
<th>Data Collection Methods</th>
<th>Data Sources</th>
<th>Timing</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 3     | **APPLICATION**  
Use of five skills  
• Explain rationale for upgrade  
• Identify key features of upgrade  
• Describe how upgrade increases client profit  
• Identify pricing options  
• Explain implementation and support  
• Make first call in 5 days | Rating of 4 out of 5 on 1-5 scale  
System check | Questionnaire, web-based  
Performance monitoring | Participant  
Salesforce | 1 month after the program | Evaluator |
| 4     | **BUSINESS IMPACT**  
• Increase sales to $10,000 per month  
• Sell first upgrade in 3 weeks | Monthly sales per associate  
Actual sale | Business performance monitoring | Salesforce | 3 months after program  
1 month after program | Evaluator |
| 5     | **ROI**  
20% | Comments: | | | | |
<table>
<thead>
<tr>
<th>Data Items</th>
<th>Methods for Isolating Program Effects</th>
<th>Methods of Converting Data to Money</th>
<th>Cost Categories</th>
<th>Intangible Benefits</th>
<th>Communication Targets</th>
<th>Other Influences/Issues During Application</th>
</tr>
</thead>
</table>
| Monthly sales per associate | • Control group analysis (first 25 users compared to 25 non users)  
  • Current sales  
  • Tenure w/company  
  • Overall performance  
  • Total years selling  
  • Participant estimates (both measures) | • Direct conversion using standard profit contribution             | • Needs assessment  
  • Design  
  • Content development  
  • Mobile device  
  • Participants’ salaries plus benefits (time)  
  • Cost of coordination and administration  
  • Project management (time)  
  • Evaluation | • Customer engagement and satisfaction  
  • Job satisfaction of sales associates  
  • Stress reduction  
  • Reputation | • Program participants  
  • Sales managers  
  • Product manager  
  • Senior executives  
  • Learning coordinators, designers, and managers  
  • All sales associates | No comm. with control group |
| Time to first sale        | • Control group analysis  
  • Participant estimates (both measures)                                                                  | • N/A                                                             |                                                                                |                                                                                                         |                                                                                                           |                                     |
|                           |                                                                                                      |                                                                   |                                                                                |                                                                                                         |                                                                                                           |                                     |
## Make it Matter

### Reaction Results

<table>
<thead>
<tr>
<th>Rate the Following</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant to my work</td>
<td>4.3</td>
</tr>
<tr>
<td>Important to my success</td>
<td>4.1</td>
</tr>
<tr>
<td>Intent to use</td>
<td>4.7</td>
</tr>
<tr>
<td>Recommend to others</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Target:** 4.0  
**Average:** 4.3

(Scale: 1 = not at all; 2 = some; 3 = average; 4 = above average; 5 = very much)
## Make it Matter

### Learning Results

<table>
<thead>
<tr>
<th>Module</th>
<th>Quiz Categories</th>
<th>Avg. Number of Correct Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rationale for the upgrade</td>
<td>4.3</td>
</tr>
<tr>
<td>2</td>
<td>Key features of the upgrade</td>
<td>4.2</td>
</tr>
<tr>
<td>3</td>
<td>How upgrade will increase client profit</td>
<td>4.3</td>
</tr>
<tr>
<td>4</td>
<td>Pricing options</td>
<td>4.1</td>
</tr>
<tr>
<td>5</td>
<td>Implementation and support</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Possible score: 25
Target: 20

Average: 20.8
## Make it Stick

### Application Results

<table>
<thead>
<tr>
<th>Extent of Use in One Month</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the first call (target: 5 days)</td>
<td>3.5 days</td>
</tr>
<tr>
<td>Explaining the rationale for upgrade</td>
<td>4.2</td>
</tr>
<tr>
<td>Identifying key features of upgrade</td>
<td>4.3</td>
</tr>
<tr>
<td>Describing how the upgrade increases client profit</td>
<td>4.1</td>
</tr>
<tr>
<td>Identifying pricing options</td>
<td>3.9</td>
</tr>
<tr>
<td>Explaining implementation and support</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Target:</strong> 4.0</td>
<td><strong>Average:</strong> 4.06</td>
</tr>
</tbody>
</table>

(Scale: 1 = not at all; 2 = some use; 3 = moderate amount of use; 4 = significant amount of use; 5 = very significant amount of use)
# Make it Stick

## Enablers and Barriers

<table>
<thead>
<tr>
<th>Enablers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management encouragement</td>
<td>60%</td>
</tr>
<tr>
<td>Easy to use</td>
<td>52%</td>
</tr>
<tr>
<td>Timely</td>
<td>48%</td>
</tr>
<tr>
<td>Convenient</td>
<td>40%</td>
</tr>
<tr>
<td>Relevant</td>
<td>36%</td>
</tr>
<tr>
<td>Other</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time to be involved</td>
<td>12%</td>
</tr>
<tr>
<td>Lack of management encouragement</td>
<td>8%</td>
</tr>
<tr>
<td>Took too long to complete</td>
<td>8%</td>
</tr>
<tr>
<td>Technology issues</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>
## Make it Credible

### Impact Results

<table>
<thead>
<tr>
<th>Group</th>
<th>Avg. Sales (Month 3)</th>
<th>Avg. Time to First Sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial (Experimental) Group</td>
<td>$7,500</td>
<td>11 days</td>
</tr>
<tr>
<td>25 sales associates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison (Control) Group</td>
<td>$3,700</td>
<td>21 days</td>
</tr>
<tr>
<td>19 sales associates (out of 22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>$3,800</td>
<td></td>
</tr>
<tr>
<td>Annualized = $3,800 x 12 x 25 = $1,140,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20% profit = $228,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Make it Credible

## Program Costs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs assessment</td>
<td>$3,000</td>
</tr>
<tr>
<td>Design and development ($56,000/110 x 25)</td>
<td>$12,725</td>
</tr>
<tr>
<td>Mobile device (prorated)</td>
<td>$1,700</td>
</tr>
<tr>
<td>Sales associate time</td>
<td>$2,524</td>
</tr>
<tr>
<td>Administration time</td>
<td>$6,000</td>
</tr>
<tr>
<td>Project management</td>
<td>$14,500</td>
</tr>
<tr>
<td>Evaluation</td>
<td>$15,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$55,449</strong></td>
</tr>
</tbody>
</table>
What is ROI?

$$\text{BCR} = \frac{\text{Program Benefits}}{\text{Program Costs}}$$

$$\text{ROI} = \frac{\text{Net Program Benefits} \times 100}{\text{Program Costs}}$$
What is ROI?

BCR = \[ \frac{228,000}{55,449} \]

ROI = \[ \frac{228,000 - 55,449}{55,449} \times 100 \]
What is ROI?

BCR = \( \frac{\$228,000}{\$55,449} \) = 4.11:1

ROI = \( \frac{\$228,000 - \$55,449}{\$55,449} \) X 100 = 311%
Make it Credible

Intangible Benefits

• Made the first sale in 11 days, average
• Customer satisfaction
• Brand awareness for ProfitPro
• Job satisfaction of sales associates
• Stress reduction for sales associates
• Company reputation
The Payoff

• Justify/defend budgets.
• Align projects to business needs.
• Show contributions of selected projects.
• Earn respect of senior management/administrators.
• Build staff morale.
• Improve support for projects.
• Enhance design and implementation processes.
• Identify inefficient projects that need to be redesigned or eliminated.
• Identify successful projects that can be implemented in other areas.
• Earn a “seat at the table”.

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Be Proactive

Remember, when it comes to delivering results:

- Hope is not a strategy.
- Luck is not a factor.
- Doing nothing is not an option.

Change is inevitable.
Progress is optional.
Contact Kathy@roiinstitute.net to receive a free copy of the case study, “Measuring ROI in an Upgrade Selling Program: A Mobile Learning Solution”
Join Level 0 Membership at no cost to gain access to resource materials, tools, and case studies.
The Bottomline on ROI Boot Camp is an intensive five-hour series that will introduce participants to the ROI Methodology®. During the course, you will learn:

- Five levels of evaluation
- Twelve steps in the ROI Methodology®
- Twelve guiding principles

You will also learn how the process was applied to a specific case study.

Upon completion of the boot camp, you will be able to:

- Describe the importance of ROI.
- Determine which programs are candidates for evaluation up to ROI.
- Identify five ways to collect data.
- Identify three techniques to isolate the effects of a program.
- Apply five steps to convert a measure to money.
- Calculate the ROI.

To register: http://bit.ly/ROILevel1
Virtual ROI Certification

Visit www.roiinstituteacademy.com to enroll.
Questions?
Visit us online:
www.roiinstitute.net
Email:
tim@roiinstitute.net
Connect with us on: