Is Employee Development a Sound Investment for Employers?

PSU-ETM-519 Team X, Final Project

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Table of contents

Abstract

Training is a necessary part of all modern employment. Employee development is a different kind of process involving long term mentorship and continuing follow-up of results which can be particular to high technology firms. However, significant costs are associated with both kinds of endeavors. Can a tangible, monetary value be placed on training and development? Our hypothesis is that it can, but that training offers largely intangible benefits to companies such as improvements in employee attraction, motivation, and retention. Examples from literature and a custom survey distributed to mid-level managers in several high-tech Portland firms resulted in confirmation of our hypotheses that employee development offers few tangible but many intangible benefits which can improve employee performance.

Keywords:

- "employee training investment"
- "employee training ROI"
- "employee development"
- "training productivity"

Introduction

The current economic conditions have resulted in increased fiscal scrutiny within organizations specifically regarding the use of monies for employee development. While some organizations are quick to eliminate funding for employee development, others have chosen to maintain such funding and are then left to justify their decisions in the face of growing criticism. This philosophical dichotomy suggests a fundamental variance in organizational perceptions of employee development and what the benefit to the organization may be.

There will naturally be a substantial variation of priorities among organizations across industries, cultures, and missions that will play a role in dictating how and where investments are made in employee development. Furthermore, the objective benefits or outcomes will vary as well. For example, some organizations may provide employee development opportunities as a means to improve employee satisfaction and engagement, or to reduce turnover [1]. On the other hand, some organizations must invest in employee development for the most basic purpose of producing necessary personnel to carry out the operations of the organization, as was the case in the North Carolina textile industry [2]. Regardless of the reason or objective, these organizations clearly have an expectation that their investment in employee development will yield returns. From this, we developed the hypothesis that "employers believe that there exists some benefit from sending their employees to attend training programs."

- *Hypothesis 1:* There exist intangible benefits from employee development programs.
- *Hypothesis 2:* There exist tangible benefits but also distinct costs from employee development programs.

Although the frequency of employee development practices across organizations is indicative of organizational benefits, it is not immediately clear what those benefits are and how they manifest themselves. This paper intends to first confirm this assumption and identify whether or not organizations truly experience a return on investment in employee development. Secondly,

in recognition of the fact that not all benefits are directly monetary, the nature of the benefits will be explored as well. An organization may, as stated above, invest for the purpose of nurturing employee satisfaction as a mechanism to retain superior talent [3]. In other cases, employee development may be regarded as a method to increase revenue or reduce liabilities. Regardless, the intent of this paper is to classify the direct and indirect benefits as either tangible or intangible. Finally, this paper will explore what practices are currently being implemented throughout the industry to maximize the return on investment in employee development. To summarize, the objective of the research and the flow of this paper is dictated by the following questions:

- Is there a measurable benefit to employee development?
- Are the benefits (and costs) tangible or intangible?
- What will maximize benefits (or reduce costs)?

For the sake of limiting scope and applicability, the research will focus specifically on employee development practices in engineering and technology fields.

Defining "Tangible" vs. "Intangible"

For the purpose of this paper, benefits of employee development will be classified as either tangible or intangible based on the direct effects of the benefit. For example, an organization may choose to develop a current employee to fill a higher position because of the savings realized by an internal hire. This cost saving measure would be a tangible monetary benefit to the organization. Under the same scenario; however, the company has received potential intangible benefits through improved employee perception or satisfaction. Although these effects may ultimately manifest monetary advantages, for the purpose of this paper they will be regarded as "intangible" since the potential "tangible" benefits were both secondary and indirect.

The difference between "Training" and "Development"

In general, training and "employee development" are used interchangeably and this is the case for much of our sources, however, the group has endeavored to make the following distinction for our report. Several references to this effect were found early on in the research process:

"Training usually refers to some kind of organized (and finite in time) event -- a seminar, workshop that has a specific beginning date and end date. It's often a group activity, but the word training is also used to refer to specific instruction done one on one." [4]

"Employee development, however, is a much bigger, inclusive "thing". For example, if a manager pairs up a relatively new employee with a more experienced employee to help the new employee learns about the job, that's really employee development. If a manager coaches and employee in an ongoing way, that's employee development. Or, employees may rotate job responsibilities to learn about the jobs of their colleagues and gain experience so they might eventually have more promotion opportunities. That's employee development. In other words employee development is a broader term that includes training as one, and only one of its methods for encouraging employee learning." [4]

John Maxwell, a highly regarded leadership writer, makes this distinction:

"When we train people, we focus on the job. When we develop people, we focus on the person. When we train people, we're adding value to specific things, such as what their job description is. When we develop people, we add value to everything. They not only become better in their jobs, they become better in life. Employee training is a necessity for any business that wants to remain competitive in today's marketplace. But leaders who want to make a lasting difference also recognize that training by itself is not enough. Training people is helpful for a short time, developing people is helpful for a lifetime. And while the result of training is changed performance, the result of development is changed lives." [5]

From the statement above, we developed the hypothesis that employee development should result in changing (improving) performance of employees.

- *Hypothesis 3:* Employee development should result in improving the performance* of employees.
  *Performance as used here applies to the capacity for an employee to perform work, either tasks directly within their current job description or above and beyond that.

Methodology

The primary method used for this research was a study of peer-reviewed journal articles regarding employee development investment in order to fully capitalize on existing studies. Although the topic of investment was researched heavily, topics such as employee satisfaction and engagement, talent retention, and organizational perceptions of employee development were researched peripherally.

Preference was given to published journal articles over shorter, lighter magazine articles. However, magazine selections were still valuable when they targeted a specific, direct question within the topic such as:

- Have companies maintained or expanded their training budgets in recent times?
  - Recent stats show that 75 percent of companies have chosen to maintain or expand training even during downturns. [6]
- Can government influence private sector training behavior?
  - Direct financial incentives, such as the Arkansas Incumbent Worker Training Program (IWTP) can influence private sector behavior, offering up to 100% reimbursement through direct cash payments. [7]

In searching for relevant literature, a cursory reading of abstracts was performed and a multitude of articles were retrieved for further analysis. See Appendix I for a complete list of sources. Articles were then evaluated based on their relevance to the core questions of this paper as previously stated.

In addition to literature review, survey results and responses will be presented. The survey was developed and submitted to three local employers working in various high-tech industries. This survey was developed based on preliminary research with the hope of obtaining qualitative data of the real-world experience of line managers and HR professionals with regard to the core research questions. The particular survey process implemented is not considered robust enough

to produce reliable empirical data for analysis; but rather, the results were used to anecdotally reconcile and reinforce the literature findings. See Appendix II for the survey in its entirety.

Analysis and Discussion

From the literature, it is apparent that there are several factors involved in successful workforce development. One set of "negative" factors (defined as lowering worker productivity) are:

- Low levels of available employee training/development programs
- Low organizational assessment of training needs
- Low levels of supervisor devotion to supervision and training

On the other hand, one set of "positive factors" (defined as increasing worker productivity) are:

- Low quantities of unproductive days
- Low levels of paperwork requiring managers' direct attention
- Low levels of resistance to change

A recent survey by Proudfoot Consulting [8] reports that Canada ranks low in worker productivity. The survey measured the level of employee training, how often the organization assesses its training needs, how well incentive plans are made consistent with corporate goals, time spent on activities related to immediate business needs, and time supervisors devote to active supervision and training of their staff. The survey also found that Canada ranked relatively low on all these factors, which results in low productivity of Canadian workers. However, the survey states that the productivity would increase by 3 percent if managers shifted some of their time to supervision and training. Even though the three positive factors also rated lower than the worldwide average, these factors may still represent an increase in worker productivity.

Another paper [9] mentioned "professional development" as one construct of strategic talent management by presenting example strategies from three different organizations as follows:

1. HCA offers employees rewards in the form of growth, money, advancement, etc, for continued professional development, which it believes enhance the growth of employees and the organization.
2. Ritz-Carlton highlights the importance of culture and human-capital and uses a ritualized daily opportunity for employees to reaffirm their shared mission with the mantra "Talent + Fit + Investment = Growth".
3. Accenture also highlights culture. They map a clear set of strategic goals and how to attain these goals through professional development.

These organizations measure professional development through authentic, transparent, and reportable means tied directly to organizational results.

The American Society for Training and Development defines strategic talent management as "an organizational approach to lead people by building culture, engagement, capability, and capacity through different processes that align with business goals." One of the four common approaches defined is "Knowledge/R&D" in which each organization focuses on the value of knowledge in order to increase employee's opportunity to "go to the front" of institutional best practices. [9]

One paper notes that modern increases in technology require an increase in employee knowledge of the product and its capabilities. Employee training should be invested in similarly.

The more that your employees know about what goes on around them, the more the ideas can be generated for problems and solutions that have been overlooked. Companies that have invested in technology also realized that their greatest technology is their employee. Cross-training employees to cover other areas of the company they might directly deal with can prove just as beneficial. If one employee can have a greater knowledge of the workflow process of the parts they produce, both before and after they receive them, they can deal with problems easier when they arise. An employee that simply does the one task and "throws it over the wall" could have further disruptions from what could have been a simple fix. [10]

Another paper notes that corporations have always viewed the increase in job-specific education as a win-win for the company and the employee. The company benefits from the increased knowledge the employee has and the employee benefits from the ability to advance further, faster. An Employee Development and Assistance Program (EDAP) were set up with the intention of giving employees to expand their personal knowledge in areas not always related to work. By giving the employee this kind of opportunity they could see in the long run that they would have a much more versatile employee by allowing them to grow in other areas. [11]

In this study, employees were given £200 per person per year towards furthering their education with whatever class interested them. With no requirements on the types of classes they were able to attend, employees could expand themselves with whatever interested them. The EDAP program has even led to setting up of classes on the company facility to accommodate the needs of certain employees. Over the years, Ford has seen a minimum participation of 50% in the program and in a five to six year period, as much as 80%. Given that the amount of employees employed at Ford at the time were 14,000, that's a substantial amount of interest from the company to furthering their education. The cost of the program is around £1.35m per year to run but is seen to be a fraction of the training budget for new hires and current employees. [11]

This strategy will be the better way to motivate more people to attend training, but our survey results indicated that managers from company A almost disagree with the idea that company should raise the salary for employees who regularly attend training programs. Managers of company B also reluctantly agree with this strategy as highlighted in pink color of both tables.

One other paper notes that education has become such an important factor that unions have put it into their bargaining contracts that the employer invests in their employees. When companies invest in their employees, it shows that they are interested in their long term employment.

Even after defined skills have been attained by the employee, other skills and traits were identified to have been picked up and noticed by the employer. Such skills of measurable benefits included quality of work, customer service, appreciation of learning and communication. Gains like these show the employer a real incentive to continue funding educational programs. [12]

Data Analysis

Survey plan

At first, we define the project timeline related to survey plan as the following Gantt chart:

ID	Task Name	Duration	Apr 24 2011						May 1 2011							
			25	26	27	28	29	30	1	2	3	4	5	6	7	8
1	Develop draft survey for companies	1d														
2	Refine the draft version of survey	6d														
3	Distribute survey to companies	7d														

For the first section, we developed a draft survey for company input, and then refined the draft version for a final version. After that we distributed surveys to managers or supervisors in three different companies: Company A, Company B and Company C. This section started on April 25, 2011 and was completed by May 8, 2011.

ID	Task Name	Duration	May 8 2011						May 15 2011							May 22 2011			
			9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	Collect surveys and clean data	6d																	
2	Analyze data using SPSS	7d																	
3	Summarize results and interpret data	4d																	

For the second section, we collected surveys and interpreted the data from these three companies. Then, we analyzed data primarily using SPSS version 17, and summarized results. This section will be started on May 9, 2011 and was completed by May 25, 2011.

Survey Questionnaire

The target survey group is managers or supervisors from different high-tech companies in different industries and departments. Because the target group is in management level, expected respondents will less than 10.

Survey developed to measured several benefits of training program proposed in various HR sources and also obtains perception and recommendation from managers or supervisors who send their employee to attend training program. Our survey is divided into three parts as follows:

Part 1: Intangible Benefit

This part consists of 18 items to evaluate intangible benefits company received in managers' perspective, such as improves job satisfaction, improves teamwork, reduces conflict, etc. This part will generate the answer for **Hypothesis 1:** That there exists intangible benefits in employee development programs.

Part 1 of the survey measures items as follows:
1. job satisfaction of employees
2. employee commitment to company goals
3. quality of teamwork
4. the ability of employees to understand their customer needs
5. the skill and talent of employees
6. the efficiency of employees

7. the performance of employees
8. employee participation in decision making
9. employee problem solving ability
10. customer satisfaction
11. safety
12. conflict in teamwork
13. the need for employee supervision
14. employee absenteeism
15. employee turnover
16. customer complaints
17. the need to hire new staff
18. employee's ability to handle a wider variety of work

Part 2: Tangible Benefits and Costs

This part consists of 10 items to evaluate tangible benefits and costs company received in managers perspective, such as increases the volume of output, increase company revenue, decrease downtime, etc. This part will generate the answer for **Hypothesis 2:** that there exist tangible benefits and costs in employee development programs.

Part 2 of the survey measures items as follows:
1. the value added to output of employees
2. the volume of output
3. company revenue
4. recruitment costs
5. legal costs
6. down time
7. perception that training program is a good investment for company
8. perception that company should raise the salary for employees who regularly attend training programs.
9. The perception that training program represent an appropriate investment for the company

Part 3: Additional Explanation and Recommendation

This part consists of 3 items to let employers give open suggestions for training programs and also asks about their perception toward training programs.

Data Analysis

By May 10th, 2011, all distributed surveys were collected. We kept all received surveys in one place. At this point, the incomplete surveys should be removed. If there are some items ignored by most respondents, our team determines whether that item should be removed or not.

The survey consisting of 3 major parts, the first two parts retrieved perception of respondent in scale form, which range from "Strongly disagree" to "strongly agree". We assign value for analyzing in SPSS as follows:

Value	Definition
1	Strongly disagree
2	Disagree
3	Neither agree or disagree
4	Agree
5	Strongly agree

For each item of the survey, we assign code for analyzing in SPSS as follows:

Intangible Benefits

Code	Item
VAR00001	Training improves job satisfaction of your employees.
VAR00002	Training improves employee commitment to company goals.
VAR00003	Training improves teamwork.
VAR00004	Training improves the ability of employees to understand their customer needs.
VAR00005	Training improves the skill and talent of your employees.
VAR00006	Training improves the efficiency of your employees.
VAR00007	Training improves the performance of your employees.
VAR00008	Training allows employees to handle a wider variety of work.
VAR00009	Training improves employee participation in decision making.
VAR00010	Training improves employee problem solving ability.
VAR00011	Training improves customer satisfaction.
VAR00012	Training reduces conflict and encourages teamwork.
VAR00013	Training reduces the need for employee supervision.
VAR00014	Training reduces employee absenteeism.
VAR00015	Training improves safety.
VAR00016	Training reduces employee turnover.
VAR00017	Training reduces customer complaints.
VAR00018	Training existing employees could reduce the need to hire new staff.

Tangible Benefits and Costs

Code	Item
VAR00019	Training increases the value added to output of employees.
VAR00020	Training increases the volume of output.
VAR00021	Training decreases the volume of output.
VAR00022	Training increases company revenue.
VAR00023	Training decreases recruitment costs.
VAR00024	Training decreases legal costs.
VAR00025	Training decreases down time.
VAR00026	Training programs are a good investment for your company.
VAR00027	Companies should raise the salary for employees who regularly attend training programs.
VAR00028	Overall, training programs represent an appropriate investment for the company.

For **company A:** 5 surveys were attributed to managers and supervisors according to the target of the survey. We got 3 respondents, in which two of three respondents are in engineering supervisor position and another one is supervisor for product development department.

For **company B**: 8 surveys were attributed to managers and supervisors according to the target of the survey. We got 3 respondents, in which all three are in managers in the

manufacturing department. To validate a questionnaire, we use Cronbach's Alpha to measure the reliability of the scale:

> "A high Cronbach's Alpha suggests low spatter around the bull's eye. If all questions were perfectly correlated with each other, the Cronbach's Alpha would be 1.00. If the questions had no correlation with each other, the Cronbach's Alpha would be 0.00. We use the Cronbach's Alpha to tell us if the scale is good enough to use." [13]

We interpreted Cronbach's Alpha valuebased on Table 1 (Appendix III). The results are as follows: For reliability statistics of all variables we obtain 0.971 Cronbach's Alpha value which interpret that all question in survey are incredibly good in correlation with each other.

For reliability statistics of intangible benefits of training programs obtain 0.971 Cronbach's Alpha value which interpret that 18 questions in the first part of survey are incredibly good in correlation with each other.

For reliability statistics of tangible benefits and costs of training programs [Table 4 (Appendix III)], we obtain 0.855 Cronbach's Alpha value which interprets those 10 questions in the second part of survey as very good and worth a good party.

Results

We cannot analyze multidimensional scaling because we have too small a sample size.

After investigating the results of the survey we found the significant difference in perceptions of managers and supervisors from the three different companies toward training programs. Thus, we decided to analyze case by case:

Case of Company A

For Company A, the respondents don't feel or see the importance of training programs. Further comments marked in the survey indicated that benefits of training program depend too heavily on many various factors, so they cannot answer the survey question in a definitive way. One of the respondents also commented that "the term of training is too vaguely defined" with such comments as:

- "For most of these, I'd say "training can" improve/reduce/etc. However, you have to have a plan to ensure this. Also, training is too vaguely defined."
- "A lot of this could be answered with a "depends upon the training""

All 3 respondents working for company A reluctantly agreed (as highlighted in light blue) that there exist both intangible benefits and tangible benefits, beyond the costs. All three agreed that training programs can benefit to their employee by improving the skill and talent of their employees, and also agreed (as highlighted in yellow in Table 6) that training programs are a good investment for their company, verifying hypotheses 1, 2, 3.

In their perception, one additional support that could be provided by management which would influence their employee's ability to apply the skills and training program is clear strategic goals related directly/indirectly to the training/skills. After training, managers perceived that employees should apply indirect skills in cross-functional groups. Management

also should provide employees the chance to change some of the company's internal processes based on what they learned at training.

Additional benefits they perceived that their employees have been derived from the training program are as follows:

1. Scenery changing which allows employee to renew interest in day-to-day tasks
2. Opportunity to see how others can succeed / avoid common pitfalls
3. Opportunity to be teachers to share skills with coworkers
4. Technical knowledge to apply indirect skills in cross-functional groups
5. Improve employee qualifications (to external standards)
6. Better understanding of outside requirements that a company needs to comply with

Respondents suggested ways to improve training program as follows:

1. Keep expectations for sending employee to attend training clear
2. Aim training at strategic goals/work that is available to the employee for the practicing of new skills
3. Do not send people to training that do not need it (e.g. Course is too simplistic to challenge employee)
4. Evaluate the effect it has on the company over time

These results are indicative of the corporate culture of company A, which one employee described as follows: "There is 'standard' departmental training a few times per year, but the company's type of employee development is on an individual basis and worked out between the employee and the supervisor. It is a part of the yearly performance review to discuss what type of training you will do for the next year. There is a company-wide tuition reimbursement program. There is usually a recommendation that if one employee wants to go get a kind of training they will encourage others to go as well, potentially from different departments employees work with heavily, so they can reinforce each other's learning." [14]

We can assume that because employees already work on an individual basis and work closely with their supervisor, training programs and development are perceived with more value for the resources and of more direct benefit to the employee.

Case of Company B

One interesting point is that the perception of managers toward training programs does not depend on work life. All of them tended to think positively toward training programs. One senior manager (who has spent a long time in the company) agreed that training programs impact employees and provide intangible benefits.

All respondents working for company B strongly agreed (as highlighted in yellow in Table6) that there exists some intangible benefits from training programs as follows:

1. Training improves the skill and talent of your employees
2. Training improves the efficiency of your employees
3. Training improves the performance of your employees.

Thus, verifying hypotheses 1, 2, 3.

Two respondents strongly agreed (as highlighted in light blue in Table 6) that there exists some intangible benefits from training program as follows:

1. Training improves job satisfaction of your employees
2. Training improves employee participation in decision making
3. Training improves employee problem solving ability

4. Training reduces the need for employee supervision
5. Training improves safety.

For tangible benefits and costs, they also agreed (as highlighted in light blue in Table 6) that they exist as follows:
1. Training increases the value added to output of employees
2. Training increases the volume of output
3. Training increases company revenue
4. Training programs are a good investment for your company
5. Overall, training programs represent an appropriate investment for the company.

In their perception, additional support which could be provided by management that would influence their employee's ability to apply the skills and training program are as follows:
1. (Additional) time to do the training
2. Training sessions for new employees
3. Training review session/evaluation
4. Pay more for training programs (to obtain higher quality)

Additional benefits they perceived as derived from the training programs are that employees better know the capability of the staff

Respondents suggested ways to improve training program as follows:
1. Training programs should consist of both verbal and written formats
2. The initiative for training should come from the employees themselves
3. Training needs to be audited/checked
4. Provide more classes for the employees.

These results are indicative of the corporate culture of company B, which one employee described as follows: "the company provides training to employees so that the task is done right the first time. Employees are trained in accuracy and quality to provide for fewer recalls on products. Customer satisfaction and service as well as vendor relationship are expected from employees. Continued training and development to succeed in promotional level helps the company stay in business." [15]

We can assume that because company provide training program to support quality of task, employer perceives training program as value resources for their department. They strongly agree that training program benefit their employee.

Case of Company C

Company C is an R&D lab for a prominent Japanese technology manufacturer. For Company C: Six surveys were distributed to managers/supervisors/leads and HR professionals according to the target of the survey. We got 3 responses, in which 2 were engineering's supervisors/leads and 1 an HR manager for the development division. Company C's comments demonstrated that our survey may have been too loose in terms of crisply understood questions which may skew end-results/conclusions. As an example: For question six, one of the respondents asserted that our questions referred to a specific program (pronoun) but was not defined explicitly therefore, unclear they were unclear how to answer.

As with Company A and B, employers thought that development programs offer employees at method for aligning the capabilities with organizational goals. "Q1" "Better focus on team goals, all employees understands company goals"

Specifically: All respondents in Company C mentioned that employee development programs give the recipient a greater understanding of the market characteristics they are developing for or against.

Unfortunately, the respondents at Company C were given an earlier version of the survey and the quantitative questions were altered therefore not used in the statistical analysis. The open ended part of the survey was still valid so direct quotes are used at supporting empirical evidence.

Recommendations

From both the literature and our survey, it can be determined that training and development programs can help hire and retain top talent. A recent article [16] mentions several ways in which top talent can become disillusioned or disengaged from the company they are in. Training and development programs, such as Johnson and Johnson's (J&J) LeAD program [16] are highly specific ways to work on these issues as well as increase the employee's leadership potential. The most important aspect of this program is that it involves actual, real-world assignments that highlight the work the company needs. It follows up the 9-month program with a specific multi-year development plan which is reviewed by HR management. This way not only is the work itself valuable to the company (immediate tangible benefit) but the results are followed up to ensure this investment returns dividends to the company in the future.

Training must also be properly established and aimed at areas where it can do the most good. Investing in a six day off-site course on communication may not be the best use of time and money for a small group of software developers who do not interact with customers. One article [17] recommends assessment of training's alignment with company mission and goals and the difference between what is "nice to know" and what is "need to know". This recommendation is directly supported by suggestions from one manager from company A who said "do not send people to training that do not need it" One manager from Company B also said that "Training needs to be related to the job. Apply knowledge of the training immediately on the job. If not, most of the knowledge gets lost after a short period of time."

It is also mentioned that particular attention be paid to adult learning styles (as opposed to more academic scenarios) where the learner is either goal-oriented (for a specific degree, certificate, or promotion), activity-oriented (for a specific competency or skill), or learner-oriented (learning for personal satisfaction). Realizing the differences in those seeking training can help tailor a program to their particular need, or potentially remove the need for offering this training if the need can be met in other ways. This sentiment has been expressed as far back as 1975 [18].

Emphasis should be placed on the preparation for the training – is the employee ordered to attend or did they ask to? Obviously being ordered to a program and not even given a choice of when to attend can vastly effect an employee's response to it, both during and afterward. The post-training phase is also important and immediate follow-up to reinforce (or share) the lessons learned can enhance the value of the event. Longer-term follow-up is also recommended to ensure that the original expectations were (and continue to be) met. This

statement is supported by the recommendation to improve future training programs from managers in both companies. One manager from Company A mentioned to "Ideally evaluate the effect it has on the company over time". One manager from Company B mentioned that "Training needs to be audited / checked. (Is the employee able to apply what he has learned?)" And another one also suggested that management should provide evaluation sessions which would improve their employee's ability to apply the skills and knowledge learned from the training.

Conclusion

- ***Hypothesis 1:*** *There exist intangible benefits from employee development programs.*

After a comprehensive review of relevant literature as well as a thorough analysis of survey data, it is clear that employee development programs produce valuable benefits to the organization. Potential intangible benefits discussed throughout the report are numerous including a heightened sense of team integration, improved satisfaction by means of organizational support, and higher employee preparedness for new positions within the organization. These results are consistent with the results found in the survey. For this reason, hypothesis 1 is considered positive.

- ***Hypothesis 2:*** *There exist tangible benefits but also distinct costs from employee development programs.*

On the other hand, an analysis of tangible benefits is not as clear. As stated earlier, there are many different reasons, methods, and objectives for employee development scenarios, each presenting a unique set of costs and/or benefits. For this reason, accounting for a broad spectrum of employee development programs, it is impossible to universally assess tangible costs or benefits to employee development. Although each unique scenario would in itself be subject to a feasible cost/benefit evaluation, there is no overriding formula capable of determining an ROI for general employee development. This is consistent with observable organizational behavior in that managers often have the authority to approve or deny employee development opportunities, a decision which is often made using an analysis of the unique costs and benefits of the given opportunity. However, even considering the high factor of variability, hypothesis 2 by definition is considered positive. The data confirms that tangible benefits and costs exist, but it is up to the manager to determine if the impact of one outweighs the other.

- ***Hypothesis 3:*** *Employee development should result in improving the performance of employees.*

As stated earlier, following the implementation of employee development programs, it is critical to follow-up with effective practices in order to maximize the experienced benefits. The literature and survey data both support the need for such critical mechanisms. The objective, of course, is for the organization to receive from the subject of the development a dividend in improved capacity. Aside from its intuitive nature, the survey data overwhelmingly supports a positive result for hypothesis 3.

Provide Recommendations for Future Research

Given the nature of the survey results, there remains much work to be done on this topic. Future avenues for study should attempt to focus even further on specific aspects of employee development, including:

- Best ways to track training results over long time periods (years or even decades)
- Management of development programs at smaller firms v. larger firms (does the increased size of a larger company dilute the perceived effectiveness of development?)
- The place of development programs as contract requirements (are dollars guaranteed for training worth salary concessions?)

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[14] Personal conversation, Matt Nickeson

[15] Personal conversation, Hung Nguyen

[16] M. Schmidt, C. Schmidt, "How to Keep Your Top Talent," *Harvard Business Review*, May 2010.

[17] "How to Develop Best Training Initiatives," *HRFocus*, Aug. 2005

[18] R. Stovall*, "Four Steps to Better Training Results," *Training and Development Journal, Oct. 1975*

Appendix I: Additional Sources Examined

Files Retrieved for Analysis

Convergys named a top company in employee training and development_files
EBSCOhost_files
Its_payback time_files
professional_grwth_plns_files
roadmap_for_performance_files
Strategic gains from investing in training during a recession_files
the_2003_training_top_100_files
the_training_myth_files
Verizon's Employee Training Programs Ranked_files
Minnesota High Tech Association's conference addresses employee development..._files
File List Generator.bat
ETM_519_Final Project v02_nr.docx
Convergys named a top company in employee training and development.htm
EBSCOhost.htm
Its payback time.htm
Minnesota High Tech Association's conference addresses employee development....htm
professional_grwth_plns.htm
roadmap_for_performance.htm
Strategic gains from investing in training during a recession.htm
the_2003_training_top_100.htm
the_training_myth.htm
Verizon's Employee Training Programs Ranked.htm
100 BEST PLACES TO WORK IN IT 2008.pdf
award_winning_orgs_training_hours.pdf
best_comps_to_work_for.pdf
Canada's Lagging Productivity.pdf
Developing human capital.pdf
Employee development programs help companies achieve greater success.pdf
Employee engagement correlates to career adv.pdf
Employee training a crucial business investment.pdf
Employee Training- An Investment or Expense.pdf
employee_dev_practices.pdf
employee_engagement_correlates_to_career_advancement_and_training.pdf
equity_a_lifelong_learning.pdf
ESAB uses executive training for harmony and productivity.pdf
four_steps_to_better_training_results.pdf
high_cost_of_training.pdf
Hire power-Careful recruiting and support of employees strengthens business results.pdf
How Do Corporations Embed Sustainability Across the Org.pdf
How to Develop the Best Training Initiatives.pdf
how_to_keep_top_talent.pdf
importance_of_benefits.pdf
IMPROVING EMPLOYEES COMPLIANCE.pdf
Invest in technology and training.pdf
its_all_about_the_people.pdf
JOB JUGGLE- Cross-training workers improves productivity, but it can be difficult for some companies.pdf

Learn the value of training.pdf
lifelong_learning_through_cooperation.pdf
Making work a place people look forward to.pdf
Making work a place 'people look forward to.pdf
mearsuring_trainings_ROI.pdf
Measure the effectiveness of employee training.pdf
Minimizing Deviant Behavior.pdf
Money Matters- But Training Doesnt-question.pdf
never_stop_training.pdf
Options to protect your employee training investment.pdf
organizations_still_under-investing_in_training.pdf
Partnership, high performance work systems.pdf
Positive Psychology at Work.pdf
Spending on skills will prolong upturn.pdf
STRATEGIC TRAINING ALWAYS PUTS EMPLOYEES FIRST.pdf
talent_mgt_time_of_cost_mgt.pdf
The great brain train.pdf
The impact of training participation and training costs on firm productivity.pdf
The Rest of the BEST.pdf
The Training Industry in 2009- A Look Ahead.pdf
Train in vain.pdf
Training and productivity-evidence for US manufacturing industries.pdf
Training for Success.pdf
TRAINING INCENTIVES STIMULATE EMPLOYEE GROWTH.pdf
training_incentives_stimulate_employee_grwth.pdf
Training--More of a Bottom-Line Issue Than You Think.pdf
TUITION REIMBURSEMENT AND VOLUNTARY TURNOVER.pdf
Why Don't You Just Show Me.pdf
Workforce Study Exposes Disheartening Training Trend.pdf

Appendix II: Survey

Name: _____ (Optional)
Company: _____
Department: _____
Job title:_____
How long have you worked in this position: _____ years _____ months

PART I: Intangible Benefits

Question#	Description	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	Training improves job satisfaction of your employees.	○	○	○	○	○
2	Training improves employee commitment to company goals.	○	○	○	○	○
3	Training improves teamwork.	○	○	○	○	○
4	Training improves the ability of employees to understand their customer needs.	○	○	○	○	○
5	Training improves the skill and talent of your employees.	○	○	○	○	○
6	Training improves the efficiency of your employees.	○	○	○	○	○
7	Training improves the performance of your employees.	○	○	○	○	○
8	Training allows employees to handle a wider variety of work.	○	○	○	○	○
9	Training improves employee participation in decision making.	○	○	○	○	○
10	Training improves employee problem solving ability.	○	○	○	○	○
11	Training improves customer satisfaction.	○	○	○	○	○
12	Training reduces conflict and encourages teamwork.	○	○	○	○	○
13	Training reduces the need for employee supervision.	○	○	○	○	○

Question#	Description	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
14	Training reduces employee absenteeism.	○	○	○	○	○
15	Training improves safety.	○	○	○	○	○
16	Training reduces employee turnover.	○	○	○	○	○
17	Training reduces customer complaints.	○	○	○	○	○
18	Training existing employees could reduce the need to hire new staff.	○	○	○	○	○

PART II Tangible Benefits and Costs

Question#	Description	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	Training increases the value added to output of employees.	○	○	○	○	○
2	Training increases the volume of output.	○	○	○	○	○
3	Training decreases the volume of output.	○	○	○	○	○
4	Training increases company revenue.	○	○	○	○	○
5	Training decreases recruitment costs.	○	○	○	○	○
6	Training decreases legal costs.	○	○	○	○	○
7	Training decreases down time.	○	○	○	○	○
8	Training programs are a good investment for your company.	○	○	○	○	○
9	Companies should raise the salary for employees who regularly attend training programs.	○	○	○	○	○
10	Overall, training programs represent an appropriate investment for the company.	○	○	○	○	○

PART III   Additional Explanation and Recommendations

Question#

1   What additional support could be provided by management that would influence your employee's ability to apply the skills and knowledge learned from the training program?

_____

_____

_____

_____

2   What additional benefits have been derived from the training program?

_____

_____

_____

_____

3   What suggestions would you make to improve the future training program?

_____

_____

_____

_____

Thank you for your help!

Appendix III: Table

Table1: How to Interpret Various Levels of Cronbach's Alpha

Statistic	Interpretation
1.00	Too good to be true – look at the questions, they must be identical.
0.90 – 0.99	Incredibly good – celebrate.
0.80 – 0.89	Very good and worth a good party.
0.70 – 0.79	Acceptable but hold off on partying.
0.60 – 0.69	Be worried, the measurement error is pretty high.
Below 0.60	You really don't have a scale – stick to the items.

Table2: Reliability Statistics –   All Variables

Cronbach's Alpha	N of Items
.971	28

Table3: Reliability Statistics – Intangible Benefits

Cronbach's Alpha	N of Items
.971	18

Table4: Reliability Statistics – Tangible Benefits

Cronbach's Alpha	N of Items
.855	10

Table5: Descriptive Statistics – Company A

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	3	3	4	3.67	.577
VAR00002	3	3	4	3.33	.577
VAR00003	3	2	3	2.67	.577
VAR00004	3	3	3	3.00	.000
VAR00005	3	4	4	4.00	.000
VAR00006	3	3	4	3.33	.577
VAR00007	3	3	4	3.67	.577
VAR00008	3	3	4	3.33	.577
VAR00009	3	3	3	3.00	.000
VAR00010	3	3	4	3.67	.577
VAR00011	3	1	3	2.33	1.155
VAR00012	3	3	3	3.00	.000
VAR00013	3	3	5	3.67	1.155
VAR00014	3	1	3	2.33	1.155
VAR00015	3	3	4	3.33	.577
VAR00016	3	2	3	2.67	.577
VAR00017	3	3	3	3.00	.000
VAR00018	3	3	3	3.00	.000
VAR00019	3	1	4	2.67	1.528
VAR00020	3	3	3	3.00	.000
VAR00021	3	2	3	2.67	.577
VAR00022	3	2	3	2.67	.577
VAR00023	3	3	3	3.00	.000
VAR00024	3	3	4	3.67	.577
VAR00025	3	3	3	3.00	.000
VAR00026	3	4	4	4.00	.000
VAR00027	3	1	3	2.00	1.000
VAR00028	3	3	4	3.33	.577
Valid N (listwise)	3				

Table6: Descriptive Statistics – Company B

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	3	4	5	4.67	.577
VAR00002	3	3	5	4.33	1.155
VAR00003	3	4	5	4.33	.577
VAR00004	3	3	5	4.33	1.155
VAR00005	3	5	5	5.00	.000
VAR00006	3	5	5	5.00	.000
VAR00007	3	5	5	5.00	.000
VAR00008	3	4	5	4.33	.577
VAR00009	3	4	5	4.67	.577
VAR00010	3	4	5	4.67	.577
VAR00011	3	3	5	4.00	1.000
VAR00012	3	4	5	4.33	.577
VAR00013	3	4	5	4.67	.577
VAR00014	3	3	4	3.67	.577
VAR00015	3	4	5	4.67	.577
VAR00016	3	4	5	4.33	.577
VAR00017	3	3	5	4.00	1.000
VAR00018	3	3	5	4.00	1.000
VAR00019	3	4	5	4.67	.577
VAR00020	3	4	5	4.67	.577
VAR00021	3	1	5	2.33	2.309
VAR00022	3	4	5	4.67	.577
VAR00023	3	3	5	4.00	1.000
VAR00024	3	3	4	3.67	.577
VAR00025	3	4	5	4.33	.577
VAR00026	3	4	5	4.67	.577
VAR00027	3	3	4	3.67	.577
VAR00028	3	4	5	4.67	.577
Valid N (listwise)	3				

Appendix IV: Group Chat Transcripts

Google chatroom
4/17/11 – 7pm
Team X – Training ROI

   This is now a group chat. Add another person.
   Benjamas Siriwannangkul has joined.
   Hung Nguyen (hvnguyen67@gmail.com) has joined.
   me: Hi Hung
   Benjamas: i am available now, at first i could not make it on time.
but everything is fine now
   me: ok
Thanks for putting the slides together
   Benjamas: everything is ok, right?
do you want me to put anything more
   me: I didn't see any major issues
maybe just some smaller tweaks
hopefully we get some more people in with their opinions
did you get content from everybody?>
   Benjamas: yep
   me: is Hung here and just being quiet?
   Benjamas: i chat with him few min ago
i am not sure whether he gonna check the conversation again on 7.30\
   me: ok
well
do you want to wait until then, or just make changes with the two of us?
   Sent at 7:09 PM on Sunday
   Benjamas: i think we can make change while we wait others
   me: ok
from the top then
The format is clean, but the title is kind of hard to read...
maybe smaller text size?
just an opinion
   Benjamas: yep, i think i gonna change template of powerpoint
   me: ok
that would take care of it
on the second slide
I would add "monetary" before the word benefit
   Benjamas: ok
i put it in already
   me: ok
I think for importance slides
we only need two of them, not all three
I don't think it matters which - as long as we can cite the sources each one is pulling from
what do you think?
   Benjamas: so that we should cut one of them?
   me: I just don't think we need all three
could condense to just one that says "potential benefits are: revenue generation, performance
improvement, and cost reduction"
   Benjamas: ahhhh yesss
   me: if that makes sense to the other folks of course

for the approach slides
 Hung: Hi Matt and Benjii,
 me: I don't understand the difference between the 'articles' and the 'text research'
 Hung: I am back
 me: Hi Hung
do you have the transcript so far?
 Hung: transcript? You mean the powerpoint?
 me: the log of Benji and I chatting so far
 Hung: Yes, I got it.
 me: ok
what do you think about the Importance slides?
 Hung: It looks fine, no question.
 me: ok
 Hung: What do you guys think about the research approaches?
 me: I don't know the difference between the 'article' section and the 'text research'
 Hung: The article section is different than the text. I oredered the text and it's on the way.
 Benjamas: Matt, i agree with you that we should said just only "potential benefits are: revenue
generation, performance improvement, and cost reduction"
 me: Okay, so we can condense the Importance slides down to just one
it's good info, and who ever presents can mention it
 Sent at 7:23 PM on Sunday
 me: so for the Approach slides, I don't understand what the second slide is saying
those look like titles of other articles?
 Sent at 7:25 PM on Sunday
 Hung: I don't know the rest of the second slide. But the Text I want to share it with the team.
 Benjamas: ohhhh, i am so sorry
 me: You mean you have those articles and will be sharing them with us?
those are more sources for the Bibliography?
 Benjamas: i understood that text research is one of your approach u want put it in
 Hung: If not needed we can remove the second slide for now. Will talk to the team later.
 Benjamas: ok, i cut the second slide of approach out already
 Hung: That is fine. Thanks Benjii.
 me: ok
for the first approach slide
xxxx is supposed to be other companies we have, right?
Sharp is Neal, Hung is Daimler?
 Hung: Yes, that is corrected.
 me: ok
my company is called Acumed
I don't remember Jeremy's
 Benjamas: ok
 Hung: Benjii: could you please update it xxxx to Acumed.
 me: right
and for "articles/publish papers" I would just put "Literature Review"
 Hung: Now let is go to next slide (Research Plan)
 Benjamas: i change the name of company already
 me: ok
 Hung: thanks.
 Benjamas: and also Literature review
 me: alright cool
 Benjamas: for research plan, do you want me to do Grant chart?
 me: Thanks for bringing in my text for the Plan slides

Benjamas: or something like that
 me: a Gantt would be great actually
I was just going to ask if there was a better way to show the dates
 Hung: I think it would be good to go with the gantt chart.
 Benjamas: yes, i think so
 me: alright!
I think we have a nice, trim slideshow
 Hung: Good
 Benjamas: ok, i will do gantt chart
 me: is there anything you think we are missing?
 Hung: I think we covered everything up to this point...
 Sent at 7:35 PM on Sunday
 me: ok
well
 Jeremiah Provenzola (provenzola@gmail.com) has joined.
 me: ah there's Jeremy
hello
 Hung: hey Matt, Jeremy is try to join in how can he join the meeting?
 Benjamas: yeah, everyone is here
 me: I think we have him now
 Jeremiah: I'm here
 me: ok
quick review
Benji is going to update the template
just for the main title really
we're going to condense the Importance slides a bit
remove the second Approach slide
and put a Gantt chart in for the Plan
and a few grammar tweaks here and there
 Jeremiah: sounds good. has the latest version included everyone's slides?
 Hung: Sounds good.
 me: I've only seen the one marked 'draft ver' but Benji has the new master copy
 Benjamas: i just made change few min ago
 me: ok, please upload what you have to Yahoo when it's ready
 Hung: I am not feeling well. I don't know if I can make it to class tomorrow or not.
 me: I'm sorry you don't feel well
 Hung: I think I got the flu from my family.
 Jeremiah: We can cover your slides if you're unable to make it, take care of yourself
 me: ugh
yeah
really since it's so short I think we only need a single presenter
 Jeremiah: agreed
 me: any volunteers? Or should we make Neal do it?

 Hung: Hey Neil is on the other line.
 me: oh he called you?
 Neil Runde (neiljrunde@gmail.com) has joined.
 me: There we go
 Jeremiah: Neil?
 Neil: es
yes
 Hung: Can you help him to join this line?

me: hey
Neil: hey
me: ok
gang's all here!
Hung: Hi everyone...
Jeremiah: just copy/paste previous discussion
Neil: Hey
Benjamas: Hey, let check your email for the latest powerpoint
me: quick review
Benji is going to update the template
just for the main title really
we're going to condense the Importance slides a bit
remove the second Approach slide
and put a Gantt chart in for the Plan
and a few grammar tweaks here and there
Benjamas: to see whether we gonna put any more info
me: you've posted the new one now?
Benjamas: i sent all of u an email
Hung: okay thanks..
Jeremiah: got it
Hung: I got it too.
Benjamas: i do all changes except template and Gantt chart
me: ok
Neil: Is there a central document posted?
me: Ver 2 should've just hit your email
Neil: ok
Hung: Version 2 is up..
me: Benji do you have Office? I can make a gantt chart tomorrow morning at work...
MS Project I mean
Benjamas: i am doing it now
me: ah, okay then
Does anybody think anything is missing so far?
We're pretty trim but I think we covered everything the syllabus asks for
Jeremiah: It's supposed to short and sweet, I think we're right on
Hung: It looks good to me.
me: Neil?
Neil: I'm looking at it, hold on
me: k
Any volunteers for presenter?
Benjamas: The final version will b posted before today midnite
me: Hung is out with possible flu
I can if nobody else wants to
Neil: I don't mind either...
Looks good
Jeremiah: I'm willing if necessary, as well
Benjamas: me too
me: alright, maybe we can flip a coin (or two) tomorrow then
you don't have to Benji, you've done plenty already
Does anybody know if we're supposed to turn this in before class?
Hung: Thanks all. If I m feeling well tomorrow I can help too.
Neil: Doesn't have to be turned in before, but before we leave class
Hung: I don't think so.

me: do you know hardcopy or via e-mail?
Benjamas: so that we have to print it out, right?
Hung: We can turn it in after the presentation.
Neil: Email should be fine, but printing one copy never hurts.
me: certainly true
does anybody have a laptop they can bring?
just in case we need to e-mail it?
Benjamas: my laptop has been blocked from PSU network
me: ouch
hah
ok we can just confirm tomorrow sometime and e-mail it before class
Hung: If m not in class tomorrow could you guys please let the prof. know that I am sick.
me: I'll e-mail Fatima and ask tonight
Benjamas: i will do an email, and also hard copy
Neil: Yes, and yes,
Benjamas: ohhh
Neil: Great, anything else tonight?
me: doesn't sound like it
Neil: We have a reading assignment due as well I believe.
me: if you did one of the early ones
1st case study too
Neil: Yep, did Case Study one, working on the reading assignment.
Hung: Well, I need to go to rest now. Anything else from me?
me: nope
thanks for coming everybody
Neil: Good night all...
Benjamas: nope
me: extra thanks to Benji for handling the slides
Benjamas: thanks a lot everyone
Neil: yes, thanks
Hung: Okay... Thank you all. See you soon.
me: I have a transcript I'll keep for the project folder
Hung: bye...
Benjamas: Matt, i will do email, and print handout
me: sounds great
Benjamas: ok, see you tomorrow then
me: night all
Benjamas:
Jeremiah: see ya
Jeremiah Provenzola has left.
Hung Nguyen has left.

Chatroom transcript
5/1/11
6pm

You have invited Hung to this chat.
This is now a group chat. Add another person.
Benjamas Siriwannangkul has joined.
Hung Nguyen has joined.
me: Hello
tell me if you see Neil or Jeremy
we can give them a few minutes more
Benjamas: Hi
Hung: hi all
Benjamas: did u guys have a chance to take a look on my survey?
Hung: not yet.
me: yes, I think it's pretty thorough
Jeremiah Provenzola has joined.
me: hey Jeremy
Benjamas: hi Jeremy
me: I'm not sure about Part 2 since that's more employee instead of employer
Hung: We can discuss it once everyone is here.
me: sure
Hung: Where can we start? Which file version? do you know?
Sent at 6:00 PM on Sunday
me: the newest thing I've posted is v03_mn
Hung Nguyen has left.
Neil Runde (neiljrunde@gmail.com) has joined.
Hung Nguyen has joined.
me: hello neil
Hung: hello all
Benjamas: hi Neil
me: is everybody here?
Jeremiah: hey
Neil: hello !
me: ok
cool
so, the latest thing I've posted was v03_mn
which had everything I received except for Benji's newest survey
does everybody have that?
Hung: okay,
Benjamas: yep
Jeremiah: I have not seen it yet, just got in
Neil: haven't see v.03 but I'll check it out.
Hung: I didn't see version 3...
Benjamas: in yahoo group
me: I posted it this morning
maybe 10?
Jeremiah: I see it
In the "Research Project Drafts" folder
me: yep
Benjamas: and i just sent the survey questionnaire to everyone by email
me: so I still have to add the abstract, and clean up the references
Hung: okay, got it.
me: but the main things I think we still need are some more citations from the texts
I pulled in the ones Jeremy has and the few Neil sent
I think we have plenty of good articles we just need to start digging into them a bit

I also cleaned up some of Benji's analysis section
 Benjamas: that's too nice
 me: and added in some Methodology text
 Neil: I read most of them last night (of the one's I posted) some have 'ok' data, but nothing great.
 Hung: where do we want to start?
 me: let's start at the intro
so page 2
 Neil: ok
 Hung: okay
 me: I don't think I changed much of what Jeremy sent over
just highlighted the citations so I can put them into the right format
does anybody see the need for any changes there?
Maybe we could bullet out our main questions?
 Jeremiah: I think that level of formatting is unnecessary for this draft
 Benjamas: i think it's great
 me: ok
 Hung: I have no comments on the intro.. it looks fine. What you guys think?
 me: so no changes to the intro, all agreed?
 Benjamas: yep
 Neil: yep
 me: ok
 Hung: yep.
 me: Methodology
some of that is mine and the latter part is Neil's
the parts in light blue are from the outline - I'll be deleting them for the final draft but left them on to remind us
 Neil: ok
 Benjamas: I'm ok with it
 Hung: I think it looks fine..
 me: Jeremy?
 Jeremiah: Still looking at it
 me: k
 Jeremiah: looks good to me
 me: alright, nothing major there then
Analysis I think is where we need some work
 Benjamas: I'm so sorry about it
 me: those first two sections "explain" and "identify" aren't really covered
 Hung: Yes, i think so.
 Jeremiah: I think what we have so far is good, I don't think we're expected to have real analysis yet
 me: I agree it's not about the results of the work - but I think we should be a little more concrete about what we plan to do
 Neil: we can't until we have enough "data" to analyze
 Hung: I don't know if we need to have step1 to step... for this report. what you think?
 Benjamas: for survey plan, is that ok?
 me: I don't mind those stepwise parts
about the survey
I guess I'd like a bit more about what our plan is for the research papers
the lit review side
again, as a plan, not as the results
if y'all don't think so let me know
 Hung: Yes, I think the same.
 Benjamas: yep

Neil: I'm reading the survey... It seems geared towards the receiver of the training, not the providers of the training. Our question(s) are to find out that in the perspective of the providers, do they get a appropriate return.

Jeremiah: I believe our argument will be strongest if our analysis revolves primarily around the research and literature, and our survey results will be anecdotal and secondary

Hung: We should focus on the survey questions instead. what you guys think?

me: hah, lots at once

agreed on Neil's point but I'd like to get through the text before we move to the survey

very much agree with Jeremy

Neil: agree w/ J

Benjamas: i also agree with Jeremy

Hung: sure.

me: ok

Benjamas: So we should concentrate more on literature?

me: so, can we get two people to write up some text for either "Explain the procedures to be used for analyzing the sources

Identify the criteria for evaluating the information found" or "Present evidence and ideas from sources"

Neil: I'm still researching the libraries databases for papers.

me: not a ton, just like a brief overview of what we've found so far

like "we plan to divide papers between those that cover tangible ROI like 1, 2, 3 and those that cover intangible benefits like 4,5,6

Hung: yes, i think so.

me: I like most of the sources we have so far, from the early research and the ton that Neil pushed last night

there are some "light" articles like from T+D and a few dense ones from journals

any takers for those text sections?

Benjamas: I volunteer to do it

me: ok, I'm thinking one more person for text

and then another two for the survey

does that make sense?

Benjamas: divided the source, right? and also brief ?

Neil: The division begin tangible and non-tangible?

Jeremiah: I don't think I understand what you're asking

me: ok, sorry

these sections:

Hung: I am totally lost..

me: Explain the procedures to be used for analyzing the sources

Identify the criteria for evaluating the information found

Present evidence and ideas from sources

need some text

mostly the first two

with a little bit of the last

Hung: okay... I see now.

Neil: Present the evidence and ideas = Neil

Benjamas: two people to do wt all paper we have

right?

and two for survey?

me: alright, Benji for the first few, and Neil for the last segment?

Neil: Sure

me: then Jeremy and Hung can home in on the survey

and I'll try and pull everything together

Hung: That would be fine with me.

me: does that work for everybody?
Neil: Yes
me: I'm not trying to mandate, just keep us moving
Hung: yes ...
Benjamas: did everyone get the latest survey questionnaire from me?
me: draft ver 1?
Jeremiah: Yes, I'm reading it now
Neil: yes
Benjamas: yep
i included Hung part in the latest version
me: alright
Benji for your sections I think you can use some of the 'qualitative' analysis text you already have
maybe just be a bit more specific about the terms we're specifically looking for
and Neil I like where you were headed with the bullet points - although I stole one and moved it up to the methodology section
Sent at 6:29 PM on Sunday
me: everybody still there?
Hung: what do you guys think about the survey questions? Feel free to provide input..
Benjamas: yes
Neil: I see this going to HR management Types, not individual contributors who take the training, what do you think?
me: I got a glitch
ok, so one last thing on the text
Jeremiah: I agree with Neil
me: I'll fill in a placeholder conclusion since we obviously aren't there yet
and I can't imagine they expect us to be
then citations, abstract, and pull in whatever Neil and Benhi can send me
alright
the Survey
I agree with what I think I'm hearing that Part 2 is out of place
since we aren't giving this to the employEE as much as the employER, right?
Jeremiah: correct
me: I think I like where the next sections are headed though
general, then tangible, then intangible
maybe do some wordsmithing
Benjamas: ok, we can cut part 2 out
Hung: what is next?
Benjamas: the last section
me: do we want to dig into the questions or leave that to Hung and Jeremy?
Neil: Leave it to them, we can review them when they feel comfortable w/ them.
Benjamas: or do u need me to deal with it instead of Jeremy?
coz i did it so far
Jeremiah: It's up to you. If you'd like to focus on the survey, I can take your other commitment
Hung: I am okay with it.
me: yes I appreciate your work so far on this Benji, I almost think it makes more sense to hand off to Jeremy now
for another set of eyes
just my opinion
Benjamas: ok, i swap with u, Jeremy
me: lost me
Benji and Hung on survey or Jeremy and Hung on survey?
Jeremiah: Benji and Hung. Now that we've clarified the objective of the survey.

Benjamas: i gonna take survey part with Hung
Hung: I think Jeremy and Me.
Benjamas: oh
Jeremiah: haha
me: hah
ok, Benji and Hung
on the survey
Hung: okay..
Jeremiah: Benji, what was your other commitment?
me: "Explain the procedures to be used for analyzing the sources
Identify the criteria for evaluating the information found"
Benjamas: Explain the procedures to be used for analyzing the sources
Identify the criteria for evaluating the information found
me: those two sections of the text, under Analysis/discussion
Benjamas: yep
Neil: That is a good question...
me: the plan for the research
which I think we have a generally good feeling what we're looking for, just need to get it down on paper.
does everybody understand/agree with what they should work on?
Neil: The steps I'm following is: searching the library databases, all periodicals/research papers: search terms = Training, development, ROI, benefits,
me: yes, I tried to cover that under the methodology text
Benjamas: For me and hung is modifying Survey
me: yep
Hung: I am okay...
me: Jeremy are you on board?
Jeremiah: Yeah. At first blush I think I will merge the two sections I'm working on.
me: totally fine
ok!
progress
any more high-level things for the survey team?
I think for section 3 and 4 we're pretty good
although might want to specify what we have in our introduction
how this is for employee development training more than just "safety" or "sexual harassment" training
Benjamas: ok, we will work on it
Jeremiah: I like the opportunity for explanations, I believe "real world" quotes will be the most valuable tribute to our paper from the survey.
me: definitely, section 6 could turn up some good stuff
for section 5
Hung: I agree.
me: I would..
(thinking how to explain)
Benjamas: we gonna change some to make more sense for employER not for employEE
me: yes
I guess the 1-5 scheme for section 5 should ask "is this worth the cost"
1 = not really
5 = totally yes
Benjamas: ok
me: does that make sense to anybody else?
Benjamas: yep, i think so

but not quite sure about appropriate word to use

me: because you know about those costs, but the tangible benefits are hard to track, so we're just asking for the gut check 1-5 answer

Sent at 6:47 PM on Sunday

Neil: Something to consider, we can have Dr. Jetter look over our questions/objectives.

Jeremiah: I believe she insisted on it

me: yes, I definitely want input from her before sending out the survey

Benjamas: i and Hung will present it to her tomorrow after class

me: so this is just our best draft

ok

does it make sense to move section 6 to the top?

if we think it's the most important...just to make sure people actually answer it?

Hung: I think Benjii and I will talk to her tomorrow after class or during break to find out more details.

me: I'll attach whatever we have as an appendix, but yes we should review with her

Benjamas: should we include more personal information question in section 1?

me: job title

maybe number of direct reports?

Benjamas: i totally don't know what info should we ask american worker

me: nothing personally identifiable is needed

Hung: No, I don't think so.

Neil: management track | engineering track | other

Benjamas: ok

me: would that fall out of job title?

I honestly don't know at some places

Benjamas: job title is ok?

Neil: sounds good

Hung: Managments ... is our target.

me: I don't think we need "days" in department either...

Jeremiah: yeah, but clarify that the name(s) will remain confidential

me: definitely yes

Hung: Yes, absolutely.

me: "data only used in aggregate" etc.

"identifiable information scrubbed out"

some kind of disclaimer like that

so any thoughts on making section 6 go first?

I just want to make sure we get some good info there

and front-loading the "open" questions would help me personally at least answer them better

Benjamas: oh, i agree with this point

u right

me: anybody else?

Hung: i am okay

Neil: I'm good w/ all

me: alright

Benji + Hung revise survey

Neil and Jeremy to generate some text

with references where possible

Neil: Yep

Benjamas: ok

me: but I'll just use the "big" bibliography for now since we're obviously not done yet

the sooner the better for updates tonight

Hung: i am okay
Benjamas: i can deal wt it
me: I plan on finalizing tonight if at all possible and worst-case during lunchtime tomorrow
Benjamas: after finishing survey
Neil: My updates will be after 10, sorry got kids to feed and such...
me: ok
I'll probably go to bed around 11
Neil: We done?
Hung: Anything else?
me: not from me, Jeremy are you good?
Jeremiah: I'm good
me: alright - I think we'll do okay
Hung: Sure.
me: I'll send it out to the group as soon as I can
for a final once-over
Benjamas: ok
me: then to Fatima tomorrow after lunch
Hung: Have fun...
me: thanks all
Benjamas: Hung, can we revise it together? after this group chat
me: I'll save the transcript