

Consulting

Making Your ROI Practice Successful

Measurement and Evaluation Strategy & Plan Example

Self-Test How Results-Based Are Your Human Resources Programs?

Proposal to World Bank Group to Provide Support to Evaluate the Impact and ROI of Mastering Leadership and Management

Proposal to Sagatica to Evaluate the Impact and ROI of Leadership and Development at Dr. Bronner's

Creating a Center for Leadership for...

Making Your ROI Practice Successful

A Guide for International Partners
and
USA Associates



All Roads Lead to ROI

A proven process to develop the capability necessary to measure the Impact and ROI for any project or program.

ROI INSTITUTE[®]
© 2018 ROI Institute, Inc.

Table of Contents

I. Developing a Successful Consulting Practice.....	1
Success Factors.....	1
How to Build Expertise.....	2
Define Your Niche.....	3
Develop Specific Services.....	4
Develop the Business.....	8
Use Jack and Patti Phillips to Build Your Business.....	10
Sustain the Momentum.....	13
Summary.....	13
II. Reference for Developing the ROI Practice.....	14
III. Checklist for Developing ROI Practice.....	15
IV. Strategy for a Successful ROI Certification Workshop.....	18

I. Developing a Successful Consulting Practice

An ROI practice can be very profitable. We have seen much evidence of that in different countries and in the USA. Some of our associates in the USA have been able to earn up to \$400,000 to \$500,000 a year with an ROI consulting practice. In other countries, we have seen some partners achieve well over half-a-million for an ROI product line. Success can be achieved; however, many consultants and associates do not meet this level of success. We have observed these partners over the years and documented the reasons for success and failure. We have learned from our own work as well as we developed one ROI consulting firm and sold it to Franklin-Covey for several million dollars. Since then, we have developed the ROI Institute™ into another very profitable and successful ROI consulting practice.

Success Factors

We have distilled what we learned into the success factors for our partners. They are:

1. **Establish ROI as a separate product line.** It is essential for a *variety* of ROI services be provided, based on having proven ROI expertise and capability.
2. **Devote at least a full-time person to ROI.** This provides the focus needed to build the business. If a person has other product responsibilities, the time, effort and focus will be diluted.
3. **Select a person to lead the consulting practice who will develop expertise with ROI quickly.** This involves conducting ROI studies, and learning to teach ROI as well.
4. **Have patience.** An investment in time and resources will be required to build credibility and expertise, but this will eventually pay off. Revenue can be generated quickly, but it will probably take at least a year or more for substantial sums of revenue to develop. This is not a fast developing product.
5. **Develop knowledge of organizations and how they operate.** This includes knowing the different types of data that might be available in organizations. The lead consultant must not have a fear of numbers and must understand operational issues.
6. **Provide sufficient funding to allow the time to build the expertise.** This is an investment in the future.
7. **Provide a full range of ROI services.** The principal service will be consulting, but workshops will also be a revenue generator. Also, publications, software, research, speaking and benchmarking are some of the services offered to support ROI.
8. **Move quickly.** The partner should pursue certification as quickly as possible to begin to develop expertise. Teaching would quickly follow, as well as a variety of other activities. The key is to start quickly to build capability and expertise.
9. **Write papers, articles, case studies, and eventually a book.** The book would be co-authored with Jack and/or Patti Phillips, focused on ROI in the context and language of the respective country.
10. **Use this methodology to show the value of other product lines.** For example, if the partner offers various types of training programs, the ROI Methodology is a way to show clients the value of the training. This is a way to sell the training to a client. However, this cannot be the only use of ROI; it must also be a standalone practice.

11. **Speak to groups.** This includes conducting panel discussions, speaking at chapter meetings, and speaking at conferences. This will also require offering free or low-priced briefings to senior management groups to gain interest and support.
12. **Create a client development plan.** This document details how customers will be secured to develop anticipated revenues. This would include decisions on the best methods to attract new clients and increase the revenue with existing clients.

These are essential steps that must be followed to create significant revenue for the practice. If these success factors are not carefully followed, the ROI practice will not be as successful as it can and should be.

How to Build Expertise

Unlike some processes, providing ROI consulting requires significant expertise. Potential clients are attracted to ROI because of its inherent logical approach and novel appeal. It is a process that stakeholders desire and it represents an important trend. Consequently, clients need a consultant who thoroughly understands the ROI methodology, has experience in applying the process, and can speak authoritatively and convincingly about ROI. This can be accomplished only if the consultant has taken the time to develop the necessary expertise. One individual in the partner's organization usually will take the lead as the principal ROI consultant. Resources—time, funds, training—should be made available for this individual to build appropriate ROI skill.

Attending Certification

Building expertise begins with a brief introduction to ROI, followed by the 5-day certification workshop. To get the most out of the certification workshop, the consultant should read an article on the ROI Methodology, understand the issues, and attend a brief ROI workshop (if possible) before attending certification. It is best to attend the certification workshop and, ideally, complete an impact study, prior to hosting a certification in your home country. This places you in the role of local expert prior to your clients (or potential clients) learning about ROI.

Conducting Impact Study

To complete the first ROI study, it may be helpful for the consultant to collaborate with an existing client. In a two-way partnership, services can be offered at a discount or even at no cost. While completion of a study is essential to building expertise, it also fulfills the basic requirement for the certification, and develops an important client relationship. Future studies can be conducted at discounted fees until expertise is developed. Conducting impact studies is the most important way to build expertise.

Writing about ROI

Expertise is developed by writing about ROI. Expertise can be documented in articles, case studies—even developing a casebook—and perhaps even a book on the ROI methodology, co-authored with one of the Phillips. Most HR journals will have an interest in ROI. Trade magazines and business publications are another target. Writing for the public builds skills. The approach, detail, data, and arguments must be very compelling, requiring focus, determination, precision, and hard work. At

the very least, a summary paper on ROI for clients should be developed and distributed. Building on many of the books, articles, and case studies published, this paper provides the basics for clients and prospective clients.

Teaching ROI

Another important way to learn the methodology is to teach the methodology. After attending certification, the consultant should conduct one- to two-hour internal briefings, half-day workshops, and one-day workshops to explain and promote the ROI concept, while building needed expertise to establish credibility. Gradually, as confidence and expertise build, conducting a two-day workshop would be an excellent addition to the overall profile of services. Again, this not only develops the business and drives revenue, but it will continue to build the needed expertise.

Patience

The journey to building expertise is not a short one. Although it begins with certain activities, the process continues—sometimes for years. Some consultants have returned to participate in the certification workshop a second and, occasionally, a third time. No two certification groups are the same, so it is helpful to see how certification works with different audiences. Each time, the person walks away with additional information and a renewed confidence in the value of the process.

Define Your Niche

One of the most important success factors for a consulting practice is to focus on a niche product or service. A successful consultant must have a unique product or deliver a standard product in ways that others cannot. Research has shown that ROI implementation is an important trend that will continue to grow in all cultures. The desire for ROI is great, and the progress made in the field has been significant. Fortunately, since no other firms can offer the services of an ROI consultant, there is little competition. ROI exists in a somewhat protected area, and we anticipate this situation to continue in the future. While others may claim to be ROI consultants, an important strategy is to distinguish what we do from these “imposters.” No other consultant will have a validated and proven process, backed up by two decades of experience and application, documented in over 75 books published in 38 languages, supported by a network of more than 5,000 ROI-certified professionals in 70 countries, and utilized by over 5,000 organizations—public, non-profit, and private.

Part of finding the niche is defining the services delivered. Most of our partners provide a variety of consulting services to assist organizations with this important issue. The principal consulting service will be conducting ROI studies or assisting organizations to conduct their own studies. Other consulting services may include assisting with accountability issues, developing evaluation strategies, reviewing ROI progress, analyzing performance, problems, and helping to build internal capability.

Conducting workshops is a necessary area of focus. Half-day briefings and one-, two-, and three-day workshops are all excellent services to provide. The workshops not only provide an opportunity to drive revenue, but serve as a process to generate consulting clients.

The business model we recommend is shown as Figure 1. A principle source of revenue should be consulting; a secondary source is conducting workshops. The other remaining services would be routine: publications, research, conference participation, low-cost studies, and measurement services.

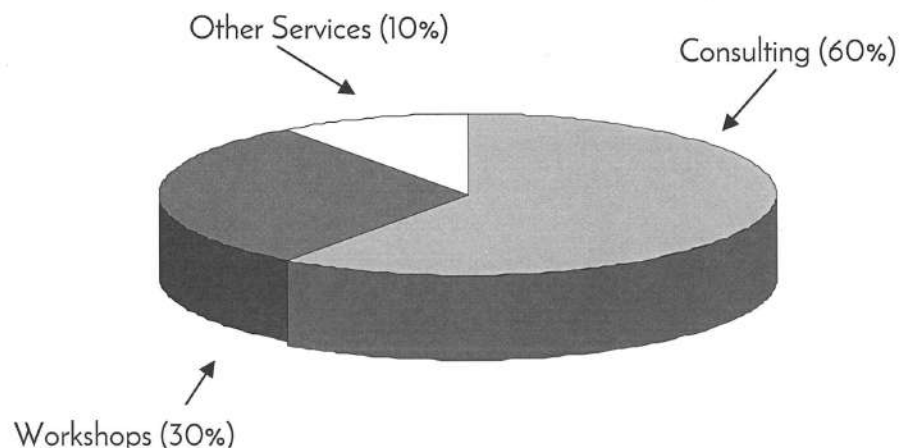


Figure 1. Desired Revenue Mix

While finding your niche, it is necessary to identify the preferred target audience. This is crucial in the early phases of strategy development. The learning and development community is an appropriate target, as is the human resources community. Technology, quality, and marketing are other possibilities. Narrowly focusing the audience provides an opportunity for targeted business development rather quickly, but perhaps a limited base of business. Having a broader audience provides a greater business base, but requires increased business and expertise development with a longer timeframe.

Finally, defining a niche also involves understanding how your products and services will be presented through brochures, marketing materials, and other business development vehicles.

Develop the Specific Services

After the niche has been defined, the challenge is to develop and refine the specific services offered by the partner. Figure 2 shows a variety of consulting possibilities that have been or could be offered by the partner.

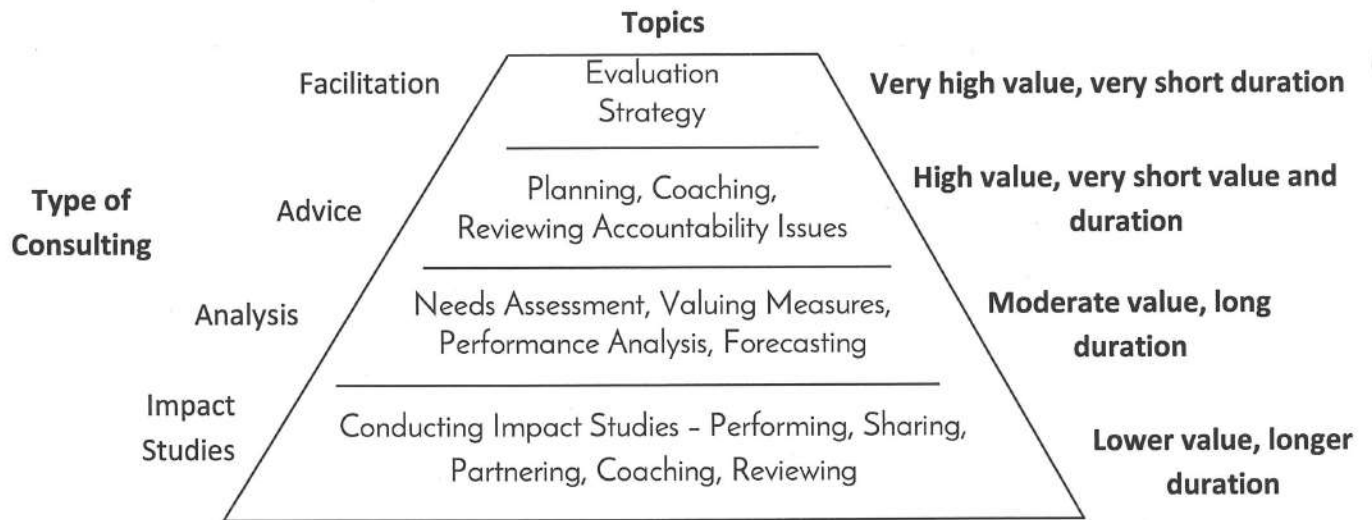


Figure 2. Consulting Possibilities

Impact Studies

The most basic services are those involving impact studies. This is the basic process through which the ROI methodology is used and there are a variety of opportunities to help clients in developing impact studies. Figure 3 shows the consultant's role in developing impact studies, ranging from conducting the study (performing) to reviewing the completed study. This figure shows the relative relationship between the consulting effort and the client effort. In some cases, the consultant develops the project independently of the client and presents the impact study (performing). In other cases, there is a sharing of information along the way so the consultant is routinely communicating, providing feedback, and explaining the methodology to the client (sharing). In another arrangement, the consultant partners with a client so that they jointly conduct the study, each with respective duties and responsibilities (partnering). In another variation, the consultant coaches the person conducting the study, usually one-on-one, through different steps of the process (coaching). Finally, the consultant reviews the project after its completion by the client.

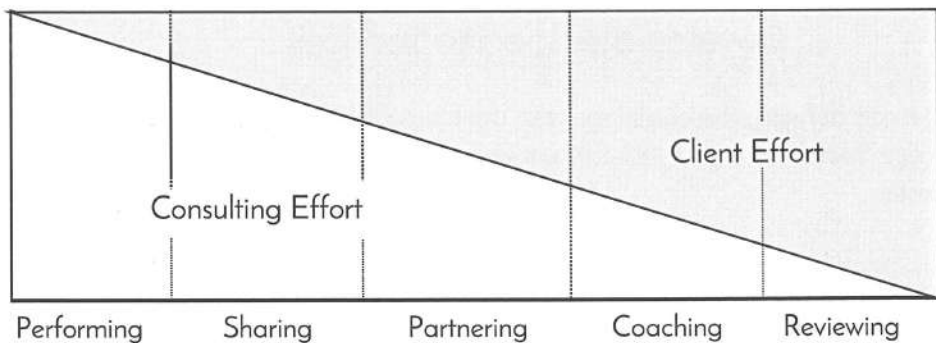


Figure 3. Consulting Role in Impact Studies

Obviously, there are different fees connected to each of these different services, but all of them should be offered to provide the client a complete range of possibilities. Your philosophy should be to transfer as much capability to the client as possible. While this creates some concern for consultants, it can help generate additional consulting projects in the future. For example, when clients are able to move their capability with the ROI methodology to a higher level, they often call on the consultant for additional assistance for a particularly complex project or to present projects that are very controversial or politically sensitive. Transferring the capability to the client is an excellent way to cultivate additional consulting engagements.

Analysis

Conducting needs assessments studies and placing a monetary value on measures such as employee turnover, customer complaints, and/or customer satisfaction are in the analysis category. A performance analysis is often needed to ensure that the solution focuses on the particular problem and that the solution is aligned with the business. Analysis also involves developing forecasts of specific projects. Both impact and ROI can be forecasted in advance of any development or implementation work.

Advice

A variety of advice categories are possible such as planning an ROI study. For example, a one-day meeting with a client to develop the evaluation plan is a very helpful consulting activity. In some cases, the consultant is coaching the client on a variety of issues. In other situations, the consultant reviews the progress, data, steps, and accountability issues to help the client bring additional accountability to solutions.

Facilitation

In the facilitation phase, the consultant is facilitating meetings where the evaluation strategy is developed. This is a very important strategic-level meeting, often involving the top learning and development or HR person, depending upon the target audience. The outcome of this consulting is an evaluation plan that is to be implemented. This plan often calls for additional work or projects for the consultant.

Consulting Fees

While it is risky and very difficult to establish consulting fees in different countries and cultures, we will provide some advice that we have included in our recent book, *How to Build a Successful Consulting Practice*. In this book, we suggest the following pay ranges.

Market Data Ranges for Consulting Fees

Experience Level	Description	Daily Fee Range
1	New, entry-level consultant	\$1,000-\$2,000
2	Some experience, with at least two years of consulting experience.	\$2,000-\$3,000
3	Senior consultant, with at least 5 years of consulting experience.	\$3,000-\$4,000
4	Expert consultant, with at least 10 years of consulting experience.	\$5,000-\$10,000

Starting out you can see that consulting fees may be lower but progress as experience builds. This is typically the way the market operates in the USA. Incidentally, we have noticed that, in some countries, the rates are even higher than in the USA, although for the most part they are generally lower.

Offer Workshops

A variety of workshops are available, ranging from half-day to two-day, which should ultimately be offered by the partner. A range of workshops have been developed with a variety of durations and the intended audiences. For additional information on this, see a document of workshops on the website.

Offer Related Services

In addition to workshops and consulting, a variety of other services may be available, as shown in Figure 4.

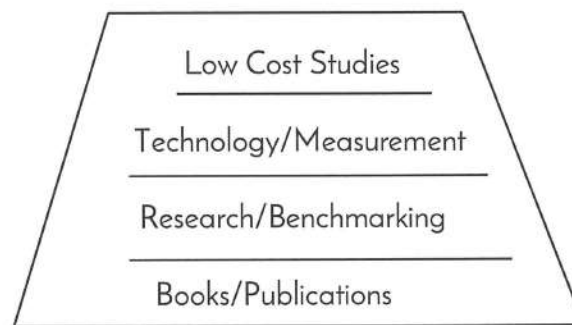


Figure 4. Services

Books and Publications

The most obvious service following workshops and consulting is providing books and publications. The sale of books from the ROI Institute would be an appropriate revenue generator, along with other publications developed and authored by the partner organization. To make this economically feasible, ROI Institute will sell books to you at half (50%) of the retail price and you will pay for shipping.

Research and Benchmarking

Ideally, the partners should be involved in conducting basic research and benchmarking about the issues around ROI and its use in their countries. This might include benchmarking data to show the extent of the use of ROI and some of the major issues and concerns about ROI implementation. In addition to ROI, this may include measurement and evaluation as well as upfront analysis and forecasting.

Technology and Measurement Services

The partner should consider developing a relationship with an ROI Institute technology partner to help clients with assessment, measurement, and evaluation. Most suppliers will pay a fee to

partners who are interested in selling software and its use with clients. If clients can use software, the ROI momentum will continue and the process is elevated to a higher level.

Low-Cost Impact Studies

This service provides an independent objective assessment of similar projects. Using a template for the final report generated for clients, low-cost studies can be generated. For example, repeated studies on the ROI in executive coaching for a coaching firm may quickly lead to low-cost impact studies using templates and software. When the projects are maintained in your database, the partner essentially can provide external validation of the success of the programs.

Collectively, these consulting activities, workshops, and other ROI measurement and evaluation services provide a full range of possibilities for the client.

Develop the Business

There are many ways to develop an ROI consulting practice. To a great extent, the particular method or approach depends on the resources available, the market, and the target audience selected. A variety of methods outlined below have worked for us and other partners:

- Develop a **brochure** describing ROI, including a summary of the need for ROI, and how it is delivered. Also, describe the products and services offered along with details of your experience with the process. This could range from an easy-to-read, one-page flyer to multi-colored, foldout brochures; we have seen both. Marketing should be consistent with the niche services provided.
- Co-brand the **ROI Methodology Fold Out Model**. Refine and adjust the model to reflect your culture and niche, keeping the basic structure and principles. The Model includes the ROI Institute's logo and your organization's logo.
- Conduct **internal briefings** for clients or prospective clients. These briefings can range from an hour meeting to half-day workshops. They are often provided at little or no charge to expose the ROI methodology to the client. Although the success rate varies, in the USA 50-60% of these briefings usually result in consulting assignments or paid workshops.
- **Speak** to groups, professional associations, receptions, and other audiences appropriate for this message. These engagements are often not difficult to book because of the interest in and curiosity about ROI.
- Participate in **professional associations**. Hosting an event, reception, or meeting builds awareness and recognition for your firm and ROI.
- **Host a visit** with Jack and Patti Phillips. Most partners find it advantageous to ally with the reputation of Jack and Patti Phillips. With over 25 years in the business, their names will attract attention and audiences. More on this later.

- **Develop articles about ROI.** Develop research papers, position papers, articles, and other information-packed documents that illustrate the ROI process and speak to the capabilities and services to implement ROI.
- **Develop case studies** with the possibility of publication. Developing a casebook in your niche or country, geared to your area of specialty, is one of the most effective business development tools. Case studies authored by or with clients provide the means for a long-term, productive client relationship. They also increase credibility and build expertise while connecting the consultant directly to the process in your country. For more details, see our document on developing casebooks.
- **Conduct a survey** to reveal some of the issues and challenges of accountability and where it is lacking in the processes currently available. These surveys often uncover ROI as an infrequently used, but most sought-after, metric. Figure 5 illustrates the consulting opportunity. Attempting to remove some of the myths and mysteries of ROI, enabling others to use it routinely, will reduce the gap of use versus wanting to use ROI.

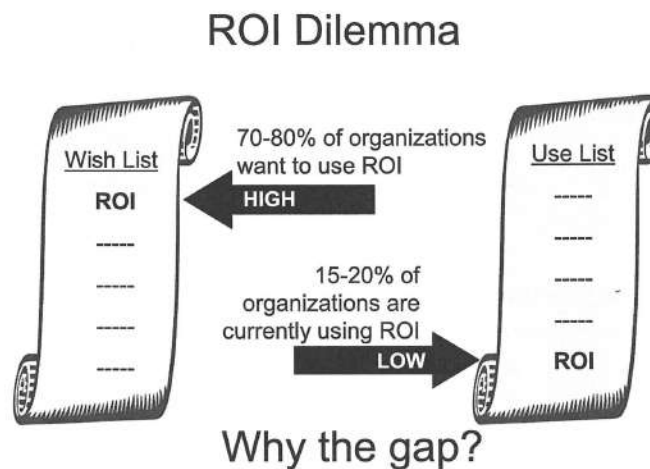


Figure 5. The gap between want and actual use

- Consider the support of **government**. Involving the government in the support the use of ROI methodology has been achieved in several countries. As budgets are being scrutinized, governments are becoming more interested in accountability for processes that they support and/or fund. They may be interested in supporting, and perhaps even funding, the application of ROI. For example, our partner in Ireland was able to get the SkillNets (a separate entity funded by the government and the Irish industry) to support the ROI methodology. As part of its implementation, SkillNets funded the first 18 ROI studies in Ireland with a requirement that the participating organization would complete the ROI study and publish the results in a casebook. Also, SkillNets provided consulting fees for our partner to help conduct the studies. At the very least, the government should be an important user of the ROI methodology and considered in the list of clients and potential clients.

- Connect with the **academic community** to obtain their support. Volunteer to speak in a class and build a relationship so they are supportive of what you do. Although some partners are not concerned with the position taken by professors, others are interested in learning their reaction to the methodology. In the USA, several universities endorse and offer ROI Certification to interested graduate students. In Poland, at our first visit, a well-known professor endorsed our methodology in a press conference organized by the partner.
- Establish a two-way **link** with your website and the ROI Institute website. This linkage shows the coordination and connection and helps gather information.
- **Develop complementary products.** It may be helpful to develop a product for application in your country and make it available to others. This is helpful if you have a particular niche or insight into a specific area. For example, our partner in Australia has developed a workshop on the use of ROI in safety. By making these materials, tools, templates, and products available to all partners, you can receive royalties from others.
- **Connect with a high-profile client.** It may be helpful to develop a relationship with a high profile, well-respected client in the use of ROI. If you could get one such client to begin using the ROI methodology, others will likely follow. For example, our partner in Chile has implemented the ROI methodology in one of Chile's more impressive organizations, Codelco, a large mining organization that represents 5% of the gross domestic product in Chile. The company became an active user of the methodology.
- **Attend the partners' meeting.** A partners' meeting is scheduled at each Global ROI conference. These meetings will provide an opportunity to share information, network, and participate in candid, personal sessions about ROI.
- **Organize an ROI network.** Perhaps the most effective way to build the process and continue the momentum is to organize an ROI network. These networks provide opportunities for individuals to discuss progress, explore issues, examine challenges, and share a variety of tools, templates, practices, policies, and even case studies. This group can also serve as a sounding board to review instruments and impact studies. For more information on how to form a network, see the document Developing an ROI Network.

Use Jack and Patti Phillips to Build Your Business

Jack and Patti Phillips have great brand recognition. Both speak about at about 30-50 conferences each year. As part of the partnership agreement, Jack and Patti agree to visit each country each year, if needed. This is a great opportunity to continue business development, gain exposure, and develop/enhance the image of the consultant in that area. While they are each paid for their individual contributions in the USA, a single fee is charged for both of them when they are working with international partners. This presents a great opportunity to essentially double the effort and generate additional revenues. Here are some possibilities:

Workshops

Conducting a certification workshop will build the skills needed in the ROI process. The greater the skill development, the more likely others will be using it. ROI certification leads to case studies, increases exposure, develops support for ROI, and generates consulting projects. Ideally, while certification is being conducted, Jack or Patti would be available to participate in other activities. Hosting a certification workshop in your country may attract participants from other countries. This has happened at many of the public international certifications—participants go to the ROI Institute website and select the certification they want to attend in a country they would like to visit or at a time that is most convenient to them. This will increase the participation and help offset the cost of the visit. Please let us know about your certification date as soon as possible so we can post it on the website.

Because many organizations are interested in learning about the ROI methodology without committing the time and resources to a full week's certification, one- and two-day workshops can be conducted by Jack or Patti with various audiences; public workshops have proven very successful in business development. A sample of the workshops is available. Having Jack or Patti conduct the workshop first can open up future opportunities for the partner to conduct the same or similar workshops with others at a later date.

ROI Conference

Some partners organize the Phillips' visit around a major conference and partner with the organizers to secure keynote presentations. Jack and Patti provide more than 30 keynotes and 75 breakout sessions each year. Jack and Patti have provided major conference keynotes in Japan, Singapore, Australia, Canada, Switzerland, England, Denmark, Germany, Poland, Mexico, Belgium, New Zealand, Spain, Malaysia, The Netherlands, Panama, Turkey, Taiwan, Indonesia, South Africa, and Greece, all arranged by partners.

Sometimes, partners will organize an ROI conference with the Phillips providing keynotes. This brings more people into the ROI process and serves as an excellent business development tool. Also, this is a great way to recognize local participants who have been successful with ROI. They will serve as speakers for general sessions or breakout sessions. Having Jack and/or Patti address the conference, conduct a break-out session, speak at receptions and luncheon meetings are all possibilities.

Client Development

For specific client development, internal meetings with new clients and internal briefings for clients would be appropriate. The audiences for these can be learning and development, human resources, a combination of both, or other audiences.

Publicity

Providing publicity for Jack and Patti's visit helps increase exposure and business development. Press releases, interviews, book signings, and even having articles published in advance of the visit all add to making the visit an important event.

The issue here is two-fold. Because of their tremendous work and extensive publications in this area, Jack and Patti have name recognition that adds to the business development and promotion aspects of what the partner is attempting to achieve. The visit should clearly reflect a strong linkage between the partner and the Phillips. The second issue is that these visits allow additional expertise and skill development on the part of the partner. By participating in, or perhaps facilitating a part of the presentations, these visits will enable consultants to continue to learn and grow, pick up new ideas, and develop fresh approaches—all of which will contribute to the success of their practice.

Case in Point

An example of utilizing the visit from Jack and Patti Phillips was demonstrated by Mas Consultores, our partner for Chile. Rodrigo Lara, principle ROI consultant and partner in the firm, hosted a very productive one-week visit involving five distinct activities.

1. A three-day public certification was organized. Previously, MAS Consultores had conducted a two-day workshop to prepare the individuals for the final three days of certification. Both Jack and Patti Phillips completed this certification.
2. On Tuesday, the partner arranged to have a breakfast meeting with major business leaders in Santiago. Partnering with Icare, Chile's version of the Conference Board, industry leaders were invited to attend a breakfast meeting on ROI in human capital to show the value of human resources. The master of ceremonies was Jorge Awad, the principle owner of Lan Chile Airlines and Banco de Chile. Jorge is one of the most influential executives in Chile. The presentation involved an opening keynote by Jack, describing how the ROI methodology works, how to place value on human capital, and how to determine the appropriate investment level in human capital. The presentation that followed was by Francisco Thomas, Vice President Finance and Administration for Codelco, one of Chile's most respected organizations. In this presentation, Francisco discussed why his company has adopted the Phillips ROI methodology and explained a few case studies that were under way. Some 380 business and industry leaders attended the conference; this overwhelming success was due to the outstanding efforts of the partner.
3. The next day, the civil service in the Chilean government organized a workshop on Measuring the Return on investment in Human Resources. All HR professionals within the Chilean government were invited; 150 attended. Catalina Bau Aedo, director of the National Civil Service, hosted the workshop. Jack Phillips showed how the ROI methodology has been used in the public sector to show the impact of projects and programs. This was followed by Rodrigo Lara presenting two ROI studies to describe its current success in the public sector. This was considered a very successful effort by our partner, as this methodology was essentially launched in the public sector. While Jack presented at these two meetings, Patti conducted certification.
4. On Thursday and Friday, Patti completed the certification at Codelco's headquarter operation in Calama. Fifteen of Codelco's training and HR staff had previously participated in four days of internal ROI training provided by Rodrigo, and Patti capped off the program with two days of application and implementation that was heavily focused on

customized training. Patti helped the managers at Codelco plan for a variety of impact studies.

5. During the same time, Jack conducted a two-day workshop on Measuring ROI in Human Resources organized by Icare and our partner Mas Consultores. This workshop enabled 20 HR managers to gain expertise in the methodology. It turned out to be a busy week, but Jack and Patti's involvement advanced the use of the ROI methodology in a variety of settings in Chile, and the visit was profitable for the partner. Together we developed the business and helped position Mas Consultores as a major consulting organization in Chile.

Sustain the Momentum

Maintaining momentum after the initial launch can be a challenge. This requires periodic workshops, routine consulting, an ROI network, a database of studies, publishing studies in the country, and continuous expertise development. The important issue here is to continue to let the community know what ROI services are available and that one or more consultants are fully capable of providing those services. The consultant can also publicize the work of others in a variety of ways: encourage them to publish case studies, get involved in a network, participate in a panel discussion, and present case studies. Constant communication and reinforcement are necessary among those who are working with ROI, keeping the lines of communication open within the community and connecting regularly with the ROI Institute.

One of the most effective ways to sustain the process is to author or coauthor a book with Jack and/or Patti Phillips. Demonstrating how the ROI methodology has been implemented in your country provides tremendous business development opportunity, continued exposure, and positions ROI as a long-term strategy. This is an easier task than some partners may think and it has been accomplished in several countries.

Summary

This document shows some of the options available and details a few of the successes achieved by a variety of partners involved in implementing the ROI methodology. The options are many, opportunities are limitless, and success can be achieved. Good luck!

II. References for Developing the ROI Practice

When it comes to consulting, the founders of the ROI Institute literally wrote the book – or books, in this case. Jack and Patti Phillips have authored or edited several books on consulting, including the following:

- *Maximizing the Value of Consulting: A Guide for Internal and External Consultants*, Jack J. Phillips, William D. Trotter, Patricia Pulliam Phillips, Wiley, Hobken, NJ, 2015
- *Performance Consulting: A Strategic Process to Improve, Measure, and Sustain Organizational Results*, Dana Gaines Robinson, James C. Robinson, Jack J. Phillips, Patricia Pulliam Phillips, and Dick Handshaw, Berrett Kohler, Oakland, CA, 2015
- *The Consultant's Scorecard: Tracking Results and Bottom-Line Impact of Consulting Projects*, 2nd Edition, Jack J. Phillips, Ph.D., and Patricia Pulliam Phillips, Ph.D., McGraw-Hill, New York, NY, 2011
- *How to Build a Successful Consulting Practice: Everything You Need to Survive and Thrive in Today's Marketplace*, Jack J. Phillips, McGraw-Hill, New York, NY, 2006.
- *The Consultant's Guide to Results-Driven Business Proposals: How to Write Proposals that Forecast Impact and ROI*, Jack J. Phillips, McGraw Hill, New York, NY, 2010
- *In Action: Building a Successful Consulting Practice*, Jack J. Phillips, Series Editor and Patricia Pulliam Phillips, Editor, ASTD Press, Alexandria, VA, 2004

These books are available to new partners and associates. The first book is one of McGraw-Hill's bestselling books, and has an excellent chapter on client development. The second book demonstrates how to measure the success of consulting, which makes an excellent product line in itself – teaching other consultants how to measure the success of their projects. The third book is helpful in developing proposals, and also makes an excellent reference book for a one-day workshop on ROI forecasting. Finally, the last book shows some successful case studies, including a chapter which shows the success of the Performance Resources Organization (PRO), the original consulting company we sold to Franklin-Covey.

III. Checklist for Developing ROI Practice

Developing Expertise

1. Identify the expert of experts who will serve as ROI consultants
2. Attend ROI Certification as soon as possible.
3. Complete the first impact study as soon as possible
4. Initiate other studies to have a variety of experience
5. Make presentations to groups, formally and informally
6. Write about ROI (more specific in other areas)

Writing Articles for Publication

1. Develop a white paper showing how ROI is developed and used in your field
2. Identify a series of focused articles and prepare them for publication
 - a. Introduction to ROI
 - b. An ROI case study
 - c. How ROI is implemented
 - d. How to sustain ROI use
 - e. The mysteries of ROI
 - f. ROI on a shoestring
3. These articles are already prepared they can be adjusted and modified for your particular situation. (As a partner you would serve as a co-author)
4. Identify the most appropriate publications for these articles through industry associations, professional magazines, business journals, etc.
5. Obtain information on the manuscript requirements and send a note proposing the first article, perhaps even a series.

Developing a Book

1. Identify a publisher for a basic book for your field (this publisher could be a mainstream publisher or specific for the industry, or maybe an association of the profession)
2. Complete the proposal to publish a book and send it to the publisher
3. Secure contract
4. Finish the book soon as possible using an e-copy of current ROI book as the basic guide
5. The book will be co-authored by either Jack or Patti Phillips so the content of the existing book can be used in this book. Essentially, 80% of the book is already written

Developing a Casebook

1. Consider a book of case studies by identifying the appropriate publisher. The publisher could be an association who would be interested in having case studies for their members.
2. Send the proposal to the organization.
3. Serve as editor of the case book with a joint arrangement from the ROI Institute, the association, and your organization. There are many opportunities to make it work.
4. Some partners serve as the publisher (printing and distributing the casebook)
5. Locate the case studies
6. Publish the case book
7. Use the case book as a calling card and for workshops

Teaching ROI

1. Conduct briefings with immediate teams, staff, and others who want to know more about ROI
2. Offer internal briefings to clients for no charge. Explain what ROI is all about
3. Consider a half day workshop, ideally with pay, but be willing to do it for no pay if potential client will pay for materials
4. Conduct one-day workshop internally, usually for a larger client.
5. Consider a one-day workshop offered publicly, ideally through a chapter of a professional association or a sponsor.
6. Conduct a two-day workshop internally for important, targeted clients
7. Conduct a two-day workshop internally, ideally organized by a sponsor or a chapter of a professional association.
8. Consider varieties of workshops

Conduct Research on ROI

1. Use local benchmarking in the area, among professional clients, or in the industry to determine the status of ROI
2. Conduct the benchmarking on the need for ROI and the metrics that are currently used with 30 or 40 different metrics
3. Conduct benchmarking on the benefits of ROI, detailing specific issues. A list of benchmarking metrics is available

Build Alliances

1. Identify associations or professional societies that should be promoting ROI
2. Propose a variety of activities for the association ranging from articles, to publishing case studies, to coordinating workshops, etc.
3. Consider a formal or informal partnership to promote ROI
4. Seek other alliances to organize workshops, provide services, or otherwise support the ROI Methodology in its delivery and execution

Partner with Schools and Colleges

1. Make contact with local professors and offer to teach a course on this topic.
2. Agree to be a guest speaker in an existing course
3. Explore potential partnership relationships.
4. Support professors who use the materials in a variety of ways (ROI Institute supports professors through books and other teaching materials).

Develop a Consulting Practice

1. Secure simple consulting projects as soon as possible, even if they are on a discount or pro-bono basis.
2. Conduct studies at a discount to gain practice and build expertise.
3. Offer to review the current status of measurement and evaluation show how ROI should be a part of it. Initially this is provided at no charge.
4. Offer to provide one-on-one coaching about ROI.
5. Conduct a strategy session to help organizations establish an evaluation strategy.

6. Conduct impact studies in a variety of topic areas.
7. Partner with the client to conduct the studies together.
8. Participate in more comprehensive projects (possibly with the help of the ROI Institute).
9. Review progress of ROI use.
10. Combine workshops with interactive consulting projects.

Use Technology

1. Explore the use of current technology with ROI Institute partners.
2. Identify one or more feasible partners to support local use.
3. Use the technology with projects and show the clients how to use it.
4. Participate in a reseller arrangement to drive revenue.
5. Provide enhancements for software and identify other software partners.

IV. Strategy for a Successful ROI Certification Workshop

Many of you have faced the challenge of having enough people to commit to attending the ROI Certification. After all, it is difficult for people to allocate five days of time and several thousand dollars to learn how to implement the ROI Methodology in their organizations and conduct ROI studies. We have found that those professionals who truly are interested in showing the value of their programs, and are convinced that this is the best process to do that, will come in large enough numbers to move certification to the "tipping point" in your particular country.

No Certifications, No Success

The success of an ROI practice is the consulting practice. ROI Certification is a useful tool for your target audience to be involved and actually conduct studies at the application, impact, and ROI levels. Usually, if this process is not experienced, it will not be supported. When these professionals experience it, they will not tell others about it and recommend it. Ideally, these individuals must participate in the complete certification to gain the full experience. Our challenge is to get participants through certification and have them complete their project. That is the reality. Without this, the consulting practice will not be viable. So how do you do it? Here are some tips.

The Fundamentals

1. **Develop expertise to facilitate workshops and conduct Impact and ROI studies.** One or more professionals in your organization should quickly develop capability to teach and consult. This often involves participating in certification more than once, and getting involved in one or more ROI studies soon after the class is over.
2. **Identify your audience.** At first, the key is to define your target audience, whether it is Learning and Development, all of HR, or some other group. Try to find the best way to reach that target audience in large numbers. Consider connecting with associations where your target audiences are members.
3. **Create short learning opportunities.** We have found that most of the certification participants have had some exposure to the process previously. For example, they have attended a conference session, internal briefing, one-day workshop, two-day workshop, or online webinar. It would be difficult for someone to make the decision to invest this amount of time and money without some type of previous exposure. The possible exception is for those who are being sent there by their employer or who are following a persuasive recommendation. The challenge is to offer briefings, professional presentations, and workshops routinely to your target audience.
4. **Develop effective marketing materials.** You need to have attractive and informative materials for the target audience. This includes brochures, flyers, fold-out models, fact sheets, article reprints, calculators, and application guides.
5. **Use our certification brochure.** Reprint, translate, include your own pricing, and make the certification brochure available electronically. Place your own logo on it so that individuals can see the connection between you and the ROI Institute. This brochure was designed to answer all of the questions that people often have about ROI Certification, arranged in a way so that they can click through or flip to the parts they are interested in seeing. The key pages are the components of certification (page 11) and the ten reasons why you should be involved (pages 14-16).

6. **See what works best for your culture.** Emails work for some, but not for all. Printed documents distributed at conferences work for some but not for all. Placing an advertisement in a professional publication works for some. Sending a personal letter to a target group works for others. The key is to find what works in your audience. We have found that personal letters, personal emails, and personal phone calls or Skype (if feasible) can make a big difference.
7. **Consider having a host.** A host for certification is an organization that provides the facilities, food, and refreshments. In exchange, they can send participants at no fee (or some other combination that you agree to). Hosts are often not that difficult to find, and it removes some of your financial burden and risk. A good host will help you promote the certification. This is an ideal situation.
8. **Find a strategic marketing partner.** If a marketing partner is interested in ROI capability, and sees the value of the ROI Certification, have them support it in exchange for one or two participants in the workshop.
9. **Consider live presentations.** People want to know and hear about ROI. We have many webcasts and webinar archived, and we offer them for you to use as well. We also suggest that you do your own webinars in your own language and culture, using the examples from your country.
10. **Develop an effective website.** Make sure your website is user friendly, attractive, and provides appropriate information on ROI Certification. We have worked hard to try to make our website more effective, and we continue to make improvements. We see some of our partners who do a very good job of promoting ROI as a practice on their website, others do not. You might want to consider updating your website.
11. **Talk to prospects.** Some potential customers are undecided about ROI and this Methodology. A personal discussion where you address their issues, concerns, and challenges can make a difference. Patti and Jack often say that if they can talk to someone who has an interest in ROI, there is a 90% chance that they will attend the certification. You can have the similar success. There are many ways to help persuade someone to be involved in certification.

Recent Success Stories

Fredericton, New Brunswick, Canada - Suzanne Schell, ROI Institute Canada

Suzanne has achieved ROI success in Canada. She is involved in many consulting activities including impact studies across Canada in different organizations. She conducts one-day and two-day workshops. Suzanne also conducts webinars, speaks at conferences, and conducts private briefings. Suzanne has found that having a briefing in the geo-central area where the certification will take place helps potential participants acquire the necessary knowledge about the ROI Methodology to register or sell it to their organization. This is the key to enrollments. Recently, Suzanne experienced something that underscored this concept. Recently, Suzanne offered the five-day certification in Fredericton, New Brunswick, one of the smaller provinces of Canada. Fredericton has a population of 55,000 and the total population of the province is only 750,000. Suzanne and ROI Institute Canada partnered with the University of New Brunswick to promote the certification. Suzanne sent the certification flyer to a targeted database, and more importantly conducted a briefing in the two major cities in the province, Fredericton and Moncton. The briefings, in her mind, made ROI certification a success. Suzanne was able to obtain 15 participants

all from the province with a total population of only 750,000. More importantly, this has now led to a repeat session in the fall of this year. Targeted marketing and conducting briefings made the difference. You do not need a highly populated area to obtain the turn out—you need to find the right people who need this capability and skill.

For more information on how this can be accomplished, contact Suzanne Schell at Suzanne@roiinstituteCanada.com.

Manama, Bahrain - Kamal Al-Shihaby, Vigilance Consulting

Kamal is just getting started with ROI and has made several briefings within this small country of only 1.3 million people. Kamal connected with the Bahrain Institute for Banking and Finance (BIBF) and also the Bahrain Institute for Public Administration (BIPA) - two major markets that he could easily identify. The banking and finance sector is always an important target market and the government audience is another. Working with them as partners, Kamal managed to have 32 people attend the first ROI Certification in Bahrain. Of the 32 in attendance, 28 were from Bahrain, a country with 1.3 million people. This one certification stimulated enthusiasm and created more projects and activities. Kamal also did some additional promotions, including a billboard in the city where the certification was held.

For more information on how he accomplished this successful certification, contact Kamal at alshihaby@vigilanceconsulting.com.

ROI Certification in a Two and Three-Day Arrangement

Need: In every country, it is critical for individuals to develop serious, comprehensive skills to develop Impact and ROI studies on their programs. When they do this, they become more attached to the ROI Methodology and will recommend it frequently and will actually use partners in more consulting activities. That has been the experience of ROI Institute for almost 20 years as we have offered our ROI Certification in the USA. The number one goal for any partner in any country is to have more people certified as practitioners with the ROI (Certified ROI Professional). For them to do that, they have to attend ROI Certification.

Our partners have indicated two barriers to people attending an ROI Certification. The first barrier is leaving their work for five days in a row. This new arrangement will alleviate that issue as participants are offered two days of ROI skill-building and three days at another specified time. The second barrier is the cost of certification. This arrangement lowers the costs of the payment to ROI Institute, and some of that cost reduction can be passed on to the participants to make it a lower price.

This should create a win-win for the participants, our partners, and ROI Institute. Our goal and your goal is to have more people certified. To date, we have over 5,000 Certified ROI Professionals globally. The countries where ROI is working best have the highest level of certification on a per capita basis.

How it Works: Essentially, our partners will offer and conduct the two-day workshop routinely and invite the target audience to attend. The market price for the two-day workshop is charged and the workshop teaches the skills necessary for participants to measure the success of their projects and programs. Many of the participants will choose not to participate further, as the two-day workshop satisfies their needs. Others will want to continue and pursue ROI Certification. From all the participants in the two-day workshop, a group will attend the ROI Certification conducted by either Jack or Patti Phillips or both. It has been our experience that about 30 percent of the attendees of

the two-day workshop will want to go deeper into the process and reach the designation of Certified ROI professional. With the three days of additional training, participants will have access to virtual assistance to help with their evaluation project along the way. This group would normally be about 20 people, but there could be a little more or less depending on the economics of the situation.

The three-day workshop focuses primarily on the project selected by the participant to evaluate the impact and/or the ROI Level. Depending on the audience, another activity might be to have them present an ROI case study that has been completed. This provides participants with a simulation on how to conduct an executive briefing to defend an ROI study, and it is also a great way to ensure that we have learned the ROI process. Preparation for this will be done before the three-day session as pre-work.

Train the Trainer: Some of our partners are in a position where they can teach the two-day workshop now. If you feel comfortable with that task, it is okay with us. The key is that it must be conducted in a professional way to ensure that the participants have thoroughly learned what they need to know to complete an ROI study. If you're interested in teaching, but not comfortable with this task, we do have a Train the Trainer program that we can offer regionally or in the USA. This is a four-day program that covers ROI in a very detailed way and has practice teaching involved as well. That is not required, but it is an option that is available. Let us know if you are interested.

Success Factors: For this to work, we must ensure that all individuals who attend the three-day workshop have actually attended the two-day workshop. The time between taking the two-day workshop and the three-day should be very short, ideally, one to two months. If the period of time is longer, then some type of refresher is needed for the individual. We will try to coordinate our arrangements to make it favorable from a logistics perspective. Because this is only three days, we can offer another workshop if you are interested in utilizing the other two days in the week. This is an opportunity to generate revenue and show you another workshop possibility. Alternatively, we can work with one of your key clients. If nothing else is available, we will spend time in another country. We will have to work on the logistics to make it efficient and effective for both parties.

Summary

In summary, these two examples show what can be done in small countries. To start the process requires a few enthusiastic participants to spread the word. When we get to the magic number or "tipping point," a small percentage of your audience, it begins to become routine, and more will be involved. With more people involved in certification your business will grow. In the United States (US), 95 percent of our business comes from people who already have been through the certification. They will become your best clients. The key is to get them involved with the process. If you have questions or if we can help, we will be happy to talk through these issues on a Skype call or some other way. Please contact Laura Nuyt, General Manager, if you have any questions or need any assistance. She can be reached via email laura@roiinstitute.net or via Skype at [laura_17849](https://www.skype.com/en/contacts/laura_17849).

Measurement and Evaluation Strategy & Plan

EXAMPLE

This document addresses a variety of issues that make up the complete measurement and evaluation strategy and plan. Each of the following items should be explored and decisions made regarding the specific approach or issue.

Purposes of Evaluation

Select the specific purposes relevant to your organization from the list of evaluation purposes below. Check all that apply.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Determine success in achieving program objectives. |
| <input checked="" type="checkbox"/> | Identify strengths and weaknesses in the learning and development process. |
| <input checked="" type="checkbox"/> | Set priorities for learning and development resources. |
| <input checked="" type="checkbox"/> | Test the clarity and validity of tests, cases, and exercises. |
| <input type="checkbox"/> | Identify the participants who were most (or least) successful with the program. |
| <input checked="" type="checkbox"/> | Reinforce major points made during the program. |
| <input type="checkbox"/> | Decide who should participate in future programs. |
| <input checked="" type="checkbox"/> | Compare the benefits to the costs of a learning and development program. |
| <input checked="" type="checkbox"/> | Enhance the accountability of learning and development. |
| <input checked="" type="checkbox"/> | Assist in marketing future programs. |
| <input checked="" type="checkbox"/> | Determine if a program was an appropriate solution. |
| <input checked="" type="checkbox"/> | Establish a database to assist management with decision making. |

Are there any other?
See statement below.

Write an Overall Evaluation Purpose Statement

The Organization Development & Learning team is committed to defining a Measurement and Evaluation Strategy and Plan for the ODL function. The team has concluded that this strategy and plan is necessary to ensure the success of the ODL function and more importantly the success. The measurement and evaluation strategy & plan will allow the ODL team to make certain that the team's efforts are making an impact and assisting the company to achieve its overall business strategy and goals. In addition the evaluation strategy will allow the team to:

- Determine whether program &/or course objectives have been met successfully.
- Identify strengths and weaknesses in the ODL processes.
- Ensure the team is working on the right programs/ objective by assisting in the prioritization of programs and courses.
- Examine the validity of tests, cases, and exercises used in programs.
- Reinforce key objectives of programs and/or programs.
- Compare the benefits to the costs for key strategic programs.
- Enhance the accountability of ODL team.
- Assist in the marketing of future programs.
- Aid in the determining if a program was an appropriate solution and had the proper impact.
- Establish a database to support management in the decision making process on new programs as well as the improvement of existing programs.
- Allow the ODL team to promote and celebrate successes.
- Facilitate the sharing of experiences and learning/ best practices in ODL.
- Serve as an indicator of which programs and what within a program needs to be improved.
- Make a convincing case for continued funding.

Select Evaluation Model(s)

It may be helpful to review the scope of evaluation. Does the evaluation apply to all types of projects and programs? Or is it limited? Is there a limitation on certain evaluation activities?

The Measurement and Evaluation Strategy and Plan will apply to all Organization Development & Learning projects. However, the types and level of evaluation will vary by the program in question.

Stakeholder Groups

Identify specific stakeholders that are important to the success of measurement and evaluation.

In order for the Measurement and Evaluation Strategy and Plan to be achieved the following stakeholders must be engaged and in agreement with the proposal:

- Executive Team
- ODL Director
- ODL Council
- ODL Team

Evaluation Targets and Goals

List the approximate percent of programs currently evaluated at each level. List the number of programs you plan to evaluate at each level by a specific date.

Level	Current Use	Planned Use	Date
Reaction and Planned Action	50%	100%	9/29/07
Learning	70%	60%	9/29/07
Application	0%	30%	9/29/07
Business Impact	0%	10%	12/31/07
ROI	0%	5%	12/31/07

Organization

Is evaluation independent of program ownership? What are the reporting relationships?

Evaluation will apply to all Organization Development & Learning projects within the control of the ODL team. The ODL team reports up through the Human Resources organization. The projects may be sponsored at the corporate level, by a shared services group, by a country or group of countries, or by a particular business unit or group of business units.

Staffing

Indicate the philosophy of using internal vs. external staff for evaluation work and the number of staff involved in this process part-time and full-time.

Internal vs. external philosophy – The evaluation work will be conducted mostly by internal staff. However, where we have identified a strategic partner on a particular program, they may conduct the evaluation work.

Number of Staff part-time – Two individuals in the OD team exist to work on the evaluation work at the Application, Business Impact, & ROI levels. The percentage of time that can be spent on these evaluations is minimal at the current resource levels. These same individuals currently also do the Reaction & Planned Action level as well as the Learning Level. Eventually, the majority of the evaluation done at this level will be completed by a Training Associate, who has not been hired at this time.

Names or Titles – (Manager, OD); (OD Specialist), TBD (Training Associate)

Number of Staff full-time – Today there are no staff dedicated full-time to evaluation work. This may need to be a consideration for the future.

Names or Titles –

Worksheet – Project/ Program Selection Criteria

Selecting Programs / Interventions for Level 4 and 5. List each project/program you are considering evaluating in the left column below. Rank each program as 1,2,3,4 or 5 for each of the ten criteria.

Program / Intervention	Life Cycle of Project Program	Operational Objectives	Strategic Objectives	Costs	Audience Size	Visibility	Investment of Time	Needs Assessment Conducted	Management Interest	Quality of Data Collection Processes
Supervisor Certification Program	5	5	5	4	3	5	4	4	5	2
LMS	5	4	3	4	5	5	5	2	5	4
GP&STP	5	5	5	4	4	5	4	4	5	3
Competency Models	5	4	4	5	5	4	4	2	3	1
Mentoring Program	5	5	5	3	2	4	4	4	3	1
Engineering Career Enhancement Program	5	5	5	5	4	5	5	4	5	1
On-boarding Program	5	4	4	2	2	3	3	3	3	1
Situational Leadership	5	5	5	5	3	5	3	3	3	2
Fundamentals of Project Management	5	3	3	3	2	3	2	3	2	1

Criteria

1. life cycle of project/program
2. operational objectives
3. strategic objectives
4. costs
5. audience size
6. visibility
7. investment of time (delivery, coordination, support)
8. needs assessment conducted

9. management interest
10. quality of data collection processes

Ranking Scale

- | | |
|---|---|
| 1 = very short life cycle | 5 = very long life cycle |
| 1 = not related | 5 = closely related |
| 1 = not related | 5 = closely related |
| 1 = very inexpensive | 5 = very expensive |
| 1 = very small | 5 = very large |
| 1 = low visibility | 5 = high visibility |
| 1 = small time investment | 5 = large time investment |
| 1 = no process to determine needs | 5 = process was used to determine learning, performance, and business needs |
| 1 = low level of interest in evaluation | 5 = high levels of interest in evaluation |
| 1 = very little data available | 5 = good processes to collect data |

Climate Assessment for Results

The climate for results and the perception about results should be assessed.

Instrument	Audience	Dates

Responsibilities

Detail the responsibilities of different groups in learning and development. Generally, specialists are involved in a leadership role in evaluation and others are involved in providing support and assistance in different phases of the process.

Group	Responsibilities
OD Manager	Serve as champion for evaluation strategy; Develop Measurement & Evaluation Strategy & Plan; Define & conduct High Level ROI studies; Analyze evaluation results & make recommendations; Develop communicate strategy on results for stakeholders.
OD Specialist	Participate in development of Measurement & Evaluation Strategy & Plan; Define & conduct Application, Business Impact, & ROI studies. Determine which projects should be evaluated at each of the levels. Establish the data collection instrument & process to be used for the studies. Analyze and interpret results and make appropriate recommendations.
System Specialist	Develop systems to track measurement & evaluation results; develop reports for results.
Training Associate	Conduct Reaction & Planned Action level as well as the Learning Level evaluation work. Conduct some Application level studies. All studies based on guidance from OD Specialist.
OD&L Council	Provide feedback & support for the Measurement & Evaluation Strategy & Plan; communicate results to their organization.

OD Director	Provide feedback & support for the Measurement & Evaluation Strategy & Plan; Communicate results to Executive Team
Curriculum Specialist	Collect data for and conduct some Reaction & Planned Action level, Learning Level, and Application level studies based on guidance from OD Specialist. Ensure needs assessment includes business impact suggestions.
Regional Training Managers	Collect regional data for Reaction & Planned Action level; Learning Level, and Application level studies.
Instructors	Collect data for Reaction & Planned Action level as well as the Learning Level evaluation work.

Responsibilities for Champions

X	Designing data collection instruments
X	Providing assistance for developing an evaluation strategy
X	Analyzing data, including specialized statistical analyses
X	Interpreting results and making specific recommendations
X	Developing an evaluation report or case study to communicate overall results
X	Providing technical support in any phase of measurement and evaluation
X	Assisting in communicating results to stakeholders

Responsibilities for Team Members

X	Ensure that the needs assessment includes specific business impact measures
X	Develop application objectives and business impact objectives for each program
X	Focus the content of the program on the objectives of business performance improvement; ensuring that exercises, case studies, and skills practices relate to the desired objectives
X	Keep participants focused on application and impact
X	Communicate rationale and reasons for evaluation
X	Assist in follow-up activities to capture business impact data
X	Provide assistance for data collection, data analysis, and reporting
	Design simple instruments and procedures for data collection and analysis
	Present evaluation data to a variety of groups

Budget

The budget for measurement and evaluation in best practice organizations is 3-5% of the learning and development budget. What is your current level of measurement & evaluation investment? What is your target?

Current investment is \$0. Planned was \$5000. Should be \$100,000.

Data Collection Methods

Indicate the current data collection methods used and planned for the different levels of evaluation.

Level 1	Current Use	Planned Use
Questionnaire	X	X
Focus Group		X
Interview		X
Level 2	Current Use	Planned Use
Objective Tests	X	X
Questionnaires/Surveys		X
Simulations	X	X
Self Assessments		X
Level 3	Current Use	Planned Use
Follow-up Surveys		X
Observation on the Job		
Interviews with Participants		X
Follow-up Focus Groups		X
Action Planning		X
Performance Records Monitoring		X
Level 4	Current Use	Planned Use
Follow-up Questionnaires		
Action Planning		X
Performance Contracting		
Performance Records Monitoring		X

Building Capability

How will staff members develop their measurement and evaluation capability? (Internal workshops, external workshops, meetings, certification, networking, etc...)

Action	Audience	Who conducts/ organizes?
Briefings 1-2hrs	Executive Team	OD Manager
Half Day workshop	OD&L Council	OD Specialist; OD Manager
1-day workshop	Instructors; Regional Training Managers; System Specialist	OD Specialist
2 day workshop	Training Associate; Curriculum Specialist; Director L&D	OD Specialist
Certification	OD Manager; OD Specialist	ROI Institute
Coaching	OD Manager; OD Specialist	TBD
ROI Conferences	OD Manager; OD Specialist	TBD
Networking	OD Manager; OD Specialist	TBD

Use of Technology

How do you use technology for data collection, integration, and scorecard reporting, including technology for conducting ROI studies? How do you plan to use technology?

	Current Use	Planned Use
Surveys	X	X
Tests	X	X
Other Data Collection		X
Integration	X	X
ROI		X
Scorecards		X

Forecasting

How will ROI forecasting be used? Which programs?

Time Frame	Percent of Programs	First Project
Pre-Program	30%	Situational Leadership
Level 1 Reaction	100%	Situational Leadership
Level 2 Learning	60%	GP&STP, Supervisor Certification Program
Level 3 Application	30%	GP&STP, Supervisor Certification Program
Level 4 Business Impact	10%	GP&STP
Level 5 ROI	5%	GP&STP, Supervisor Certification Program

Management Team

What specific action will be taken to alter perceptions of, and build relationships with this important group?

Management Action	Target Group	Scope	Payoff
Commitment	Top Executives	All Programs	Very High
Support	Middle Managers, First Level Supervisors	Usually Several Programs	High
Reinforcement	First Level Managers	Specific Programs	Moderate
Involvement	All Levels of Managers	Specific Programs	Moderate

Management Involvement

Specific Actions for Management	Planned
Attend a program designed for your staff	X
Provide input on a needs analysis	X
Serve on an advisory committee	X
Provide input on a program design	X
Serve as a subject matter expert	X
Serve on a taskforce to develop a program	X
Volunteer to evaluate an external learning & development program	X

Assist in the selection of a vendor-supplied learning & development program	X
Provide reinforcement to your employees after they attend a learning program	X
Coordinate a learning and development program	
Assist in program evaluation or follow-up	X
Conduct a portion of the program as a facilitator	

Developing Partnerships

Who should be a business partner? How do you propose to establish the partnership?

Partner	Strategy
OD&L Council	ROI workshop; feedback & input on evaluation strategy; role in ROI project prioritization
Business Unit Leaders	Communication Strategy
Executive Team	Executive Meeting to present evaluation strategy & scorecard; communication strategy
HR	Communication strategy
Finance	Communication strategy

Communication Audiences

Indicate the specific audiences who need evaluation data.

	Current Use	Planned Use
Client, Top Executive		X
Immediate Managers, Team Leaders		X
Top Executives		X
Immediate Managers		X
Participants		X
Key Client Team		X
All Employees		
OLD Staff		X
Prospective Clients		X

Communication Methods

Indicate the specific method you currently use to communicate results. What method do you plan to use?

	Current Use	Planned Use
Meetings		X
Interim & Progress Reports	X	X
Newsletters		X
Email and Electronic Media		X
Brochures & Pamphlets		X
Case Studies		X

Scorecard Format

Develop a mock-up of a Macro Level Scorecard, reflecting the overall contribution of learning & development. See sample.

Macro Level Scorecard – Example

- Inputs & Indicators (Level 0)
 - Coverage (30%)
 - Participants
 - Hours
 - Costs
 - Efficiencies
 - Delivery Mechanisms
 - Investment (% of Payroll)
 - Investment per Employee

- Reaction & Planned Action (Level I)
 - Coverage (100%)
 - Selected Measures (5-10)
 - Predictive Measures
 - Planned Action (20%)

- Learning & Confidence (Level 2)
 - Coverage (60%)
 - Selected Measures (3-5)
 - Formal (50%)
 - Informal (50%)

- Application & Implementation (Level 3)
 - Coverage (30%)
 - Selected Measures (3)
 - Barriers
 - Enablers

- Impact & consequences (Level 4)
 - Coverage General (5%)
 - Coverage – Detailed (5%)
 - Linking to Impact Measures
 - Types of Measures
 - Actual Results of Impact Studies

- ROI (Level 5)
 - Coverage (5%)
 - Typical Measures in Studies
 - Actual Results

- Intangibles, Including Branding
 - Coverage (40%)
 - Top Five Programs

- Awards

Use of Data

Indicate how you currently use evaluation data by placing a 'Σ' in the appropriate box. Indicate your planned use of evaluation data by placing an 'x' in the appropriate box.

Strategy	1	2	3	4	5
Adjust Program Design	Σ	Σ	X	X	X
Improve Program Delivery	Σ	Σ	X		
Influence Application & Impact				X	X
Enhance Reinforcement for Learning		Σ	X	X	
Improve Management Support for Learning & Development				X	X
Improve Satisfaction with Stakeholders	Σ	Σ	X	X	X
Recognize & Reward Participants		Σ	X		
Justify or Enhance Budget				X	X
Develop Norms or Standards			X		
Reduce Costs			X	X	
Market Learning & Development Programs	Σ		X	X	X
Expand Implementation to Other Areas	Σ	Σ	X	X	

Case Studies

As part of the initial implementation, several case studies should be planned. These studies should represent a cross section of programs and represent some of the best studies for learning communication, and marketing.

Project	Responsibility	Date
Supervisor Certification Program		6/30/07
Learning Management System		9/29/07
GP&STP		

Model Process

As part of the initial implementation, consider using the Phillip's ROI Methodology and co-brand it with your organization, if desirable and economically feasible.

Phillips' ROI Methodology will be used.

Network

A network of the ROI community should be planned. This is an internal taskforce or community of professional practice deigned to share information and to assist each other.

Typical Network Issues		Typical Network Topics	
Communication Methods	X	Tool/ Template Sharing	X
Membership Rules	X	Collaborative Projects	X
Meeting Times	X	Research/ Benchmarking	X
Topics/ Issues		Sounding Board	X
Monitoring/ Managing	X	Project Critiques	X
Managing		Technology Review	X

Policies & Procedures

To be consistent in the evaluation approach and to minimize the cost of reinventing tools and templates, a policies and procedures guide should be developed. See sample.

The policy and procedure for Evaluation Guideline still needs to be developed. It will be written once general agreement has been reached on the Measurement & Evaluation Strategy & Plan.

Minimize Staff Resistance

Because the staff will resist the ROI methodology, it may be important to have a specific plan of minimizing resistance. This often includes specific actions of involvement, decision making, and training

Specific Actions	Responsibility	Date
ROI Workshop		1/31/07
Participation/ Feedback in Evaluation Strategy Development		12/31/08
Participation/ Feedback on Scorecard		6/30/07
Selection of Initial ROI Projects		6/30/07

Obstacles

For most organizations, major obstacles will get in the way of successful implementation. These often involve resources, support, technology, and geographic dispersion, among others. Specific actions should be planned to remove or minimize the obstacles.

Obstacles	Responsibility	Date
Lack of Resources		1/31/07
Lack of central HR database		12/31/08
Lack of Tracking & Data collection Systems		6/30/07
Lack of Global Perspective		6/30/07

Monitor Progress

To keep the process on track, implementation should be monitored periodically and re-planned and adjusted as necessary. Ideally a project plan should be implemented, reviewed quarterly, and annually thereafter.

A project plan and schedule will be created within Microsoft Project, once agreement on the Measurement & Evaluation Strategy & Plan well as the Scorecard is agreed upon. This plan will then be presented and agreed upon as well.

Comments

This strategy and plan is subject to change based on input from the OD&L Council and ODL Team.

Self-Test: How Results-Based Are Your Human Resources Programs?*

Select the response that best describes the situation in your organization and circle the letter preceding the response.

1. Measurements have been developed and are used to determine the effectiveness of:
 - a. All human resources (HR) functions
 - b. Approximately half of the HR functions
 - c. At least one HR function

2. Major organizational decisions:
 - a. Are usually made with input from the HR function
 - b. Are usually made without input from the HR function
 - c. Are always made with input from the HR function

3. The return on investment in HR is measured primarily by:
 - a. Intuition and perception by senior executives
 - b. Observations by management and reactions from participants and users
 - c. Improvements in productivity, costs, time, quality, etc.

4. The concern for the method of evaluation for a new HR program occurs:
 - a. Before the program is developed
 - b. After the program is implemented
 - c. After the program is developed but before it's implemented

5. Without some formal method of measurement and evaluation, new HR programs are:
 - a. Never implemented
 - b. Regularly implemented
 - c. Occasionally implemented

6. The costs of specific HR programs are:
 - a. Estimated when the programs are implemented
 - b. Never calculated
 - c. Continuously monitored

7. The costs of absenteeism and turnover:
 - a. Are routinely calculated and monitored
 - b. Have been occasionally calculated to identify problem areas
 - c. Have not been determined

8. Benefit/cost comparisons of HR programs are:
 - a. Never developed
 - b. Occasionally developed
 - c. Frequently developed

*This survey is adapted from previous versions developed by the author and published in several publications.

Self-Test: How Results-Based Are Your Human Resources Programs?

9. In an economic downturn, the HR function will:
 - a. Be retained at the same staffing level, unless the downturn is lengthy
 - b. Be the first to have its staff reduced
 - c. Go untouched in staff reductions and possibly be increased

10. The cost of current or proposed employee benefits are:
 - a. Regularly calculated and compared with national, industry, and local data
 - b. Occasionally estimated when there is concern about operating expenses
 - c. Not calculated, except for required reporting

11. The chief executive officer (CEO) interfaces with the senior HR officer:
 - a. Infrequently; it is a delegated responsibility
 - b. Occasionally, when there is a pressing need
 - c. Frequently, to know what's going on and to provide support

12. On the organizational chart, the top HR executive:
 - a. Reports directly to the CEO (one level below the CEO)
 - b. Is more than two levels removed from the CEO
 - c. Is two levels below the CEO

13. Management involvement in implementing HR programs is:
 - a. Limited to a few programs in its area of expertise
 - b. Nil; only HR specialists are involved in implementing programs
 - c. Significant; most of the programs are implemented through management

14. The HR staff involvement in measurement and evaluation consists of:
 - a. No specific responsibilities in measurement and evaluation with no formal training in evaluation methods
 - b. Partial responsibilities for measurement and evaluation, with some formal training in evaluation methods
 - c. Complete responsibilities for measurement and evaluation; even when some are devoted full time to the efforts, all staff members have been trained in evaluation methods

15. Human resources development (HRD) efforts consist of:
 - a. Full array of courses designed to meet individual's needs
 - b. Usually one-shot, seminar-type approaches
 - c. A variety of L&D programs implemented to improve/change the organization

16. When an employee participates in an HR program, his or her supervisor usually:
 - a. Asks questions about the program and encourages program implementation
 - b. Requires implementation and uses positive rewards when the employee meets program objectives
 - c. Makes no reference to the program

Self-Test: How Results-Based Are Your Human Resources Programs?

17. Variable pay (bonuses, incentive plans, etc.):
 - a. Exists for a few key employees
 - b. Is developed for all front-line employees
 - c. Is developed for most employees, operating and support staff

18. Productivity improvement, cost reduction, or quality improvement programs:
 - a. Have not been seriously considered in the organization
 - b. Are under consideration at the present time
 - c. Have been implemented with good results

19. The results of HR programs are communicated:
 - a. Occasionally, to members of management only
 - b. Routinely, to a variety of selected target audiences
 - c. As requested, to those who have a need to know

20. With the present HR organization and status, the HR function's impact on profit:
 - a. Can be estimated, but probably at a significant cost
 - b. Can be estimated (or is being estimated) with little additional cost
 - c. Can never be assessed

Scoring and Interpretation

Scoring: Assign a numeric value to each of your responses to the questions as indicated below. Total your score and compare it with the analysis that follows.

Question	Points			Question	Points		
	A	B	C		A	B	C
1.	5	3	1	11.	1	3	5
2.	3	1	5	12.	5	1	3
3.	1	3	5	13.	3	1	5
4.	5	1	3	14.	1	3	5
5.	5	1	3	15.	3	1	5
6.	3	1	5	16.	3	5	1
7.	5	3	1	17.	1	3	5
8.	1	3	5	18.	1	3	5
9.	3	1	5	19.	3	5	1
10.	5	3	1	20.	3	5	1

Interpretation: Explanations for responses are provided below.

1. Measurements should be developed for all HR functions. When performance measures are not feasible, at least a few lower level measures should be in place for each function or new project. Otherwise, HR may be perceived to be unimportant or not contributing.
2. Major organizational decisions should always involve input from HR. HR policy makers should provide comments, advice, or approval where human resources issues are involved.
3. Whenever possible, the return on investment in human resources should be measured by improvements in productivity, costs, time, and quality. Although other types of evaluation are important and acceptable, these measures are the ultimate proof of results.
4. The concern for the method of evaluation should occur before the program is developed. At program conception, some consideration should be given to how the data will be collected and how the program will be evaluated. This ensures that the proper emphasis is placed on accountability.
5. HR programs should never be implemented without a provision for at least some type of formal method of measurement and evaluation. Otherwise, the effectiveness or efficiency of the program may never be known.
6. The costs of all individual HR programs should be continuously monitored. This provides management with an assessment of the financial impact of these programs at all times—not just when the program is implemented.

Self-Test: How Results-Based Are Your Human Resources Programs?

7. Because these important variables represent a tremendous cost for the organization, the cost of absenteeism and turnover should be routinely calculated and monitored.
8. Benefit/cost comparisons of HR programs should be conducted frequently, particularly when a significant investment is involved. Even rough estimates of payoffs versus estimated costs can be helpful in the evaluation of a program.
9. In an economic downturn, the HR function should go untouched in staff reductions or possibly increased. Ideally, the function should enhance performance by improving productivity, enhancing profits, increasing quality and/or reducing costs. These actions can keep the organization competitive in the downturn.
10. Because employee benefits represent a significant portion of operating expenses, they should be routinely monitored and compared with national data, industry norms, and localized data. Projected future costs of benefits should also be periodically reviewed.
11. The CEO should frequently interface with the executive responsible for human resources. It is important for the CEO to know the status of human capital and receive input on employee satisfaction, commitment, or engagement. This provides an opportunity for the CEO to communicate concerns, desires, and expectations to the HR executive. Frequent meetings are important.
12. The chief HR executive should report directly to the CEO. A direct link to the top will help ensure that HR receives proper attention and commands the influence necessary to achieve results.
13. Management involvement in the implementation of HR programs should be significant. Management participation in the design, development, and implementation of HR programs will help ensure its success. Managers should be partners with the HR staff.
14. The entire HR staff should have some responsibility for measurement and evaluation. Even when some individuals are devoted full time to the effort, all staff members should have a partial responsibility for measurement and evaluation. Staff members should also have training/briefings in measurement and evaluation methods. This comprehensive focus on evaluation is necessary for successful implementation.
15. Human resources development (HRD) efforts should consist of a variety of learning and development programs implemented to increase the effectiveness of the organization. HRD involves more than just courses or short seminars. It should include a variety of delivery methods aimed at improving organizational effectiveness.
16. When an employee completes an HR program, his or her immediate manager should require use of the knowledge/skills and reward the employee for meeting or exceeding program objectives. This positive reinforcement will help ensure that the appropriate results are achieved.

Self-Test: How Results-Based Are Your Human Resources Programs?

17. Variable pay programs should be considered for most employees, both operating and support staff. Although usually limited to a few key line employees, variable pay is appropriate for most employees. Through gainsharing plans, bonuses, incentives, and stock options, employees can see the results of their efforts and are rewarded for their achievement. This should be fundamental to a results-based philosophy for the HR function.
18. Productivity improvement, cost reduction, or quality improvement programs should be implemented in many locations and should achieve positive results. These programs are at the very heart of the HR contribution and have been proven successful in all types of settings. The HR function should ensure that these programs are administered efficiently and are successful.
19. The results of HR programs should be routinely communicated to a variety of selected target audiences. Different audiences have different interests and needs, but several key audiences should always receive information on the success of HR programs. While some may need only limited general information, other audiences need detailed, bottom-line results.
20. The impact of the HR function on profits can be estimated with little additional costs. If measurement and evaluation is an integral part of the organization's philosophy, data collection can be built into the human capital management system. It adds a little cost but should generate data necessary to calculate HR results.

Analysis of Scores

Total score should range from 20 to 100. The higher the score, the greater your organization's emphasis on achieving results with the HR function.

Score

Range Analysis of Range

81-100

This organization is truly committed to achieving results with HR. Additional efforts to improve measurement and evaluation for the HR function are not needed as there is little room for improvement. All HR functions and programs appear to be contributing to organizational effectiveness. Management support is excellent. Top management commitment is strong. This HR department is taking the lead in measurement and evaluation by showing the contribution it can make to the organization's success. Chances are it is a vital part of an effective and successful organization.

Self-Test: How Results-Based Are Your Human Resources Programs?

61–80

This HR function is effective and contributing to organizational success. The organization is usually better than average regarding measurement and evaluation. Although the attitude toward achieving results is good, and some of the approaches to evaluation appear to be working, there is still some room for improvement. Additional emphasis is needed to make this department more successful.

41–60

Improvement is needed in this organization. It ranks below average in accountability with other HR functions. The attitude about results and the approach used in implementing HR programs are less than desirable. Evaluation methods appear to be ineffective and action is needed to improve management support and change the culture of the organization. Over the long term, this HR function falls far short of making the desired contribution to the organization.

20–40

This organization shows little or no concern for achieving results from the HR function. HR appears to be ineffective and improvement is needed if the function is to survive in its current form and with its current leadership. Urgent attention is needed to make this department more effective and contributing to the success of the organization.

This instrument has been administered to HR managers and specialists attending local, regional, national, and international HR conferences. The typical respondent has been the individual responsible for the HR function. The instrument was administered anonymously and the respondents were provided ample time at the beginning of the meeting to complete it. Questions and answers were allowed during the administration of the instrument. To date, there have been more than 1,500 usable responses representing an average score of 62.9 with a standard deviation of 5.4.

The score can reveal much about the status of human resources in an organization and the attitude toward measurement and evaluation. A perfect score of 100 is probably unachievable and represents utopia; however, it is the ultimate goal of many HR leaders and other executives. On the other extreme, a score of 20 reveals an ineffective organization, at least in terms of the contribution of the HR function. The organization will probably not exist for long in its current form or with the current staff.

Although the analysis of these scores is simplistic, the message from the exercise should be obvious. Achieving results from HR is more than just evaluating a single program or service. It represents a comprehensive philosophy that must be integrated into the routine activities of the HR staff and supported and encouraged by top executives.

**Proposal to
World Bank Group
To Provide Support to Evaluate the Impact and ROI of
Mastering Leadership and Management**

By: Jack J. Phillips, Ph.D. Chairman of the ROI Institute

January 6, 2016

ROI INSTITUTE®

Phone: 205-678-8101
Email: jack@roiinstitute.net
Web site: www.roiinstitute.net

Scope of Work

World Bank Group (WBG) is seeking consulting services from ROI Institute to carry out an independent post assessment of the impact and ROI for six cohorts of mastering leadership and management who engaged in the program in 2015 and 2016. World Bank Group wants the project completed by September 2016.

Mastering Leadership and Management

The Mastering Leadership and Management (MLM) program is an integral part of the leadership curriculum offered by Leadership and Management Development (LLILM) for first-time managers of the WBG. Participation in this program will provide WBG managers with the skills, tools, thinking and inspiration to confidently step into their role as members of the WBG Leadership. The program will provide managers with the opportunity to develop WBG managerial competencies.

Conceptual Framework

Key leadership elements of this two, face-to-face module program include Managing and Leading Change in the Organization, Managing Self/Personal Mastery and Managing Others. The learning is completed through application of the concepts and skills between the modules, work in peer coaching teams, discussions with the participants' supervisors, and personal inquiry. The program enables the participants to create their own community of practice which will allow them to continue to apply their learnings long after the completion of the program.

The program is facilitated by a team of expert practitioners from SheppardMoscow. The goal of MLM is to support first-time managers in their successful transition to becoming excellent managers and leaders at WBG. It equips them with essential managerial and leadership skills to lead their teams in times of change. The target audience is first-time WBG managers (grade level GH and above).

Learning Objectives

- Managing through relationships:
Relationship behavior, managing performance, diversity, and self-awareness.
- Strategic management and leading change:
Managing leading and engaging in change: models of change, change management, dealing with resistance, and leading for development impact; all in the context of current WBG realities.
- Deepening one's understanding of self-authentic leadership:
Articulation of values, leadership goals, and challenges.

Learning Outcomes

- Successfully transition into being excellent managers and leaders for the long-term at the WBG;
- Manage their staff to perform and to develop their capabilities;
- Work collaboratively across the organization through effective relationships to deliver the WBG's strategy;
- Take a collaborative, corporate stance on organizational issues;
- Initiate and manage change in their units, region, and programmes;
- Lead their people to maximize development impact on the ground;
- Become an inspirational leader who energizes others and evokes an optimistic sense of what the WBG can achieve in the world; and

- Work with their line supervisors to be aware of their strengths and develop needs, and take a proactive self-development stance.

Program Guidelines & Requirements

The MLM consists of two mandatory, one week face-to-face residential modules. The program extends over a period of six months and includes ongoing learning in teams and self-learning between modules. Modules run sequentially and each module is a prerequisite for the next one and must be completed with the same cohort.

ROI Institute Approach

Strengths

The strength of the ROI Institute rests with conducting impact and ROI studies in all types of settings and situations. For the last twenty years, ROI Institute team members have conducted hundreds of studies in all types of programs. During these two decades of work, the institute has developed these strengths:

1. **Data collection.** Although there are many ways to collect data, one of ROI Institute's strengths is using surveys and questionnaires to collect data from very targeted audiences. Custom designed surveys provide key information about the proper implementation, impact, and ROI. As part of this, the institute has an excellent track record for securing high response rates, using 15-20 proven techniques and strategies.
2. **Attribution issue.** Recognizing that impact data is influenced by a variety of processes, ROI Institute always tackles the issue of isolating the effects of a particular program on the impact data.
3. **Executive Briefings.** Reporting data to senior leaders and administrators is a strength, focusing on the measures that matter to this important group. In this presentation, the impact and ROI data are critical to provide funds, increase commitment, and enhance support for programs to make them more successful in the future.
4. **Focus on process improvement.** While evaluation data may be used to fund programs and increase commitment and support, it is also helpful to improve processes. If a particular program is not working properly, evaluation data provides information on what needs to change to make it successful. ROI Institute always focuses on process improvement throughout the study.

Partnership

A partnership for this project between ROI Institute and World Bank Group will ensure the success of this study and the outcomes. ROI Institute will be responsible for developing a detailed report showing the methodology, data, results, conclusions, and recommendations. Shorter versions of the report will also be developed, including an executive summary and a one page summary.

ROI Institute will be responsible for communicating the results directly to key stakeholders with at least one face-to-face meeting provided within the cost of this proposal. Virtual presentations will be conducted as needed. In addition, these face-to-face meetings can be presented at a minimal cost and with expense reimbursement.

The Approach

The proposed approach is to track impact of mastering leadership and management using the ROI Methodology. For the three cohorts in 2015, reaction, learning, application, and impact data will be collected by questionnaires to show how participants are having success with the program. This level of results will examine the improvements in leadership skills, interpersonal skills, and specific behaviors, connected directly to the program. If they are not successful, we will capture data about the barriers to success. For those who are engaged and achieving success, we will capture data about the enablers to success. For impact, we will track participants' success with important impact measures in the WBG. This step determines the extent that the impact was influenced by the program. The impact will include intangibles such as engagement, trust, image, culture, and accountability.

These initial results of 2015 will be used to make adjustments in the program for the three cohorts in 2016. Then, the above process is repeated for the 2016 cohorts. Also, there is time to work with the 2016 participants to create expectations for results, develop application and impact objectives, and build in some application tools.

The ROI Methodology

The ROI Methodology is a systematic approach to evaluate programs. To ensure credible, reliable results, the process includes three key components:

1. An evaluation framework which defines the various levels of evaluation and types of data (listed above).
2. A process model to provide a step-by-step procedure for developing the actual ROI calculation. Part of this process includes isolating the effects of the program from other factors.
3. A set of operating standards with a conservative philosophy that serves as guiding principles to keep the process on track to ensure reliable results. The conservative standards also build credibility with executives and administrators.

Evaluation Framework

The evaluation framework categorizes results in a logical order. This order represents a chain of impact that occurs as people become involved in programs. The framework includes five levels of data.

1. Reaction to the program, particularly the perceived value of the program.
2. The extent of learning such as skills, competencies, knowledge, and insights in the program.
3. The extent of application and use of knowledge, skill, and insights acquired during the process.

4. The impact that the program is having on the participants in terms of achievement, absences, suspensions, disciplinary referrals, trust, engagement, and career opportunities.
5. The ROI, the monetary benefits compared to the cost of the program, if it is desired.

The Process Model

Represented by the model in Figure 1, the ROI process has been refined and modified over many applications. As the figure illustrates, the process is comprehensive, as data are developed at different times and collected from different sources to develop the six types of measures (five levels plus intangibles). Each part of the process is outlined below.

1. Planning the evaluation. The first two parts of the ROI process focus on critical planning issues. The first step is to develop appropriate objectives for the program, ranging from reaction to impact and ROI. A specific program should have multiple levels of objectives.
2. Collecting data. Data collected early in the program measures reaction and learning to ensure that adjustments are made to keep the program on track. The reaction and learning data are critical for immediate feedback to make early changes. Both hard data and soft data are collected. Data can be collected using a variety of methods.
3. Isolating the effects of the program. An often overlooked issue in most evaluations is the process of isolating the effects of a program. This step is essential because many factors will influence performance data after a program is implemented. Specific strategies in this step will pinpoint the amount of improvement directly related to the program, increasing the accuracy and credibility of the impact and ROI analysis.
4. Converting data to monetary values. To calculate the return on investment, impact data needs to be converted to monetary values to compare with program costs. This suggests that a value should be placed on each unit of impact data connected with the program. If this is not possible, it is left as an intangible. A variety of methods are available to convert data to monetary values.
5. Tabulating the cost of the program. The denominator of the ROI formula is the cost of the program. This is necessary only if the ROI is calculated. The typical cost components are initial analysis and assessment, development/design cost for the program, participant/stakeholder time for the program, implementation costs, maintenance costs, administration costs, and evaluating and reporting costs. The conservative approach is to include all these costs so that the total costs are fully loaded.
6. Calculating ROI. If desired, the return on investment is calculated using benefits and costs.

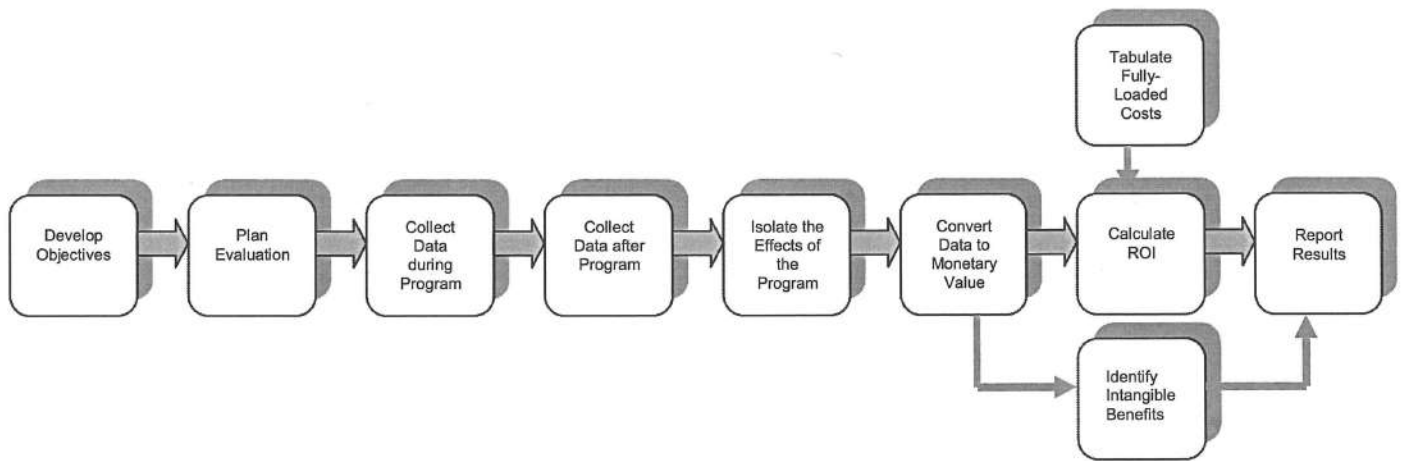


Figure 1 – The ROI Process Model

Operating Standards

To ensure that each study is developed in the same way, consistent processes and operating standards for the measurement and evaluation process should be implemented. The following guiding principles should be used as operating standards when implementing the ROI process:

1. When conducting a higher-level evaluation, collect data at lower levels.
2. When planning a higher-level evaluation, the previous level of evaluation does not have 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.
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 calculations.
9. Use only the first year of benefits in the ROI analysis of short-term programs.
10. Fully load all costs of the program when calculating ROI.
11. Include intangible benefits as measures that are purposely not converted to monetary values.
12. Communicate the results of the ROI study to all key stakeholders.

Scope and Use of the ROI Methodology

The scope and use of the ROI Methodology has grown tremendously. The methodology had its beginnings in the learning and development area and quickly grew into other applications. The process has also expanded to all types of projects and programs in all types of organizations including non-profits, NGOs, and the public sector. The process has been fully implemented in 65 countries and the list is growing.

This process captures a balanced set of data. It is systematic and user-friendly and brings business evaluation to major programs. The process is supported by a tremendous amount of research with practical usage and application. It is estimated that 3,000-5,000 studies are conducted each year. The conservative standards make it executive-friendly. This has become the most documented evaluation system in the world with books in 38 languages and case books developed in at least a dozen countries.

The Benefits of ROI

As listed in Figure 2, the payoffs of the ROI Methodology are numerous. This approach satisfies the desire to have a credible process and shows the contribution of important programs. Perhaps the four most important reasons are: to improve programs (process improvement versus performance evaluation for the program team is critical), gain support for the programs, build relationships with key executives and administrators (who often fund the programs) and provide funding for programs in the future.

ROI Methodology: The Payoff

- Align programs to organizational needs
- Show contributions of selected programs
- Earn respect of senior management/administrators
- Build team morale
- Justify/defend budgets
- Improve support for programs
- Enhance design and implementation processes
- Identify inefficient programs that need to be redesigned or eliminated
- Identify successful programs that can be implemented in other areas

Figure 2 – Benefits of Using The ROI Methodology

Data Collection and Integration

Participants in the 2015 cohorts will be the initial target for this study. The intent of this initial study is to track the success of these participants and will involve data collection with a questionnaire. These detailed questionnaires capture multiple levels of data, including the barriers and the enablers to success. At least a dozen steps will be taken to have a high response rate. Next, the primary evaluation will be the three 2016 cohort groups. The data from the 2015 cohorts will be used to make improvements in the 2016 cohorts. In addition, there will be time to make adjustments in the 2016 program.

In addition to participants, other sources of data will be considered for this study:

1. The managers of the participants. These individuals often encourage, support, and assist participants. These managers are interested in participants' progress and success and represent an important data source.

2. HR/talent development managers. These individuals are funding the program and are very interested in the outcome. They are very involved in helping the participants be successful. Also, they will provide input for the participants' questionnaire.
3. Facilitators. These individuals teach and support participants as they make progress, change behaviors, and drive improvements. Also, the facilitators will provide input for the participants' questionnaire.
4. WBG records. The records in the agency provide data about participants—where they are and the success they have achieved. Also, impact and cost data may be tapped from the records.

The data will be collected and summarized around the various levels of data. Figure 3 shows this summary of the data collection methods and sources feeding into the analysis around the different types of data. For the initial study (2015 cohorts) some Level 1 and 2 data have been conducted and will not be repeated. For the initial group, data collection will begin with Level 3 and 4.

Method	Level 0 Input	Level 1 Reaction	Level 2 Learning	Level 3 Application	Barriers Enablers	Level 4 Impact	Costs
Participant Questionnaires		X	X	X	X	X	
Manager Questionnaires		X	X	X	X	X	
Facilitator Questionnaires		X	X	X	X	X	
Talent Development Leaders Questionnaires		X		X	X	X	
WBG Records	X					X	X

Figure 3 – Summary of Data Collection

Cost

We price our projects based on a variety of factors. For successful, well known, private sector businesses, such as Microsoft and Hewlett Packard, premium prices are charged. If the client is a loyal customer of ROI Institute, a lower price is used, usually 25 percent less than the non-routine customers. For governments, nonprofits, and NGOs (for example, the United Nations), a lower price is charged, usually 25 percent less than loyal customers. This is the price we will offer for World Bank Group for this particular project. In essence, the price of this proposal is about half the amount for a business customer. The projected costs of the study are presented in Figure 4 showing the different phases of the study and the cost per phase.

Project 1: Impact Study

Phases of the Study	Cost
<p>Evaluation Planning</p> <ul style="list-style-type: none"> ● Planning meeting in Washington D.C. This could be conducted virtually. ● Finalize study objectives. ● Develop a data collection plan that will cover measures, data collection methods, sources of data and timing of data collection for each stakeholder group. ● Develop an analysis plan that will include methods to isolate the impact of the program and convert data to monetary value for each stakeholder group. It will also list anticipated intangible benefits and issues. ● Develop a program timeline that will outline key milestones as well as responsibilities. ● Secure approval for the plans from key stakeholders. ● Recommend a communication plan for sharing results with key stakeholders. 	\$3,000
<p>Instrument Design and Testing</p> <ul style="list-style-type: none"> ● Design of all the questionnaires to capture reaction, learning, application, and impact data. ● Assist in the testing of the questionnaires with a small group knowledgeable of the program and to ensure that questions are clear, precise, and understandable. ● Finalize questionnaires. 	\$ 2,000
<p>Program Administration for Data Collection (Two Cohorts)</p> <ul style="list-style-type: none"> ● Implement actions to achieve a high response rate for questionnaires. Include techniques to ensure at least an 80% response rate. ● Develop the communication documents to participants including the advanced communication, and post-communication. ● Execute the communication plan. ● Send the questionnaires. ● Respond to questions about impact study and questionnaires. 	\$ 5,000
<p>Data Analysis and Interpretation (Two Cohorts)</p> <ul style="list-style-type: none"> ● Tabulate data from interviews and questionnaires. ● Analyze reaction data. ● Analyze learning data. ● Analyze application data to determine extent to which knowledge and skills were utilized and applied. ● Analyze data to determine extent to which impact measures are linked to the program. ● Identify intangibles. ● Use initial study results to make adjustments in second cohort study. 	\$ 8,000
<p>Report Writing (Two Cohorts)</p> <ul style="list-style-type: none"> ● Draft the initial cohort study results and funnel changes into second cohort study. ● Draft and finalize the impact study report that will include background on study, methodology, data collection plan, analysis plan, data collection instruments, results at four levels, data interpretation, data trends, conclusions, and records. <p>This phase includes:</p> <ul style="list-style-type: none"> ● A 75-100 page final report presenting detailed information about the evaluation. ● A five-page summary and one page summary for communicating results. 	\$ 6,000
<p>Communicating the Results</p> <ul style="list-style-type: none"> ● Present findings to leadership through a face-to-face meeting or virtual meeting. 	\$2,000
<p>Total Direct Costs</p>	\$26,000

Figure 4: Cost and Phases of the Study

Biography

Jack J. Phillips, Ph.D.

Dr. Jack J. Phillips is a world-renowned expert on accountability, measurement, and evaluation. Phillips provides consulting services for Fortune 500 companies and major global organizations. The author or editor of more than fifty books, he conducts workshops and presents at conferences throughout the world.

Phillips has received several awards for his books and work. On three occasions, Meeting News named him one of the 25 Most Powerful People in the Meetings and Events Industry, based on his work on ROI. The Society for Human Resource Management presented him an award for one of his books and honored a Phillips ROI study with its highest award for creativity. The American Society for Training and Development gave him its highest award, Distinguished Contribution to Workplace Learning and Development for his work on ROI. His work has been featured in the *Wall Street Journal*, *BusinessWeek*, and *Fortune* magazine. He has been interviewed by several television programs, including CNN. Phillips serves as President of the International Society for Performance Improvement.

His expertise in measurement and evaluation is based on more than 27 years of corporate experience in the aerospace, textile, metals, construction materials, and banking industries. Dr. Phillips has served as training and development manager at two Fortune 500 firms, as senior human resource officer at two firms, as president of a regional bank, and as management professor at a major state university.

This background led Dr. Phillips to develop the ROI Methodology, a revolutionary process that provides bottom-line figures and accountability for all types of learning, performance improvement, human resource, technology, and public policy programs.

Dr. Phillips regularly consults with clients in manufacturing, service, and government organizations in 44 countries in North and South America, Europe, Africa, Australia, and Asia.

Phillips and his wife, Dr. Patti P. Phillips, have recently published books such as *Making Human Capital Analytics Work* (McGraw-Hill, 2015); *Measuring the Success of Leadership Development* (ATD Press, 2015); *High Impact Human Capital Strategy* (Amacom, 2015); *Maximizing the Value of Consulting* (Wiley, 2015); *Performance Consulting* (Berrett-Koehler, 2015); *Measuring ROI in Environment, Health and Safety* (Scrivener Publishing, 2014); *Measuring ROI in Employee Relations and Compliance* (SHRM, 2014); *Measuring the Success of Learning Through Technology* (ATD Press, 2014); *Measuring the Success of Organization Development* (ATD Press, 2013); *Survey Basics* (ATD Press, 2013); *Measuring the Success of Sales Training* (ATD Press, 2013); *Measuring ROI in Healthcare* (McGraw-Hill, 2012); *10 Steps to Successful Business Alignment* (ATD Press, 2011); *Measuring the Success of Coaching* (ATD Press, 2012); *Measuring Leadership Development: Quantify your Program's Impact and ROI on Organizational Performance* (McGraw-Hill, 2012); *The Green Scorecard: Measuring the Return on Investment in Sustainability Initiatives* (Nicholas Brealey, 2011); and *Project Management ROI* (John Wiley, 2011). They also served as authors and series editors for the *Measurement and Evaluation Series* published by Pfeiffer (2008), which includes a six-book series on the ROI Methodology and a companion book of 14 best-practice case studies. Other books authored by Phillips include *ROI for Technology Projects: Measuring and Delivering Value* (Butterworth-Heinemann, 2008); *Return on Investment in Meetings and Events: Tools and Techniques to Measure the Success of all Types of Meetings and Events* (Butterworth-Heinemann, 2008); *Show Me the Money: How to Determine ROI in People, Projects, and Programs* (Berrett-Koehler, 2007); *The Value of Learning* (Pfeiffer, 2007); *How to Build a Successful Consulting Practice* (McGraw-Hill, 2006); *Investing in Your Company's Human Capital: Strategies to Avoid*

Spending Too Much or Too Little (Amacom, 2005); *Proving the Value of HR: How and Why to Measure ROI* (SHRM, 2005); *The Leadership Scorecard* (Elsevier Butterworth-Heinemann, 2004); *Managing Employee Retention* (Elsevier Butterworth-Heinemann, 2003); *Return on Investment in Training and Performance Improvement Programs*, 2nd ed. (Elsevier Butterworth-Heinemann, 2003); *The Project Management Scorecard*, (Elsevier Butterworth-Heinemann, 2002); *How to Measure Training Results* (McGraw-Hill, 2002); *The Human Resources Scorecard: Measuring the Return on Investment* (Elsevier Butterworth-Heinemann, 2001); *The Consultant's Scorecard* (McGraw-Hill, 2000); and *Performance Analysis and Consulting* (ASTD, 2000). Phillips served as series editor for ASTD's In Action casebook series, an ambitious publishing project featuring 30 titles. He currently serves as series editor for Elsevier Butterworth-Heinemann's Improving Human Performance series.

Dr. Phillips has undergraduate degrees in electrical engineering, physics, and mathematics; a master's degree in Decision Sciences from Georgia State University; and a Ph.D. in Human Resource Management from the University of Alabama. He has served on the boards of several private businesses—including two NASDAQ companies—and several nonprofits and associations, including the American Society for Training and Development and the National Management Association. He is chairman of the ROI Institute, Inc, Jack Phillips can be reached at jack@roiinstitute.net.

Caroline Hubble, CPLP, CRP

As the Chief Consulting Officer at ROI Institute, Caroline manages the implementation of complex program evaluation projects, including conducting research and evaluation studies in areas such as leadership development, process improvement strategies, and skills training. She also has extensive experience administering data collection efforts for multi-phased studies that require capturing data from individuals across the globe. In addition, Caroline designs and facilitates various instructor-led and online courses on the ROI Methodology and provides expert coaching to individuals working towards ROI Certification.

Caroline's professional background includes working in various fields such financial services, market research, and not-for-profit professional development industries. In her previous training and development roles, she managed training evaluation, analytics, reporting, and operations for business line and enterprise-wide training departments. She has successfully designed and implemented evaluation and reporting strategies for a variety of complex programs. Her operational, project, and relationship management expertise is noted for significantly contributing to improved business practices.

Caroline holds a BA in Psychology from Rollins College received her Masters of Science in Organizational Development in May 2013. She is a Certified ROI Practitioner from the ROI Institute and received her ASTD Certified Professional in Learning and Performance (CPLP) credentials in 2006. Caroline Hubble can be reached at caroline@roiinstitute.net.

Her publications include:

ASTD Handbook of Measuring and Evaluating Training, Chapter 4: Using Surveys and Questionnaires.
ASTD 2010

Measuring ROI in Learning & Development: Case Studies from Global Organizations, Chapter 4 (co-authored). ASTD 2012

Offering Money for School Pays Off, (co-authored) *Chief Learning Officer Magazine*, June 2012

**Proposal to
Sagatica
To Evaluate the Impact and ROI of
Leadership and Development
at Dr. Bronner's**

By: Jack J. Phillips, Ph.D. Chairman, ROI Institute

August 9, 2017

Scope of Work

Sagatica is seeking consulting services from ROI Institute to carry out an independent post assessment of the impact and ROI for leadership and development in Dr. Bronner's for leaders who are engaged in the program in 2017 and 2018. Sagatica wants the project completed by September 2018.

Leadership and Development

To be added.

ROI Institute Approach

Strengths

The strength of the ROI Institute rests with conducting impact and ROI studies in all types of settings and situations. For the last twenty years, ROI Institute team members have conducted hundreds of studies in all types of programs. During these two decades of work, the institute has developed these strengths:

1. **Data collection.** Although there are many ways to collect data, one of ROI Institute's strengths is using surveys and questionnaires to collect data from very targeted audiences. Custom designed surveys provide key information about the proper implementation, impact, and ROI. As part of this, the institute has an excellent track record for securing high response rates, using 15-20 proven techniques and strategies.
2. **Attribution issue.** Recognizing that impact data is influenced by a variety of processes, ROI Institute always tackles the issue of isolating the effects of a particular program on the impact data.
3. **Executive Briefings.** Reporting data to senior leaders and administrators is a strength, focusing on the measures that matter to this important group. In this presentation, the impact and ROI data are critical to provide funds, increase commitment, and enhance support for programs to make them more successful in the future.
4. **Focus on process improvement.** While evaluation data may be used to fund programs and increase commitment and support, it is also helpful to improve processes. If a particular program is not working properly, evaluation data provides information on what needs to change to make it successful. ROI Institute always focuses on process improvement throughout the study.

Partnership

A partnership for this project between ROI Institute and Sagatica will ensure the success of this study and the outcomes. ROI Institute will be responsible for developing a detailed report showing the methodology, data, results, conclusions, and recommendations. Shorter versions of the report will also be developed, including an executive summary and a one page summary.

ROI Institute will be responsible for communicating the results directly to key stakeholders with at least one face-to-face meeting provided within the cost of this proposal. Virtual presentations will be conducted as needed. Additionally, these face-to-face meetings can be presented at a minimal cost and with expense reimbursement.

The Approach

The proposed approach is to track impact of leadership development using the Sagatica Executive Operating System. For all participants, reaction, learning, application, and impact data will be collected by questionnaires, action plans, and/or interviews to show how participants are having success with the program. This level of results will examine the improvements in leadership skills, interpersonal skills, and specific behaviors, connected directly to the program. If they are not successful, we will capture data about the barriers to success. For those who are engaged and achieving success, we will capture data about the enablers to success. For impact, we will track participants' success with important impact measures in Dr. Bronner's. This step determines the extent that the impact was influenced by the program. The impact will include intangibles such as engagement, trust, image, culture, and accountability. Finally, the ROI is calculated for the group.

The ROI Methodology

The ROI Methodology is a systematic approach to evaluate programs. To ensure credible, reliable results, the process includes three key components:

1. An evaluation framework which defines the various levels of evaluation and types of data (listed above).
2. A process model to provide a step-by-step procedure for developing the actual ROI calculation. Part of this process includes isolating the effects of the program from other factors.
3. A set of operating standards with a conservative philosophy that serves as guiding principles to keep the process on track to ensure reliable results. The conservative standards also build credibility with executives and administrators.

Evaluation Framework

The evaluation framework categorizes results in a logical order. This order represents a chain of impact that occurs as people become involved in programs. The framework includes five levels of data.

1. Reaction to the program, particularly the perceived value of the program.
2. The extent of learning such as skills, competencies, knowledge, and insights in the program.
3. The extent of application and use of knowledge, skill, and insights acquired during the process.
4. The impact that the program is having on the participants in terms of achievement, absences, suspensions, disciplinary referrals, trust, engagement, and career opportunities.
5. The ROI, the monetary benefits compared to the cost of the program, if it is desired.

The Process Model

Represented by the model in Figure 1, the ROI process has been refined and modified over many applications. As the figure illustrates, the process is comprehensive, as data are developed at different times and collected from different sources to develop the six types of measures (five levels plus intangibles). Each part of the process is outlined below.

1. Planning the evaluation. The first two parts of the ROI process focus on critical planning issues. The first step is to develop appropriate objectives for the program, ranging from reaction to impact and ROI. A specific program should have multiple levels of objectives.
2. Collecting data. Data collected early in the program measures reaction and learning to ensure that adjustments are made to keep the program on track. The reaction and learning data are critical for immediate feedback to make early changes. Both hard data and soft data are collected. Data can be collected using a variety of methods.
3. Isolating the effects of the program. An often overlooked issue in most evaluations is the process of isolating the effects of a program. This step is essential because many factors will influence performance data after a program is implemented. Specific strategies in this step will pinpoint the amount of improvement directly related to the program, increasing the accuracy and credibility of the impact and ROI analysis.
4. Converting data to monetary values. To calculate the return on investment, impact data needs to be converted to monetary values to compare with program costs. This suggests that a value should be placed on each unit of impact data connected with the program. If this is not possible, it is left as an intangible. A variety of methods are available to convert data to monetary values.
5. Tabulating the cost of the program. The denominator of the ROI formula is the cost of the program. This is necessary only if the ROI is calculated. The typical cost components are initial analysis and assessment, development/design cost for the program, participant/stakeholder time for the program, implementation costs, maintenance costs, administration costs, and evaluating and reporting costs. The conservative approach is to include all these costs so that the total costs are fully loaded.
6. Calculating ROI. The return on investment is calculated using monetary benefits and costs.

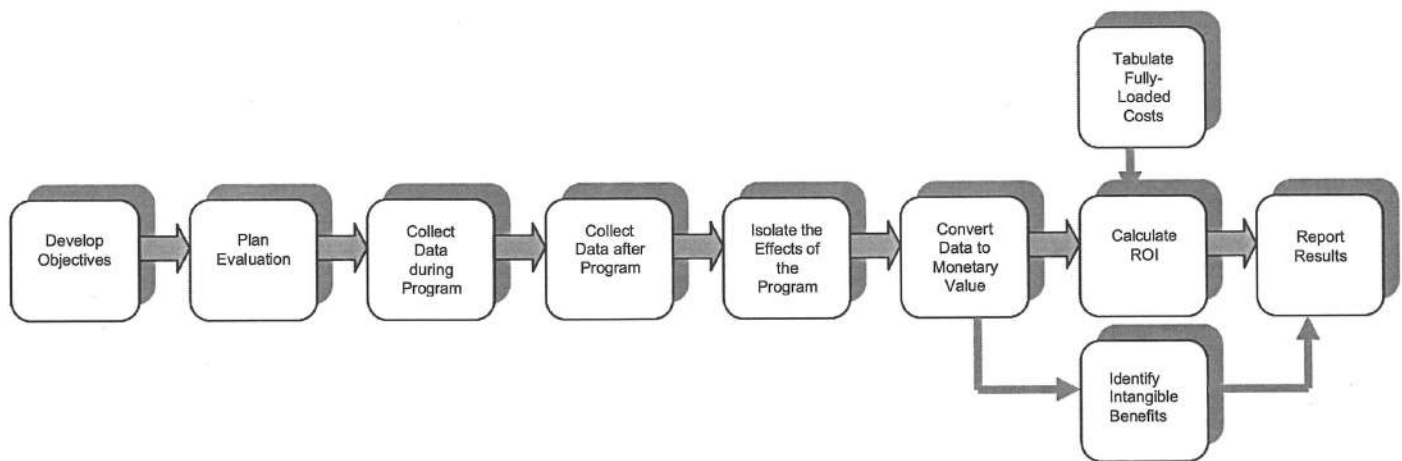


Figure 1 – The ROI Process Model

Operating Standards

To ensure that each study is developed in the same way, consistent processes and operating standards for the measurement and evaluation process should be implemented. The following guiding principles should be used as operating standards when implementing the ROI process:

1. When conducting a higher-level evaluation, collect data at lower levels.
2. When planning a higher-level evaluation, the previous level of evaluation does not have 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.
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 calculations.
9. Use only the first year of benefits in the ROI analysis of short-term programs.
10. Fully load all costs of the program when calculating ROI.
11. Include intangible benefits as measures that are purposely not converted to monetary values.
12. Communicate the results of the ROI study to all key stakeholders.

Scope and Use of the ROI Methodology

The scope and use of the ROI Methodology has grown tremendously. The methodology had its beginnings in the learning and development area and quickly grew into other applications. The process has also expanded to all types of projects and programs in all types of organizations including non-profits, NGOs, and the public sector. The process has been fully implemented in 65 countries and the list is growing.

This process captures a balanced set of data. It is systematic and user-friendly and brings business evaluation to major programs. The process is supported by a tremendous amount of research with practical usage and application. It is estimated that 3,000-5,000 studies are conducted each year. The conservative standards make it executive-friendly. This has become the most documented evaluation system in the world with books in 38 languages and case books developed in at least a dozen countries.

The Benefits of ROI

As listed in Figure 2, the payoffs of the ROI Methodology are numerous. This approach satisfies the desire to have a credible process and shows the contribution of important programs. Perhaps the four most important reasons are: to improve programs (process improvement versus performance evaluation for the program team is critical), gain support for the programs, build relationships with key executives and administrators (who often fund the programs) and provide funding for programs in the future.

ROI Methodology: The Payoff

- Align programs to organizational needs
- Show contributions of selected programs
- Earn respect of senior management/administrators
- Build team morale
- Justify/defend budgets
- Improve support for programs
- Enhance design and implementation processes
- Identify inefficient programs that need to be redesigned or eliminated
- Identify successful programs that can be implemented in other areas

Figure 2 – Benefits of Using The ROI Methodology

Data Collection and Integration

Participants in the program in 2017 - 2018 will be the initial for this study. The intent of this study is to track the success of these participants and will involve data collection with a questionnaire, action plan, and/or interview. These detailed questionnaires capture multiple levels of data, including the barriers and the enablers to success. At least a dozen steps will be taken to have a high response rate.

In addition to participants, other sources of data will be considered for this study:

1. The managers of the participants. These individuals often encourage, support, and assist participants. These managers are interested in participants' progress and success and represent an important data source.

2. HR/talent development manager(s). These individuals are funding the program and are very interested in the outcome. They are very involved in helping the participants be successful. Also, they will provide input for the participants' questionnaire.
3. Facilitators/Coaches. These individuals teach and support participants as they make progress, change behaviors, and drive improvements. Also, the facilitators/coaches will provide input for the participants' questionnaire.
4. Dr. Bronner's records. The records in the company provide data about participants—where they are and the success they have achieved. Also, impact and cost data will be tapped from the records.

The data will be collected and summarized around the various levels of data. Figure 3 shows this summary of the data collection methods and sources feeding into the analysis around the different types of data. For the initial study (2015 cohorts) some Level 1 and 2 data have been conducted and will not be repeated. For the initial group, data collection will begin with Level 3 and 4.

Method	Level 0 Input	Level 1 Reaction	Level 2 Learning	Level 3 Application	Barriers Enablers	Level 4 Impact	Costs
Participant Questionnaires, Action Plans, Interviews		X	X	X	X	X	
Manager Questionnaires, Interviews		X	X	X	X	X	
Facilitator and Coaches Questionnaires, Interviews		X	X	X	X	X	
Talent Development Leader Questionnaire, Interview		X		X	X	X	
Dr. Bronner's Records	X					X	X

Figure 3 – Summary of Data Collection

Project Team

The team members for this project are:

- Jack Phillips, Chairman: will serve as project lead and will be involved in all aspects of the project.
- Tim Brock, Chief Consulting Officer: will manage the project including design and analysis.
- Katelyn Parmley, Client Relations Manager: will be involved in data analyses and client communications.
- Kylie McLeod, Communications Coordinator: will prepare the final report and other communications pieces.

Cost

The projected costs of the study are presented in Figure 4 showing the different phases of the study and the cost per phase.

Project 1: Impact ROI Study

Phases of the Study	Cost
Evaluation Planning <ul style="list-style-type: none"> • Planning meeting in San Diego. This could be conducted virtually. • Finalize study objectives. • Develop a data collection plan that will cover measures, data collection methods, sources of data and timing of data collection for each stakeholder group. • Develop an analysis plan that will include methods to isolate the impact of the program and convert data to monetary value for each stakeholder group. It will also list anticipated intangible benefits and issues. • Develop a program timeline that will outline key milestones as well as responsibilities. • Secure approval for the plans from key stakeholders. • Recommend a communication plan for sharing results with key stakeholders. 	\$4,000
Instrument Design and Testing <ul style="list-style-type: none"> • Design of all the data collection instruments to capture reaction, learning, application, and impact data. • Assist in the testing of the instruments with a small group knowledgeable of the program and to ensure that questions are clear, precise, and understandable. • Finalize instruments. 	\$ 2,000
Program Administration for Data Collection <ul style="list-style-type: none"> • Implement actions to achieve a high response rate for data collection instruments. Include techniques to ensure at least an 80% response rate. • Develop the communication documents to participants including the advanced communication, and post-communication. • Execute the communication plan. • Administer the data collection instruments. • Respond to questions about impact study and data collection. 	\$ 5,000
Data Analysis and Interpretation <ul style="list-style-type: none"> • Tabulate data from interviews and questionnaires. • Analyze reaction data. • Analyze learning data. • Analyze application data to determine extent to which knowledge and skills were utilized and applied. • Analyze data to determine extent to which impact measures are linked to the program. • Calculate the financial ROI • Identify intangibles. • Use early study results to make adjustments as needed. 	\$ 8,000
Report Writing (Two Cohorts) <ul style="list-style-type: none"> • Draft and finalize the impact study report that will include background on study, methodology, data collection plan, analysis plan, data collection instruments, results at four levels, data interpretation, data trends, conclusions, and records. <p>This phase includes:</p> <ul style="list-style-type: none"> • A 50 page final report presenting detailed information about the evaluation. • A five-page summary and one page summary for communicating results. 	\$ 4,000
Communicating the Results <ul style="list-style-type: none"> • Present findings to leadership through a face-to-face meeting or virtual meeting. 	\$2,000
Total Direct Costs	\$25,000

Figure 4: Cost and Phases of the Study

Biography

Project Lead - Jack J. Phillips, Ph.D.

Dr. Jack J. Phillips is a world-renowned expert on accountability, measurement, and evaluation. Phillips provides consulting services for Fortune 500 companies and major global organizations. The author or editor of more than fifty books, he conducts workshops and presents at conferences throughout the world.

Phillips has received several awards for his books and work. On three occasions, Meeting News named him one of the 25 Most Powerful People in the Meetings and Events Industry, based on his work on ROI. The Society for Human Resource Management presented him an award for one of his books and honored a Phillips ROI study with its highest award for creativity. The American Society for Training and Development gave him its highest award, Distinguished Contribution to Workplace Learning and Development for his work on ROI. His work has been featured in the *Wall Street Journal*, *BusinessWeek*, and *Fortune* magazine. He has been interviewed by several television programs, including CNN. Phillips serves as President of the International Society for Performance Improvement.

His expertise in measurement and evaluation is based on more than 27 years of corporate experience in the aerospace, textile, metals, construction materials, and banking industries. Dr. Phillips has served as training and development manager at two Fortune 500 firms, as senior human resource officer at two firms, as president of a regional bank, and as management professor at a major state university.

This background led Dr. Phillips to develop the ROI Methodology, a revolutionary process that provides bottom-line figures and accountability for all types of learning, performance improvement, human resource, technology, and public policy programs.

Dr. Phillips regularly consults with clients in manufacturing, service, and government organizations in 44 countries in North and South America, Europe, Africa, Australia, and Asia.

Phillips and his wife, Dr. Patti P. Phillips, have recently published books such as *Making Human Capital Analytics Work* (McGraw-Hill, 2015); *Measuring the Success of Leadership Development* (ATD Press, 2015); *High Impact Human Capital Strategy* (Amacom, 2015); *Maximizing the Value of Consulting* (Wiley, 2015); *Performance Consulting* (Berrett-Koehler, 2015); *Measuring ROI in Environment, Health and Safety* (Scrivener Publishing, 2014); *Measuring ROI in Employee Relations and Compliance* (SHRM, 2014); *Measuring the Success of Learning Through Technology* (ATD Press, 2014); *Measuring the Success of Organization Development* (ATD Press, 2013); *Survey Basics* (ATD Press, 2013); *Measuring the Success of Sales Training* (ATD Press, 2013); *Measuring ROI in Healthcare* (McGraw-Hill, 2012); *10 Steps to Successful Business Alignment* (ATD Press, 2011); *Measuring the Success of Coaching* (ATD Press, 2012); *Measuring Leadership Development: Quantify your Program's Impact and ROI on Organizational Performance* (McGraw-Hill, 2012); *The Green Scorecard: Measuring the Return on Investment in Sustainability Initiatives* (Nicholas Brealey, 2011); and *Project Management ROI* (John Wiley, 2011). They also served as authors and series editors for the *Measurement and Evaluation Series* published by Pfeiffer (2008), which includes a six-book series on the ROI Methodology and a companion book of 14 best-practice case studies. Other books authored by Phillips include *ROI for Technology Projects: Measuring and Delivering Value* (Butterworth-Heinemann, 2008); *Return on Investment in Meetings and Events: Tools and Techniques to Measure the Success of all Types of Meetings and Events* (Butterworth-Heinemann, 2008); *Show Me the Money: How to Determine ROI in People, Projects, and Programs* (Berrett-Koehler, 2007); *The Value of Learning* (Pfeiffer, 2007); *How to Build a Successful Consulting Practice* (McGraw-Hill, 2006); *Investing in Your Company's Human Capital: Strategies to Avoid*

Spending Too Much or Too Little (Amacom, 2005); *Proving the Value of HR: How and Why to Measure ROI* (SHRM, 2005); *The Leadership Scorecard* (Elsevier Butterworth-Heinemann, 2004); *Managing Employee Retention* (Elsevier Butterworth-Heinemann, 2003); *Return on Investment in Training and Performance Improvement Programs*, 2nd ed. (Elsevier Butterworth-Heinemann, 2003); *The Project Management Scorecard*, (Elsevier Butterworth-Heinemann, 2002); *How to Measure Training Results* (McGraw-Hill, 2002); *The Human Resources Scorecard: Measuring the Return on Investment* (Elsevier Butterworth-Heinemann, 2001); *The Consultant's Scorecard* (McGraw-Hill, 2000); and *Performance Analysis and Consulting* (ASTD, 2000). Phillips served as series editor for ASTD's In Action casebook series, an ambitious publishing project featuring 30 titles. He currently serves as series editor for Elsevier Butterworth-Heinemann's Improving Human Performance series.

Dr. Phillips has undergraduate degrees in electrical engineering, physics, and mathematics; a master's degree in Decision Sciences from Georgia State University; and a Ph.D. in Human Resource Management from the University of Alabama. He has served on the boards of several private businesses—including two NASDAQ companies—and several nonprofits and associations, including the American Society for Training and Development and the National Management Association. He is chairman of the ROI Institute, Inc, Jack Phillips can be reached at jack@roiinstitute.net.

Project Manager – Tim R. Brock, Ph.D.

Dr. Tim Brock is the Director of Consulting Services for ROI Institute, Inc., the leading source of ROI competency building, implementation support, networking, and research. He helps organizations implement the ROI Methodology in over 60 countries. Tim serves on the faculty of the UN System Staff College at Turin, Italy, Franklin University at Columbus, Ohio and Webster University at Orlando, Florida. He is also a visiting professor at Villanova University at Nashville, Tennessee and Capella University at Minneapolis, Minnesota. He has been featured on Business RadioX and Your Career with Debbie Featherston television program.

During his Air Force career, Tim was responsible for assessing, measuring, and evaluating the effectiveness of the missile launch officer initial qualification training programs for all five of the USAF's Inter-Continental Ballistic Missile (ICBM) weapon systems. He was also a key team leader for the Air Force's reserve officer commissioning program curriculum redesign that is used at 148 colleges and universities across the country to prepare officer candidates for 21st Century leadership responsibilities. While at Lockheed Martin, Tim was the lead human performance systems architect to convert NASA training from a skills-based to a competency-based model for NASA's next generation of extended, deep space exploration missions to the moon and Mars that included the initial training, evaluation, and sustainment program for all managers, mission equipment maintainers, ground and mission controllers, and astronauts. He also served as the lead in-country human performance system architect for a new 911 National Training Center (NTC) for the Kingdom of Saudi Arabia and designed an education and training solution using results-based management, monitoring, and measurement principles that included development of initial and follow-up training for emergency call operating center leadership, staff, and first responders. Tim's include "Training NASA Astronauts for Deep Space Exploration Mission: A Research Study to Develop and Validate a Competency-Based Training Framework" (2007) and *Simulations Operations, Curriculum Integration, and Performance Improvement* in the book "Healthcare Simulation: A Guide for Operations Specialists" (2016). Tim can be reached at tim@roiinstitute.net.

Client Relationship Manager - Katelyn Parmley

Katelyn Parmley is the Client Relationship Manager at The ROI Institute, Inc. She manages communication with incoming business prospects, creates material for ROI events, and assists with editing business and promotional documents. Katelyn graduated with her Bachelor's in Operations Management from The University of Alabama in 2016.

Communications Coordinator - Kylie McLeod

Kylie McLeod is the Communications Coordinator at The ROI Institute, Inc. She edits and proofreads ROI Institute books and articles, develops promotional and marketing materials, and assists with the proposal creation process. Kylie graduated with her Bachelor's in Communication and Information Sciences from The University of Alabama in 2015, and her Master of Arts in Journalism from the same institution in 2017.

Creating a Center for Leadership for the [REDACTED]

A Proposed Approach

08/26/2017

ROI Institute, Inc.

ROI INSTITUTE®

Contents

Background.....	5
Phase 1: A Survey of Leadership Offerings	7
Objectives.....	7
Deliverables.....	7
Costs	8
Phase 2: Leadership Development Needs	9
Objectives.....	9
Deliverables.....	9
Costs	10
Phase 3: Implementation Strategy	11
Objectives.....	11
Deliverables.....	11
Costs	11
Summary.....	13
Terms	13
Evaluation Team	13
Next Steps	14
Appendices.....	15
Patti P. Phillips, Ph.D.	16
Jack J. Phillips, Ph.D.	17
Tim R. Brock, Ph.D.....	18
Andy Vance.....	19
Kylie McLeod	19

Creating a Center for Leadership for the [REDACTED]

Background

The role of a church leader is daunting. A 2015 study revealed that half the pastors responding to the survey wonder if they should quit, although only 13 percent left their positions over the 10 years for reasons of than retirement or death. The challenges of their leadership role were clearly revealed in this study:

- 84 percent of pastors say they are on call 24 hours a day;
- 80 percent expect conflict in their church;
- 54 percent find their role frequently overwhelming; and
- 48 percent often feel the demands of ministry are more than they can handle.¹

These indicators of overwhelm and stress come on the heels of a declining US congregation and a new level of constraint and concern over financial conditions in the [REDACTED]. In the May 19, 2015, combined meeting of the Connectional Table and the General Council on Finance and Administration, economist Donald R. House Sr. told the audience that [REDACTED] had only 15 years to reverse its decline in the United States if it is to have a sustainable life. According to the Pew Research Center, there has been an increase in the number of people who are religiously unaffiliated, from 16% in 2007 to 23% in 2014.² Worship decline in the US between 2010 and 2015 was on average 52,383 per year. Between 1974 and 2012, the number of US churches shrank by 16 percent, the number of conferences shrank by 19 percent, and the number of districts by 21 percent.³

In today's environment of social discourse, declining church resources, and an overwhelmed church leadership, there has never been a greater need to provide church leaders a source of respite and recovery, spiritual guidance and growth, and capability development. The church leader of today must be resilient, confident, and business minded if the church is to reverse its current direction.

¹ Hard Job, High Calling. (Winter 2016). CT Pastors Wisdom and Tools for Your Calling. Retrieved August 20, 2017 at <http://www.christianitytoday.com/pastors/2016/winter/hard-job-high-calling.html>

² 10 Facts About Religion in America. Fact Tank: News in the Numbers. (August 27, 2015). Pew Research Center. Retrieved on August 19, 2017 at <http://www.pewresearch.org/fact-tank/2015/08/27/10-facts-about-religion-in-america/>

³ Economist: Church in Crisis but Hope Remains. (May 20, 2015). [REDACTED]

Retrieved August 19, 2017 at [REDACTED]

The [REDACTED] is the leadership development agency of [REDACTED]. Its mission is to prepare global leaders for a global church and the world. Through its capacity building efforts, [REDACTED] lay and clergy leaders discover, claim, and flourish in Christ's calling in their lives. They do so by creating connections and providing resources to aid in recruitment, education, professional development and spiritual formation. Their strategy to create a Center of Leadership housed in the planned Leadership Center will offer many opportunities for church leaders to grow and thrive, leading the church to a sustainable future in today's volatile, uncertain, complex, and ambiguous world. It will be [REDACTED] central repository for all leadership and management development opportunities that align with the business needs of the church and the performance needs of its leaders. All with the aim of serving and leading the faith community.

The purpose of this project is to determine the needs of church and church leadership and to develop a strategy to bring the Center for Leadership to life. Specifically, the project will

Phase 1

- Describe the audience that the [REDACTED] Center for Leadership will serve in terms of their role in the church, location, tenure, and how and why they access resources available through the Center.
- Determine existing leadership development programs, projects, and initiatives across the [REDACTED] system.

Phase 2

- Determine the current and future competency requirements for leadership in [REDACTED] and the gaps that exist among [REDACTED] leaders and how they align with organization needs.
- Match the needs with the current programs and resources and identify areas where new content and competencies are required.

Phase 3

- Determine the implementation strategy that will ensure the Center for Leadership addresses the needs of the church through leader development by offering timely and effective programs that align with those needs.
- Develop an operational framework to ensure that the Center operates efficiently and effectively, delivering leadership development that improves church performance and leader performance with documented evidence and proof.

This proposal is in response to a request by the [REDACTED] Deputy General Secretary. It outlines the general approach for each of the three project phases. Each phase will be refined in collaboration with the [REDACTED] Deputy General Secretary and other key personnel.

Phase 1: A Survey of Leadership Offerings

Objectives

- Describe the audience that the [REDACTED] Center for Leadership will serve in terms of their role in the church, location, tenure, and how and why they access resources available through the Center.
- Determine existing leadership development programs, projects, and initiatives across the [REDACTED] system.

Deliverables

The first phase of this project will be to identify the number and types of leadership and management development programs, projects, and resources currently available. This will detail the costs and contractual issues with these programs. This process result is the identification of duplication of efforts along with an inventory of programs that can be offered through the Center for Leadership. A list of programs with corresponding objectives will be created in preparation for the alignment process during Phase 3. Phase 1 alone can result in a significant cost savings for [REDACTED].

Table 1 is deliverable schedule assuming a September 8 acceptance of the proposal and availability of key [REDACTED] personnel to support the project.

Table 1. *Schedule of Deliverables*

Activity	Delivery Date
Project Planning <ul style="list-style-type: none"> • Sources of data • Data collection plan • Data analysis plan • Inventory framework 	September 22
Data Collection <ul style="list-style-type: none"> • Interviews with key sources • Questionnaire to larger audience 	October 13
Data Analysis <ul style="list-style-type: none"> • Interview data will inform questionnaire • Questionnaire will result in an inventory of programs 	October 20
Reporting <ul style="list-style-type: none"> • Inventory of programs across the organization with corresponding objectives 	October 27

Costs

Table 2 summarizes the costs of the first phase of this project.

Table 2 *Cost Summary for Phase 1*

Activity	Cost
Project Planning <i>This phase identifying key sources of data and planning the data collection, and analysis.</i>	\$1,600.00
<i>Estimated hours: 8 @ \$200 per hour</i>	
Data Collection <i>This phase includes conducting interviews with key personnel to inform development of the questionnaire. The questionnaire will be developed, tested, and administered in an effort to identify all leadership and management development programs.</i>	\$12,000.00
<i>Estimated hours: 80 @ \$150 per hour</i>	
Data Analysis <i>This phase includes analysis of the interview data that will inform development of the questionnaire. This also includes analysis of the questionnaire.</i>	\$10,000.00
<i>Estimated hours: 50 @ \$200 per hour</i>	
Reporting <i>This last step will be a summary of the results. This summary will serve as an inventory of leadership and management development programs currently offered across the organization.</i>	\$3,000.00
<i>Estimated hours: 30 @ \$100 per hour</i>	
Cost of Phase 1 to [REDACTED]	\$26,600.00

Phase 2: Leadership Development Needs

Objectives

- Determine the current and future competency requirements for leadership in [REDACTED] and the gaps that exist among [REDACTED] leaders and how they align with organization needs.
- Match the needs with the current programs and resources and identify areas where new content and competencies are required.

Deliverables

This phase of the project will include a comprehensive needs assessment. The purpose is to clarify the organization needs and the leader behaviors that, if improved, can address those needs. Gaps in leader and management competencies will be identified as will the barriers that inhibit proficiency in those competencies. Given the gaps in leadership and management competencies, learning needs will be identified along with preferred methods to disseminate new knowledge, skill, and information in an effort to close the performance gaps. Also, this phase identifies areas where new content and competencies are needed.

Phase 2 of the project will result in the alignment of business needs, performance needs, and learning needs. This alignment will serve as the framework for building the Center for Leadership.

Table 3 is deliverable schedule assuming a September 8 acceptance of the proposal and availability of key [REDACTED] personnel to support the project.

Table 3. *Schedule of Deliverables*

Activity	Delivery Date
Project Planning	September 22
<ul style="list-style-type: none">• Target audience• Sources• Data collection plan• Data analysis plan• Data collection administration plan	
Data Collection	October 27
<ul style="list-style-type: none">• Literature and Record Review• Interviews with key personnel• Detailed questionnaire development and administration	
Data Analysis	November 10
<ul style="list-style-type: none">• Literature and records review• Interview analysis• Questionnaire analysis	

Reporting

November 17

- Detailed report
 - Executive summary
 - PowerPoint® slide deck
 - Alignment map (aka Log Frame)
-

Costs

Table 4 summarizes the costs of the second phase of the project.

Table 4 *Cost Summary of Phase 2*

Activity	Cost
Project Planning <i>This phase will clarify the target audience for the Center for Leadership and identify sources of information for the various data collection phase. The output will be the projects plans including the data collection plan, data analysis plan, and data collection administration plan.</i>	\$4,000.00
<i>Estimated hours: 20 @ \$200 per hour</i>	
Data Collection <i>This phase includes a literature review and records review. These document reviews will inform the development of a competency map that aligns competencies with key roles. Note that if a leadership competency model already exists, we can eliminate a portion of this cost. This phase also includes conducting interviews with key personnel to confirm alignment between competencies and organization needs. Results of the interviews will inform the detailed questionnaire that will be administered in an effort to further inform competency requirements and gaps that exist in current performance. The questionnaire will also be used to identify learning and preference needs.</i>	\$37,500.00
<i>Estimated hours: 250 @ \$150 per hour</i>	
Data Analysis <i>This phase includes cost of analysis exclusive of development of the competency map (costs associated with this activity captured above). Analysis costs includes time for analysis of interview and questionnaire data.</i>	\$24,000.00
<i>Estimated hours: 120 @ \$200 per hour</i>	
Reporting <i>This phase includes development of detailed and summary reports and presentation slide deck as well as face-to-face delivery if requested. It also includes the development of an alignment map that will be used to connect programs (identified in Phase 1) to learning needs, performance needs, and organization needs.</i>	\$6,000.00
<i>Estimated hours: 60 @ \$100 per hour</i>	
Total Cost to [REDACTED]	\$71,500.00

Phase 3: Implementation Strategy

Objectives

- Determine the implementation strategy that will ensure the Center for Leadership addresses the needs of the church through leader development by offering timely and effective programs that align with those needs.
- Develop an operational framework to ensure that the Center operates efficiently and effectively, delivering leadership development that improves church performance and leader performance with documented evidence and proof.

Deliverables

This final phase of creating a [REDACTED] and Ministry Center of Leadership includes the development of the operational strategy based on findings from Phase 1 and 2. Together with the Deputy General Secretary and other key stakeholders, ROI Institute will develop a plan that will ensure the Center's success. This plan will include

- Policies, Procedures, and Operating Guidelines
- Tools and Templates
- Assessments (except for those outsourced)
- Evaluation Strategy and Process

Table 5 is deliverable schedule assuming a September 8 acceptance of the proposal and availability of key [REDACTED] personnel to support the project.

Table 5. *Schedule of Deliverables*

Activity	Delivery Date
Implementation Plan	December 8
<ul style="list-style-type: none">• Policies, Procedures, Guidelines• Tools, Templates, and Technologies• Assessments (except for those outsourced)• Evaluation Strategy and Process• Training on Execution	

Costs

Table 6 summarizes the costs of each element in the Implementation Strategy.

Table 6 Cost Summary of Phase 3

Activity	Cost
<p>Project Planning <i>During this phase ROI Institute and ██████ will collaborate on defining the final output in terms of format, dissemination, and desired utility.</i></p> <p><i>Estimated hours: 10 hours @ \$200</i></p>	\$2,000.00
<p>Policies, Procedures, and Operating Guidelines <i>The part of the implementation plan will address the Center's policies, administrative procedures, and operating guidelines to ensure.</i></p> <p><i>Estimated hours: 120 hours @ \$200</i></p>	\$24,000.00
<p>Tools, Templates, Technologies <i>A variety of tools and templates will be included to use in the Center's operations. This part of the plan will also explore appropriate. These will ensure operations are efficient and programs are effective.</i></p> <p><i>Estimated hours: 100 @ \$200</i></p>	\$20,000.00
<p>Assessments (except for those outsourced) <i>These assessments will be high level individual assessments used to help clarify participants performance gaps and learning needs are matched with the appropriate programs. These will also ensure that programs are aligned with participants' organization needs.</i></p> <p><i>Estimated hours: 80 hours @ \$200</i></p>	\$16,000.00
<p>Evaluation Process <i>The evaluation process will include alignment of programs and the level to which that program should be evaluated. It includes the design of evaluation instruments and procedures for executing the evaluation. It also includes the design of a dashboard through which the Center for Leadership can monitor operational success.</i></p> <p><i>Estimated hours: 110 hours @ \$200</i></p>	\$22,000.00
<p>Training on Plan Execution <i>During this one-week program, Drs. Patti and Jack Phillips will train key personnel on how to execute the strategy and use the tools and templates offered in the plan. The cost includes the development of the workshop, facilitation, and hand-off to the appropriate personnel.</i></p> <p><i>Estimated hours: 5 days @ \$7,000 per day</i></p>	\$35,000.00
<p>Total Cost to ██████</p>	\$119,000.00*

* To ensure programs drive results during the first year, ROI Institute will manage the Center for Leadership's evaluation process for Year 1 and prepare individuals to assume the responsibility in Year 2 for an additional \$100,000.

Summary

In summary, the ROI Institute is proposing a comprehensive approach to creating [REDACTED] Center for Leadership. The project includes three phases:

- Survey of Leadership Development Offerings
- Leadership Development Needs Analysis
- Implementation Strategy Development

The projected data of completion is December 8, 2017. This will require clear focus and

- Availability of key staff and resources throughout each phase.
- Cooperation and support of others outside [REDACTED] who will be approached to offer insights and information.

Total cost of this project is:

Deliverable	Cost
Survey of Leadership Development Offerings	\$26,600.00
Leadership Development Needs Analysis	\$71,500.00
Implementation Strategy Development	\$119,000.00
Total Cost to [REDACTED]	\$217,600.00

Terms

Payment will be made to the ROI Institute. ROI Institute will invoice [REDACTED] upon completion of each phase in the project. Travel expenses will be invoiced at the time of travel and will be reimbursed at cost. Every attempt will be made to keep travel costs to a minimum. Travel expenses will be tracked using the [REDACTED] Non-Staff Travel Expense Report. The form will be submitted within 30 days of completion of domestic travel and 45 days of completion of international travel.

Evaluation Team

Project Lead

Dr. Patti Phillips, President and CEO of ROI Institute, Inc. and leader in measurement and evaluation will serve as project director and will play a direct role in the initial planning phase, data collection, data analysis, and implementation strategy development.

Implementation Strategy

Dr. Jack Phillips, Chair of ROI Institute, will assist through the project and will play a key role in implementation strategy development.

Data Collection Design and Analysis

Dr. Tim Brock, Chief Consulting Officer will support project design and data analysis.
Andy Vance, Consultant, will support with data collection and reporting.

Data Collection and Reporting

Kylie McLeod, Communications Coordinator, will support the interviewing process and development of final reports.

Bios for team members are in Appendix A of this document.

Next Steps

Next steps to move forward with this project include:

- Agree to timeline and pricing.
- Schedule face-to-face meeting in [REDACTED], to frame the project and begin collecting data.

Appendices

Appendix A

Patti P. Phillips, Ph.D.

Dr. Patti Phillips is President and CEO of the ROI Institute, the leading source of ROI competency building, implementation support, networking, and research. A renowned leader in measurement and evaluation, Patti helps organizations implement the ROI Methodology in over 60 countries. She serves as Principal Research Fellow for The Conference Board, People Analytics Board Chair for the Institute for Corporate Productivity (i4cp), and Board Chair of the Center for Talent Reporting. Patti also serves on the faculty of the Department of Human Capital Development at The University of Southern Mississippi; UN System Staff College (Turin, Italy), and Escuela Bancaria y Comercial (Mexico City, Mexico). Her clients include for profit, non-profit, and non-governmental organizations and her work has been featured on CNBC, EuroNews, and in over a dozen business journals.

Patti's academic accomplishments include a Ph.D. in International Development and a Master's Degree in Public and Private Management. She is certified in ROI evaluation and has been awarded the designations of Certified Professional in Learning and Performance and Certified Performance Technologist.

She, along with her husband Dr. Jack Phillips, contributes to a variety of journals and has authored a number of books on the subject of measurement, evaluation, analytics, and ROI. Titles include: *Investing in Human Capital* (Business Writers Exchange Press, 2017); *The Chief Talent Officer* (Routledge, 2017); *Real World Training Evaluation* (ATD, 2016); *Handbook of Training Evaluation and Measurement Methods*, 4th Edition (Routledge, 2016); *Accountability in Human Resource Management 2nd Edition* (Routledge, 2016); *Measuring the Success of Employee Engagement* (ATD, 2016); *Making Human Capital Analytics Work* (McGraw-Hill, 2015); *Measuring the Success of Leadership Development* (ATD Press, 2015); *High Impact Human Capital Strategy* (AMACOM, 2015); *Maximizing the Value of Consulting* (Wiley, 2015); *Performance Consulting*, 3rd Edition (Berrett-Koehler, 2015); *Measuring ROI in Environment, Health and Safety* (Scrivener Publishing, 2014); *Measuring ROI in Employee Relations and Compliance* (SHRM, 2014); *Measuring the Success of Learning Through Technology* (ATD Press, 2014); *Measuring ROI In Environment, Health and Safety* (Wiley 2014); *Measuring the Success of Learning through Technology* (ASTD, 2014); *Measuring the Success of Organization Development* (ATD Press, 2013); *Survey Basics* (ASTD, 2013); *Measuring the Success of Sales Training* (ATD Press, 2013); *Measuring ROI in Healthcare* (McGraw-Hill, 2012); *10 Steps to Successful Business Alignment* (ASTD Press, 2012); *Measuring the Success of Coaching* (ATD Press, 2012); *The Bottomline on ROI 2nd Edition* (HRDQ, 2012); *Measuring Leadership Development: Quantify your Program's Impact and ROI on Organizational Performance* (McGraw-Hill, 2012); *Measuring ROI in Learning and Development: Case Studies from Global Organizations* (ATD, 2011); *The Green Scorecard: Measuring the ROI in Sustainability Initiatives* (Nicholas Brealey, 2011); *Return on Investment in Meetings and Events: Tools and Techniques to Measure the Success of All Types of Meetings and Events* (Elsevier, 2008); *Show Me the Money: How to Determine ROI in People, Projects, and Programs* (Berrett-Koehler, 2007); *The Value of Learning* (Pfeiffer, 2007); *Return on Investment Basics* (ATD, 2005); *Proving the Value of HR: How and Why to Measure ROI* (SHRM, 2005); *Make Training Evaluation Work* (ATD, 2004); *The Bottom Line on ROI* (Center for Effective Performance, 2002),

which won the 2003 ISPI Award of Excellence; *ROI at Work* (ATD, 2005); ATD In Action casebooks *Measuring ROI in the Public Sector* (2002); *Retaining Your Best Employees* (2002); *Measuring Return on Investment Vol. III* (2001); Patti Phillips can be reached at patti@roiinstitute.net.

Jack J. Phillips, Ph.D.

Dr. Jack J. Phillips is a world-renowned expert on accountability, measurement, and evaluation. Phillips provides consulting services for Fortune 500 companies and major global organizations. The author or editor of more than fifty books, he conducts workshops and presents at conferences throughout the world.

Phillips has received several awards for his books and work. On three occasions, Meeting News named him one of the 25 Most Powerful People in the Meetings and Events Industry, based on his work on ROI. The Society for Human Resource Management presented him an award for one of his books and honored a Phillips ROI study with its highest award for creativity. The American Society for Training and Development gave him its highest award, Distinguished Contribution to Workplace Learning and Development for his work on ROI. His work has been featured in the *Wall Street Journal*, *BusinessWeek*, and *Fortune* magazine. He has been interviewed by several television programs, including CNN. Phillips serves as President of the International Society for Performance Improvement.

His expertise in measurement and evaluation is based on more than 27 years of corporate experience in the aerospace, textile, metals, construction materials, and banking industries. Dr. Phillips has served as training and development manager at two Fortune 500 firms, as senior human resource officer at two firms, as president of a regional bank, and as management professor at a major state university.

This background led Dr. Phillips to develop the ROI Methodology, a revolutionary process that provides bottom-line figures and accountability for all types of learning, performance improvement, human resource, technology, and public policy programs.

Dr. Phillips regularly consults with clients in manufacturing, service, and government organizations in 44 countries in North and South America, Europe, Africa, Australia, and Asia.

Phillips and his wife, Dr. Patti P. Phillips, have recently published books such as *Making Human Capital Analytics Work* (McGraw-Hill, 2015); *Measuring the Success of Leadership Development* (ATD Press, 2015); *High Impact Human Capital Strategy* (Amacom, 2015); *Maximizing the Value of Consulting* (Wiley, 2015); *Performance Consulting* (Berrett-Koehler, 2015); *Measuring ROI in Environment, Health and Safety* (Scrivener Publishing, 2014); *Measuring ROI in Employee Relations and Compliance* (SHRM, 2014); *Measuring the Success of Learning Through Technology* (ATD Press, 2014); *Measuring the Success of Organization Development* (ATD Press, 2013); *Survey Basics* (ATD Press, 2013); *Measuring the Success of Sales Training* (ATD Press, 2013); *Measuring ROI in Healthcare* (McGraw-Hill, 2012); *10 Steps to Successful Business Alignment* (ATD Press, 2011); *Measuring the Success of Coaching* (ATD Press, 2012); *Measuring Leadership Development: Quantify your Program's Impact and ROI on Organizational Performance* (McGraw-Hill, 2012); *The Green Scorecard: Measuring the Return on Investment in Sustainability Initiatives* (Nicholas

Brealey, 2011); and *Project Management ROI* (John Wiley, 2011). They also served as authors and series editors for the *Measurement and Evaluation Series* published by Pfeiffer (2008), which includes a six- book series on the ROI Methodology and a companion book of 14 best-practice case studies. Other books authored by Phillips include *ROI for Technology Projects: Measuring and Delivering Value* (Butterworth-Heinemann, 2008); *Return on Investment in Meetings and Events: Tools and Techniques to Measure the Success of all Types of Meetings and Events* (Butterworth-Heinemann, 2008); *Show Me the Money: How to Determine ROI in People, Projects, and Programs* (Berrett- Koehler, 2007); *The Value of Learning* (Pfeiffer, 2007); *How to Build a Successful Consulting Practice* (McGraw-Hill, 2006); *Investing in Your Company's Human Capital: Strategies to Avoid Spending Too Much or Too Little* (Amacom, 2005); *Proving the Value of HR: How and Why to Measure ROI* (SHRM, 2005); *The Leadership Scorecard* (Elsevier Butterworth-Heinemann, 2004); *Managing Employee Retention* (Elsevier Butterworth-Heinemann, 2003); *Return on Investment in Training and Performance Improvement Programs*, 2nd ed. (Elsevier Butterworth-Heinemann, 2003); *The Project Management Scorecard*, (Elsevier Butterworth-Heinemann, 2002); *How to Measure Training Results* (McGraw-Hill, 2002); *The Human Resources Scorecard: Measuring the Return on Investment* (Elsevier Butterworth-Heinemann, 2001); *The Consultant's Scorecard* (McGraw-Hill, 2000); and *Performance Analysis and Consulting* (ASTD, 2000). Phillips served as series editor for ASTD's In Action casebook series, an ambitious publishing project featuring 30 titles. He currently serves as series editor for Elsevier Butterworth-Heinemann's Improving Human Performance series.

Dr. Phillips has undergraduate degrees in electrical engineering, physics, and mathematics; a master's degree in Decision Sciences from Georgia State University; and a Ph.D. in Human Resource Management from the University of Alabama. He has served on the boards of several private businesses—including two NASDAQ companies—and several nonprofits and associations, including the American Society for Training and Development and the National Management Association. He is chairman of the ROI Institute, Inc, Jack Phillips can be reached at jack@roiinstitute.net.

Tim R. Brock, Ph.D.

Dr. Tim Brock is the Director of Consulting Services for ROI Institute, Inc., the leading source of ROI competency building, implementation support, networking, and research. He helps organizations implement the ROI Methodology in over 60 countries. Tim serves on the faculty of the UN System Staff College at Turin, Italy, Franklin University at Columbus, Ohio and Webster University at Orlando, Florida. He is also a visiting professor at Villanova University at Nashville, Tennessee and Capella University at Minneapolis, Minnesota. He has been featured on Business RadioX and Your Career with Debbie Featherston television program.

During his Air Force career, Tim was responsible for assessing, measuring, and evaluating the effectiveness of the missile launch officer initial qualification training programs for all five of the USAF's Inter-Continental Ballistic Missile (ICBM) weapon systems. He was also a key team leader for the Air Force's reserve officer commissioning program curriculum redesign that is used at 148 colleges and universities across the country to prepare officer candidates for 21st

Century leadership responsibilities. While at Lockheed Martin, Tim was the lead human performance systems architect to convert NASA training from a skills-based to a competency-based model for NASA's next generation of extended, deep space exploration missions to the moon and Mars that included the initial training, evaluation, and sustainment program for all managers, mission equipment maintainers, ground and mission controllers, and astronauts. He also served as the lead in-country human performance system architect for a new 911 National Training Center (NTC) for the Kingdom of Saudi Arabia and designed an education and training solution using results-based management, monitoring, and measurement principles that included development of initial and follow-up training for emergency call operating center leadership, staff, and first responders. Tim's include "Training NASA Astronauts for Deep Space Exploration Mission: A Research Study to Develop and Validate a Competency-Based Training Framework" (2007) and *Simulations Operations, Curriculum Integration, and Performance Improvement* in the book "Healthcare Simulation: A Guide for Operations Specialists" (2016). Tim can be reached at tim@roiinstitute.net.

Andy Vance

Andy Vance is an ROI Institute staff consultant. Andy supports with data collection, technology interventions, and reporting. He is trained in the ROI Methodology and the Center for Talent Reporting's Talent Development Reporting Principles. He has a Bachelor's in Sustainable Resource Management and Business.

Kylie McLeod

Kylie McLeod is the Communications Coordinator at The ROI Institute, Inc. She edits and proofreads ROI Institute books, articles, and research reports. She is also skilled at interviewing techniques. Kylie graduated with her Bachelor's in Communication and Information Sciences from The University of Alabama in 2015, and her Master of Arts in Journalism from the same institution in 2017.