

510007-LLP-1-2010-1-CZ-LEONARDO-LMP

WORK PACKAGE 2

Innovative methodology development – BSC in HR development

Name of Deliverable Leader: Lysiane Lelue



D2 – DESCRIPTION OF THE INNOVATIVE EMOLL METHODOLOGY

BY

UNIVERSITÉ BLAISE PASCAL
CLERMONT-FERRAND

Public

September 2012

510007-LLP-1-2010-1-CZ-LEONARDO-LMP

This report has been compiled thanks to international project no. 510007-LLP-1-2010-1-CZ-LEONARDO-LMP: **Efficiency Measurement of Lifelong Learning (EMOLL), using the Balanced Scorecard Concept**, which is supported by the **European Commission's Lifelong Learning Programme / Leonardo da Vinci – Development of Innovations**.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein

CONTENTS

INTRODUCTION	6
1. THE STATE OF PLAY OF THE PRACTICES AND MODES OF EVALUATION OF TRAINING PROCESSES IN COMPANIES ACROSS EUROPE	8
1.1 EVALUATION OF SATISFACTION	8
1.1.1 <i>Informal evaluation</i>	9
1.1.2 <i>Formal evaluation</i>	9
1.1.3 <i>Example of this type of evaluation based on reactions of trainees.....</i>	9
1.1.4 <i>Example of integrated evaluation in a certified ISO Quality process...</i>	10
1.2 EVALUATION OF WHAT WAS LEARNED DURING THE TRAINING	11
1.3 EVALUATION OF MOBILISATION OF SKILLS IN THE WORKPLACE	11
1.3.1 <i>Evaluation of the transference of learning acquired.....</i>	12
1.3.2 <i>Certification of skills acquired through professional experience</i>	13
1.4 BRIEF PRESENTATION AND CRITICAL ANALYSIS OF KIRKPATRICK'S REFERENCE MODEL	13
2. THE BALANCED SCORECARD METHOD	16
2.1 BASIC PRINCIPLES OF THE BSC METHOD	16
2.2 CREATION OF A STRATEGIC MAP	18
2.3 EVALUATION OF EFFICIENCY OF THE STRATEGY.....	20
2.3.1 <i>Cascading of criteria</i>	20
2.3.2 <i>Involvement of stakeholders</i>	21
2.3.3 <i>Criteria</i>	21
2.3.4 <i>Project and its development</i>	22
3. THE NEW EMOLL METHODOLOGY FOR EVALUATING TRAINING PROCESSES .	24
3.1 A METHODOLOGY TARGETING A DYNAMIC BALANCE BETWEEN IEC, EEC AND PUT24	
3.1.1 <i>Before the training</i>	26
3.1.2 <i>During the training</i>	27
3.1.3 <i>After the training.....</i>	28
3.1.4 <i>Context of the educational process</i>	29

3.2	MOBILISATION OF PARTICIPANTS AND INTEGRATED REFERENTIALISATION FOR A COLLABORATIVE EVALUATION.....	31
3.3	LEVELS CONCERNED, DIMENSIONS AND TOOLS FOR THE EMOLL EVALUATION OF TRAINING PROCESSES.....	32
3.4	GENERAL TABLE OF INDICATORS FOR THE EMOLL EVALUATION	33
3.4.1	<i>Synoptic view.....</i>	33
3.4.2	<i>Examples of some integrated strategic indicators.....</i>	34
4.	CONCLUSIONS.....	39
5.	REFERENCES	43

Version history	Date	Comments
1.0	September 2011	First version (<i>semi-product</i>)
2.0	September 2012	Final version <i>Finalization of the “semi-product” methodology that reflects the EMOLL implementation phase, identified best practices and partner’s suggestions</i>

INTRODUCTION

In a society where knowledge is a priority, a special place should be granted to management of the skills necessary for companies to take the lead in a competitive environment. In this context, lifelong learning is a necessity as well as an economic issue.

We cannot consider training solely from the point of view of formal processes consisting of formal sessions. The processes of acquisition, transfer and use of skills should be captured in their diversity, including on an equal level the informal skills acquired during professional activity and throughout life. Such a perspective necessitates taking into account the organisational characteristics likely to facilitate the development of such skills.

Evaluation should help manage the use of skills, but it remains a weak point of lifelong training in companies. There is little available and insufficiently accurate data. Today, it is estimated that barely 20 % of training programmes have measurable and durable effects (MEDEF, 2011).

Companies interpret their investment in training in terms of hours, types of training and the budget dedicated to training (in France, it is compulsory for companies of more than 50 salaried workers to inform the workers' unions); however, few of them are capable of actually interpreting the real impact of the training. They have an obligation to invest in training, but more and more they have an obligation to update the skills of their employees.

The absence of a common framework between the actors involved, the use of methodologies lacking rigor and a lack of time are also issues. Altogether these problems mean it is difficult to measure the efficacy and efficiency of the funds dedicated to training. Improving information and evaluation, then, appears to be a priority that needs to be developed in order to optimise training.

The evaluation will be relevant only if it is useful, i.e. geared towards specific objectives:

- improving the efficiency of training (current and future),
- meeting the needs of the employees and the company,
- meeting the legal and normative demands,
- justifying the training budget and the seriousness of the training,
- showing the impact of the training on the company's results,
- optimising and certifying the training process (cf. quality),
- involving the managers in the training of their colleagues,
- certifying the knowledge and skills acquired by the trainees.

The EMOLL evaluation methodology is aimed at filling a void by proposing both a global and general approach with a set of indicators, as well as a framework that can be adapted to the particular environment of each company or organisation through the mediation of a process of integrated referentialisation.

This methodology is based on the Balanced Scorecard (BSC) elaborated by Kaplan and Norton in the 1990s, which is a strategic performance management tool aimed at formalising and communicating the company's strategy and measuring its financial and non-financial results.

The concept of the EMOLL methodology was discussed at the first international partner meeting in France (March 2011) with the intention of creating an innovative method of measuring the benefits of training which would be applicable in organisations of both the commercial and non-commercial sectors, including the environment of public institutions providing adult education.

An analysis conducted of educational processes and references to the principles of the BSC method became the foundation of the newly-created method. For its practical pilot trial, criteria - measurement indicators were proposed, which were crucial for measuring the benefits and effectiveness of the educational process in the context of processes associated with the area of human resource development in an organisation. A collection of key performance indicators (KPI), together with a software simulator, became a set of demonstrative tools for application of the EMOLL method for the pilot trial. These tools (on the platform of the BSC principles) were graphically presented and practically verified in the context of the second international meeting in the Czech Republic (September 2011), where a scenario was also defined for the pilot trial of the EMOLL method in organisations, including the specifications of the individual steps in the scenario.

The document of the EMOLL method reflects findings and recommendations from related documents of the EMOLL project - especially *Analysis Report*, *Validation Report on Implementation Projects* and *Best Practices from Implementation Projects*.

The EMOLL methodology guide is divided into three parts:

- the first part presents a critical inventory of the practices and modes of evaluation of the training processes in companies across Europe,
- the second part sets out to explain the BSC method and its advantages by giving examples of its use at the managerial level in different organisations,
- the third part sets out the EMOLL methodology as such.

1. THE STATE OF PLAY OF THE PRACTICES AND MODES OF EVALUATION OF TRAINING PROCESSES IN COMPANIES ACROSS EUROPE

The fundamental source for evaluation of the current status of procedures and methods of evaluating educational processes in European companies consisted of initial analyses, in the context of which individual partners of the project collected data on the methods of evaluation of training in their home countries.

In compiling and summarising the methods, the author of the Analysis (see document *Analysis report*) focussed on the relevant and best quality methods from the perspective of the BSC. His conclusions, which created the basis for the creation of the innovative EMOLL method, are summarised in the analysis (alongside the knowledge and experience of other experts) in the “Possible Inputs” paragraphs of document *Analysis report*.

The approach to, and the tools of evaluation in companies are very diverse. This diversity derives from the differences that exist between companies in terms of their activity, size, organisation and managerial culture. It also results from the absence of a consensus as to what is a stable and efficient process of evaluation.

This variety can, however, be organised around three main orientation principles: the appraisal of satisfaction, the estimation of what was learned during the training and finally the evaluation of the mobilisation of skills in the workplace.

Whatever the orientation or orientations adopted, the results must relate to the analysis of needs - a prerequisite to any training programme and a means of defining its pedagogical goals.

These three orientations will be detailed one after the other, then Kirkpatrick’s reference model will be studied and criticised for failing to take sufficient account of the company’s environment.

1.1 EVALUATION OF SATISFACTION

Satisfaction of the service delivered by the training organisation at the end of, or after the training is generally welcomed by the trainees. This mode of evaluation is practised in all companies, principally in two ways:

- informal evaluation,
- formal evaluation.

1.1.1 Informal evaluation

This mode of evaluation is rarely studied although it is quite commonplace. This is undoubtedly because it is based on largely implicit criteria and calls upon unconscious processes that are hard to understand. Its impact, however, is significant in terms of reputation, as well as in terms of decisions.

1.1.2 Formal evaluation

Most companies proceed through questionnaires filled by the trainees at the end of or shortly after their training. The questions are usually about the content of the training, what was learned and the quality of the teacher, and more rarely about the putting into practice of what was learned in the workplace.

They are usually in the form of statements to which the trainee has to confirm his/her level of agreement (e.g.: 1 = do not agree at all, 2 = do not agree 3 = agree, 4 = completely agree).

These questions are usually answered at the end of the training, on the spot (“hot”), but may also be answered shortly after the training when the trainees are back at work (“warm”). The advantage of the second solution is to limit the influence the teacher may have on the answers and to give the trainees time to reflect upon their training.

Until recently, these questionnaires were in paper form, but more recently electronic versions have been developed, which collect and process the responses. In effect, it is not enough to collect the papers and then consult them in an undefined manner. The primary question remains as to the processing and use of these questionnaires as well as their format.

Only a minority of companies currently captures data for further analysis. Obviously, the development of IT and communication tools represents an important advance. As we will see below in the example of an integrated evaluation in a certified ISO quality process, this mode of evaluation is rarely studied, although it is quite commonplace. This is beyond doubt.

1.1.3 Example of this type of evaluation based on reactions of trainees

This evaluation is carried out using a questionnaire that each trainee must send to the training organisation at the end of the training. Collective or individual syntheses of the results are issued. It is an interesting alternative to “on the spot evaluations”. On the one hand they are carried out after the training and therefore not under the “control” of the teacher, and on the other hand not only is the trainee questioned on how the training was organised and on its benefits, but also he has to estimate the expected gains for him/her and for the company. Statistics are produced based on the answers.

<p>Teacher</p> <ul style="list-style-type: none"> ▪ Competent ▪ Adapted ▪ Responds to needs and questions ▪ Listens actively ▪ Clear 	<p>Content</p> <ul style="list-style-type: none"> ▪ Clear goals ▪ Adapted to needs ▪ Organised logically ▪ Examples and case studies have helped ▪ Documents provided were useful
<p>What was learned</p> <ul style="list-style-type: none"> ▪ I have acquired new knowledge and tools ▪ Estimation of knowledge improvement rate from 0 to 100 % 	<p>Impact on work</p> <ul style="list-style-type: none"> ▪ Capable of applying what I have learned ▪ Proportion of working time affected in using what was learned: from 0 to 100 % ▪ This use will have a “critical” effect on your work ; from 0 to 100 % critical
<p>Operational results</p> <ul style="list-style-type: none"> ▪ The training will enhance my performance ▪ Performance gain from 0 to 100 % ▪ Part derived from the training from 0 to 100 % ▪ The training will have significant impact on an increase in the quality, productivity and satisfaction of employees and satisfaction of clients ▪ Decrease in costs 	<p>Return on investment</p> <ul style="list-style-type: none"> ▪ The training was a worthwhile investment for my career ▪ The training was a worthwhile investment for my employer ▪ What was most useful for you in the training? ▪ How can we make the training more suited to your work?

1.1.4 Example of integrated evaluation in a certified ISO Quality process

This evaluation is carried out via the internet, which gives it certain advantages:

- Immediate availability of the questionnaires anywhere throughout the world and easy management of their evolution: modifications carried out on the server are immediate;
- It is possible to complete the questionnaire or consult the results online at any time from any computer, depending on access rights;
- As the results are stored in a database, the processing and storing of the data can be automated: there is no problem with collecting, perusing, storing and comparing;
- A monthly spreadsheet is issued, which enables you to visualise what the best programmes of the month were. Also, a system of alerts means any problem is rapidly detected. An alarm immediately goes off (sending an e-mail to the training leader) in the case of results inferior or equal to a set value.

The advantages are flexibility, speed and efficiency of the evaluation process; the performance indicators and alerts make it a good management tool of the training system.

The drawbacks: as in the previous case, only the trainees are questioned immediately after the training. The evaluation mostly concerns the training process (content, teacher, organisation, satisfaction) and very little is asked about what was learned (only one question); shortly after the training it is too early to evaluate its benefits in terms of acquisition of skills that can be mobilised in the workplace.

1.2 EVALUATION OF WHAT WAS LEARNED DURING THE TRAINING

As companies are more and more eager to measure the efficiency of training processes, the evaluation of what was learned during training has become a central issue. For example, in France, a highly centralised country, this concern was materialised in a piece of legislation (*Act no. 2009-1437* of 24 November 2009 on orientation and professional lifelong learning).

The act stipulates that any worker has the legal right, on a voluntary basis and whatever their status, to receive some training aimed at assisting them in promotion by at least one level through acquiring a qualification capable of entitling them to professional certification. This right is still far from being respected.

In fact, at the company level, two types of training exist: those that lead to a diploma and those that do not. Those that lead to a diploma are least common, because traditionally diplomas are awarded by public institutions such as universities. However, some specialised institutions can award qualifications, diplomas or certificates. This is particularly the case with technical training related to safety. In such a case, many companies systematically evaluate what their employees learned at the end of the training. The results are then compared with those obtained in the initial, pre-training evaluation using a similar test.

1.3 EVALUATION OF MOBILISATION OF SKILLS IN THE WORKPLACE

Skills are evaluated taking two factors into account; on the one hand the formal learning acquired by an individual during training and how it is transferred to the workplace, and on the other hand the informal knowledge the same individual derives from his/her professional and life experience.

1.3.1 Evaluation of the transference of learning acquired

Most companies do not really evaluate the transference of what was learned, i.e. how the skills acquired are affectively used in the workplace. We have noticed that although trainees are sometimes asked this question, it is only immediately after the training, rather than once they are back at work.

That is the reason why this part of the evaluation has not been included here. For the transfer to be evaluated, at least two conditions need to be met.

The first is that the evaluation should take place several weeks after the training, if not several months. The longer the interval, the more likely it is for the specific impact of the training to be “diluted” by other factors (the arrival of a colleague who will help understand the software on which we were trained, new and more explicit guidelines that will allow us to revive the knowledge acquired during training).

Sometimes it may be a brief delay in carrying out the assessment: training in the use of new equipment purchased by the company, for the launching of a new product.

Or the opposite - a longer delay: training of the managers for annual assessment interviews which, by definition, occur only once a year. “Have employees had the time to implement the training? How can evolution of skills be assessed if they haven’t had the opportunity to use them?”

The second condition is that the trainee must not be the only person to give his/her point of view, but that of his/her direct superior is requested as well, all of which must be based on tangible indicators and facts. Finally, it is important not to lose sight of the fact that several factors are at play when dealing with professional practices. It is therefore important to proceed with caution when drawing conclusions and to take into account factors related to the organisation itself.

The tools for such an evaluation are often questionnaires, but also post-training interviews are frequently referred to. It is also possible to use observation checklists for an analysis of the trainees’ professional activity or for an analysis of traces of this activity. But evaluation based on an analysis of professional activity is relatively rare given the cost of hiring experts to carry out the analysis.

A realistic solution between pure subjectivity, inter-subjectivity and in-depth analysis of the work would consist in using tools available to the actors themselves i.e. the trainees and their superiors. In such a case, where both colleagues and contributors are involved, the method is known as a 360° measuring of skills.

1.3.2 Certification of skills acquired through professional experience

We will briefly present the French “VAE” mechanism (in French “*Validation des acquis de l’Expérience*”), which consists in appraising the professional and/or social experience of an individual. Indeed, most of what is learned at the professional level is learned while working. The French labour code specifies that anybody involved in a professional activity has a right to ask for certification of the professional skills they have acquired.

This certification can lead to obtaining a diploma, a title that has a value in the labour market or a certificate of qualification. Diplomas or professional titles are either issued by a school or a university or are obtained after an apprenticeship, a lifelong learning training programme or through the certification of part or all of the skills acquired from professional experience gained in the workplace. The certification of skills acquired from professional experience has the same effect as other modes of examination.

For the certification jury, the aim of the evaluation is to pass judgement after having gathered a set of information. It is also to check that the skills supposedly acquired fit the official norms. To form a judgement, the jury examines and interviews the candidate who makes a presentation of what he/she can do.

1.4 BRIEF PRESENTATION AND CRITICAL ANALYSIS OF KIRKPATRICK’S REFERENCE MODEL

This model (Kirkpatrick; 1959, 2007), albeit the oldest, given that it was formulated in the 1960s, is the most frequently referred to. It was extensively criticised and reviewed and improvements were proposed, but it is still the main reference on the subject. We will present it briefly before giving a critical analysis of it.

The first level, titled “reactions”, deals with the satisfaction of the participants after training. It is their level of satisfaction that is studied. The second level looks at “what was learned” by participants during the training in terms of general knowledge, skills and attitudes. The third level evaluates the “behavioural changes” resulting from the training and the transfer of the skills acquired. The aim is to find out which knowledge, skills and attitudes acquired during the training are actually used in the workplace. The fourth level is that of “results”, or of the impact of the training at the organisational level.

It consists in evaluating the impacts of the training on the functioning as well as on the operational and financial results of the organisation.

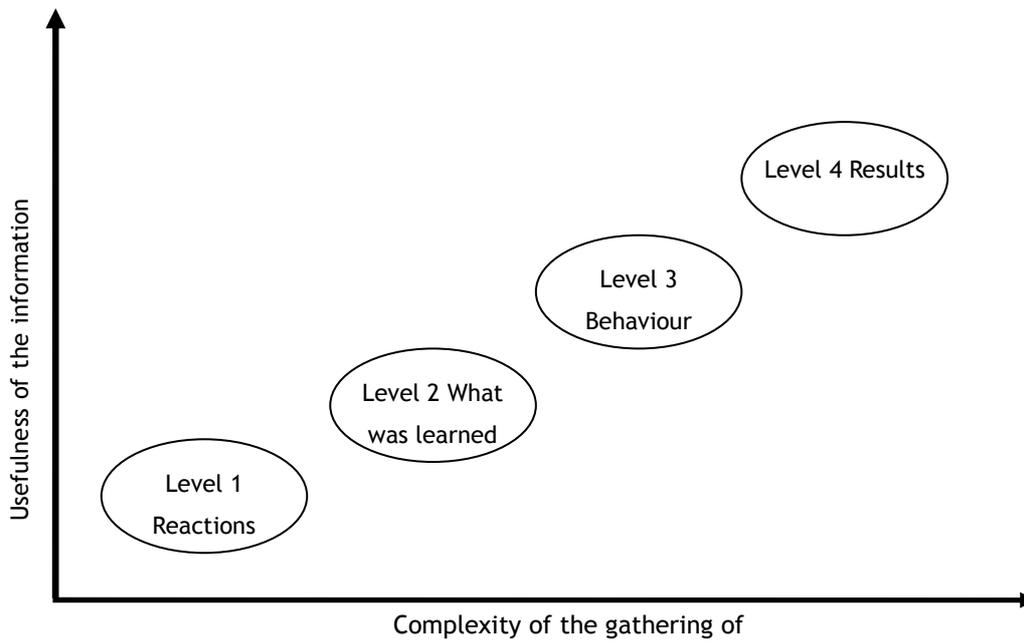


Fig. 1

Representation of Kirkpatrick's model of evaluation of training processes (1959); In Le Louarn et Wils, 2001

The qualities of this model are undeniable. The quintessential reference, it paved the way for reviews and other models that do not question its organisation. Thanks to Kirkpatrick's model, various goals of the training at the level of the trainee and of the organisation can be evaluated. It has also demonstrated that each of its four levels is affected by the training - above all 'what was learned' (Arthur et al. 2003).

However, some weaknesses can be identified both at the theoretical and practical levels. On the practical level, the fact that it is barely used by companies must be acknowledged. It is difficult to evaluate what was learned if one follows Kirkpatrick's method which is similar to experimental study. It is often the case that scientific rigor is lacking when evaluating a training course due to lack of time, expertise and money.

On the theoretical level, some main criticisms can be made. Firstly, this model removes the evaluation from the context of the training beforehand, when the training needs of a company and its staff are assessed, or when the positioning of the various actors involved is considered, or afterward, when what was learned is used in the workplace or when its benefits are assessed in terms of value for money (Bates, 2004).

Finally, it remains relatively imprecise, especially considering that some elements have to be precisely measured at a very specific time (Kraiger et al., 1993; Kraiger and Jung, 1997; Beech and Leather, 2006).

Given the need to have a more integrated approach, we have elected BSC (Balanced Scorecard Method) as a framework to be adapted to building a new methodology to evaluate training processes.

The conception and use of the BSC would thus:

- favour a process of interactive formulation of strategic goals within a collective project: the conception stage of the BSC gives the various actors involved an opportunity to reflect upon the strategic orientations and goals of the collective project. Also, the joint designing of a strategic scorecard and the selection of performance indicators may lead to a sharing of representations around a common model of performance;
- allow the actors to measure and follow outcomes and drivers, thus leading to an evaluation of results and management of processes;
- allow them to evaluate the performance of the scheme with regard to its ability to satisfy the expectations of the different parties involved.

2. THE BALANCED SCORECARD METHOD

The Balanced Scorecard Method (BSC) is a suitable tool for measuring the efficiency of applied strategies and can be also used for the management and measurement of transformation processes. Having spread in the world of business, it is also gaining ground in public administration, where its potential is even stronger due to the complexity of performance indicators applied. The EMOLL project team introduces another possible application of the method - for the measurement of performance of training processes in organisations.

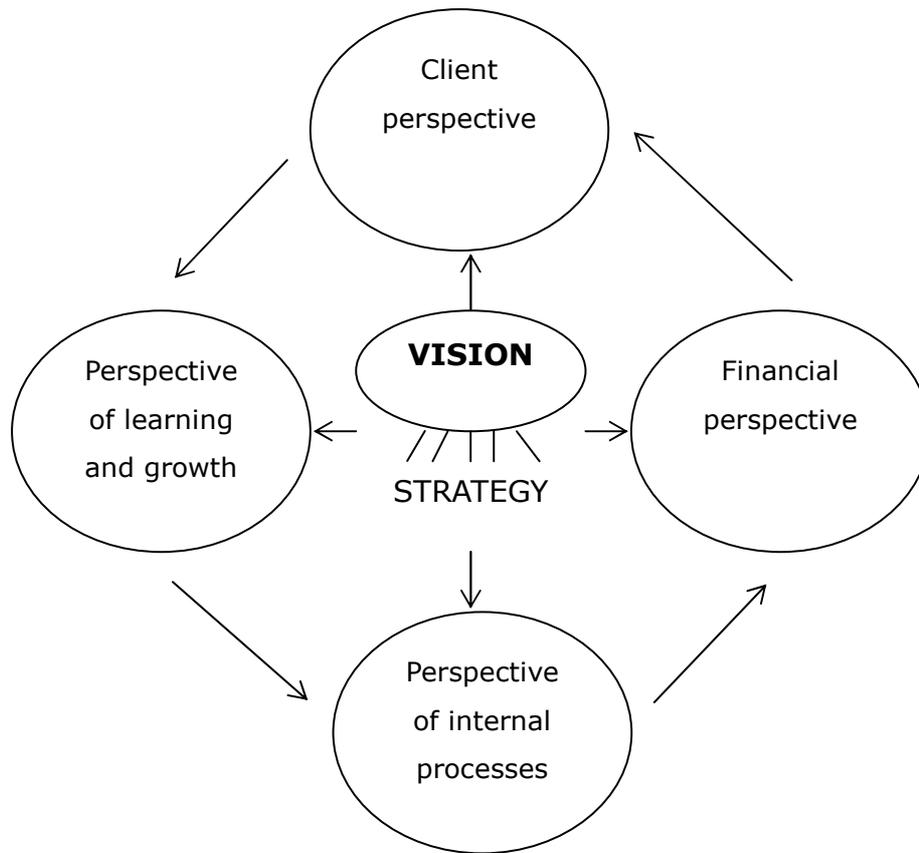
The main reasons why this method is suitable for this purpose are as follows:

- HR Strategy and its educational component are clearly described in the strategic map (see also point 2.2 of this section of the document);
- the strategy can be comprehensibly discussed with the key stakeholders;
- it is obvious which educational projects comply with the strategy and which do not;
- each department involved has its own clearly defined goals;
- introducing team goals supports a team approach to assigned tasks;
- there is a balance between financial and non-financial criteria.

2.1 BASIC PRINCIPLES OF THE BSC METHOD

It consists of a search for balance between the four main segments/perspectives, i.e.:

- satisfaction of stakeholders (includes strategic themes such as the level and quality of services provided to clients, perception of the quality of services and of clients' and institutions' priorities),
- financial liability,
- internal processes, e.g. efficiency of training (implementation of quality norms, productivity, services), analysis of educational needs,
- the perspective of learning and growth (of employees, of the organisation).



2.2 CREATION OF A STRATEGIC MAP

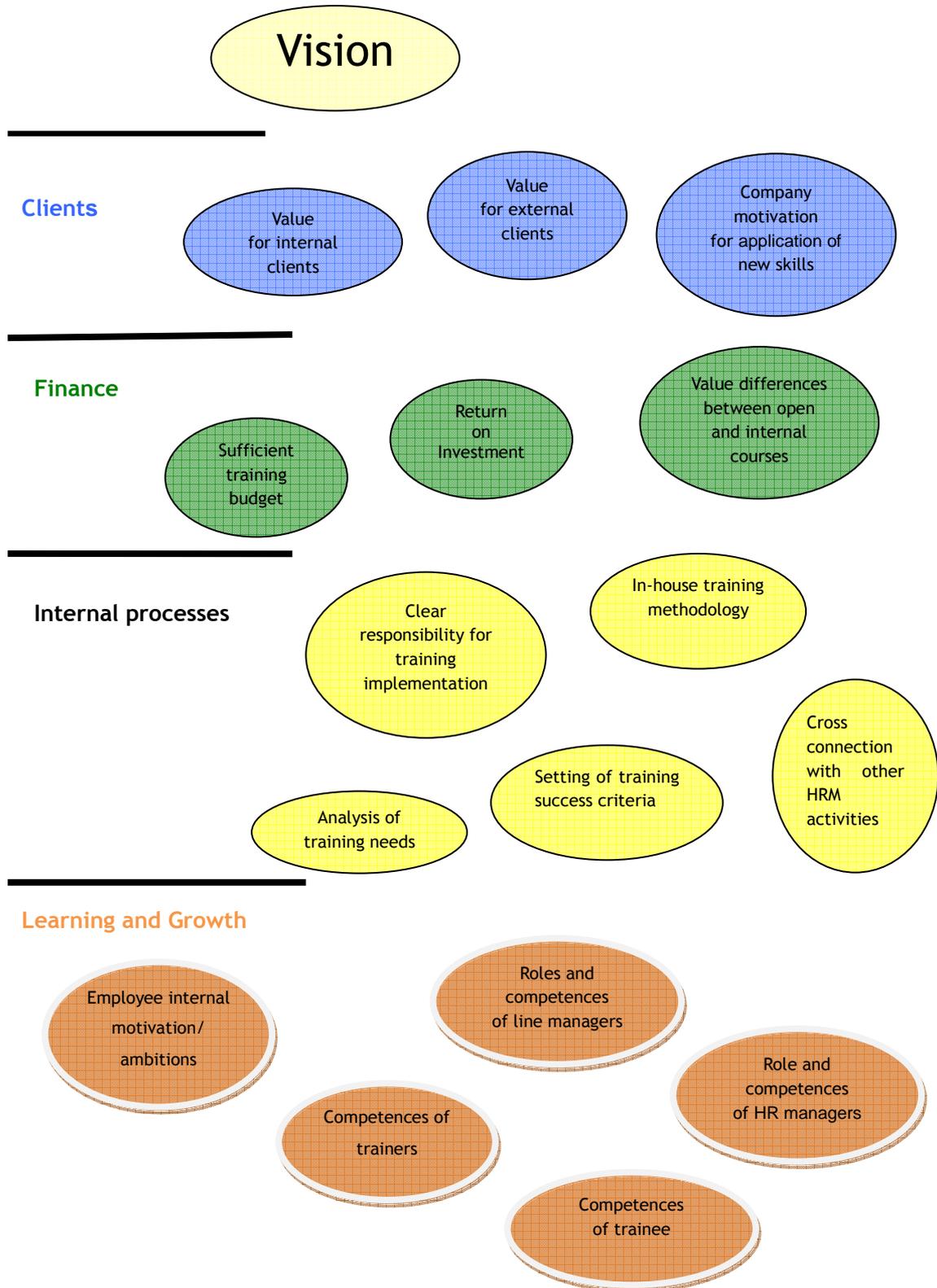
The method allows us to create a simple strategic map. The strategic map contains the topics indicated in the oval fields and provides a view of the strategy from the four basic segments/perspectives - that of the client, financing, process and learning and growth. The topics of the strategic map aim at the fulfilment of the vision of the organisation. In the case of HR, this means the accomplishment of the goal/vision defined by the top management for the HR department.

In the top part of the map there are strategic themes that are important for the organisation's clients, including its internal clients. These activities must be financed, and therefore the client's perspective is supported by the financial perspective, which comprises topics related to funding for the superordinate perspective.

All the activities that have been described so far are ensured through the perspective of internal processes, i.e. the methods and processes through which our services are provided.

None of the above can be delivered without people and their development and the necessary technologies. Therefore, the basis of the strategic map is the perspective of learning and growth, in this case focused mainly on the qualification and motivation of the staff.

THE STRATEGIC MAP



2.3 EVALUATION OF EFFICIENCY OF THE STRATEGY

A certain number of criteria (1 to 5) is defined for each topic of the strategic map, which will reflect the positive or negative development in terms of fulfilment of the given theme. Organisations are learning to measure new factors that have not been evaluated so far - the so called soft factors (satisfaction, quality etc.), which are often more important than tables showing the level of adherence to the institution's budget.

The resulting table of criteria is called Organisation BSC or Top Level BSC. In this particular case, however, we will rather speak about HR Development BSC (or BSC for the area of management and development of human resources in an organisation). The table contains figures indicating the values for individual criteria and the method of their measurement depending on the priorities. We must accentuate that this BSC may be different in individual organisations. The set of indicators cannot be adapted mechanically; each organisation will have its own conditions, background and typical approaches, based on which an original scorecard model will be created.

2.3.1 Cascading of criteria

The scorecard of the transformation process in this phase of the project can be broken down for individual departments of the organisation. In some cases, the cascading is conducted down to the level of individual employees. This lower-level Scorecard is always derived from the strategic goals and criteria of the entire organisation. Thus we can also measure the contribution of individual institutions to the delivery of the training process. The thus created scorecards can be then used as a basis for the derivation of personal Scorecards, indicating the criteria for the given employee. Personal Scorecards can then be connected with the system of employee remuneration and also with other active subsystems of the system of management and development of human resources (e.g. assessment, development and employees' careers).

By regularly updating the strategic map, criteria and personal goals, we support strategic approaches to learning, implement the strategy in real life and ensure the right development path of our endeavour. After breaking down (cascading) of the criteria for individual departments, we can continue with individual employees. We must evaluate how their activity contributes to the accomplishment of the goals of the organisation and the entire network. However, we must take into consideration that a number of activities can be reasonably evaluated only at the level of the entire organisation.

For the sake of efficiency, it is convenient to connect Personal BSC (or performance parameters) with the remuneration system (personal evaluation) and to reflect the Personal BSC results in

the area of development of line managers, processes and work organisation in the workplaces of individuals and work units in the organisation.

2.3.2 Involvement of stakeholders

The entire BSC method is based on very open communication between all the parties involved. The use of the strategic map, which shows the relation between the overall goal and its perspectives, as well as the system of measuring influences, increases the transparency of the training process in the organisation for the persons involved in its provision, including the line managers.

2.3.3 Criteria

These principles can also be applied to state and public administration bodies within the concept of “smart administration”. The key issue is the ability to measure our efforts in order to be able to prove that our activities are directed correctly. Therefore we look for different criteria and benchmarks which we can then further use.

Example: general features of public administration service

Features of the service	Detailed characteristics
Availability	Local - geographic (for example the distance from public transport and parking for customers, availability of client centres, orientation signs in the building etc.), time availability (e.g. opening hours, number of working hours per week etc.), disabled access, possibilities of filing complaints etc.
Reliability	The service is delivered at the agreed time, in compliance with the defined standard (in a correct way), without errors and legal defects (for example a high number of decisions revoked by the body of appeal mean a low level of reliability).
Waiting time	Waiting time in a queue, ordering time. Usually we evaluate the average value.
Delivery time	The time necessary for the delivery, it may also include waiting time. Usually we evaluate the average value.
Competence and ability	The ability of the employees to apply their knowledge, experience and expertise when providing the given service.

Features of the service	Detailed characteristics
Acceptance, treatment and understanding	Friendly approach, respect, kindness, consideration, appropriate clothing and environment, customer care, knowledge of individual and specific requirements of different customers.
Communication	The ability to inform customers and citizens and listen to them, definition of the conditions of a dialogue.
Security	Security of the building and establishments where the service is provided, financial security, adherence to sanitary norms (e.g. toilets).
Environment	An environment that is practical and pleasant for the customer and for efficient provision of the service.
Technical equipment	Equipment with the necessary information and other technologies, capacity, condition and age of the technology, maintenance.
Credibility	Good name (image) of the public sector authority or organisation.

These features relevant for the BSC are supplemented with other traditional management indicators, such as the budget, deviations from the budget etc.

2.3.4 Project and its development

The aim of the project is to test the possibilities of application of the BSC method when planning and implementing training programmes in organisations. The method can be applied in two ways:

- BSC for the training division (HR); this method is designated mainly for this case. The following staff should be involved: the members of top management of the organisation, human resources (HR) managers, in-service training specialist, members of middle (line) management, i.e. staff of the organisation who are responsible for decision-making in the field of management and development of human resources and will closely cooperate in implementation of the methodology for evaluation and measurement of educational efficiency within the organisation.
- BSC at the organisation level. As it will be explained below, an important part of the BSC is the process of learning in the organisation. In smaller organisations, we can measure the efficiency of training through the corporate BSC without implementing a specific HR BSC.

Concerning the BSC experts, i.e. consultants and facilitators, two types of experts are needed:

- the first is a facilitator, who is responsible for introducing the methodology to the beneficiary organisation and for training and coaching in implementation of the methodology;
- the second, more mathematically oriented, will design the appropriate structure and details of measurable indicators tailored to the concrete organisation.

The method will be implemented in target organisations by both experts. The experts will closely co-operate with the top management, HR manager and other involved staff of the target organisation and lead the implementation. They will introduce the product to them, teach them to use the simulation model (managerial game to simulate the company's situation), facilitate the implementation and lead the setting of the measurable indicators of educational efficiency evaluation, which must be tailored to the concrete organisation. Together, the two experts (facilitator and indicator expert) will promote, and coach in adaptation of the methodology to each concrete organisational context to enable the beneficiary to exploit it.

3. THE NEW EMOLL METHODOLOGY FOR EVALUATING TRAINING PROCESSES

To optimise the quality of training evaluation, the EMOLL methodology aims to propose a model that simultaneously takes into account (more than the Kirkpatrick model, even in its amended form) the contextualisation of the training, the articulation of individual and collective factors and the formulation of indicators in line with the BSC methodology chosen, constructed by a process of integrated referentialisation. In this process, it does not amount so much to measuring in an accountable manner the hypothetical return on investment from the financial sums in play, as to considering the evaluation as a tool for progress and evolution.

3.1 A METHODOLOGY TARGETING A DYNAMIC BALANCE BETWEEN IEC, EEC AND PUT

The EMOLL methodology continues this movement of the evaluation of training, which started with the analysis of needs from the point of view of the trainees and which has progressively evolved towards the evaluation of skills and towards determining the capacity to mobilise knowledge and ability in the workplace.

All the processes and tools produced in these dynamics and presented in this document are mobilised for an effective and efficient evaluation of training and, more generally, the skills of the personnel, by insisting on contextualisation and links between environments.

Indeed, the emphasis placed on the skills of the personnel in the majority of approaches to evaluation tend to minimise the importance of environment, the “in situ” in which the training takes place. Nevertheless, research carried out on the evaluation of mechanisms places the emphasis on the necessity to construct links between the components of a mechanism, its environment, the actors concerned and the results of training, in order to capture the impact of training.

On the other hand, giving precedence to a “quantitative” evaluation, based on the measurement of results, leads to missing the meaning given to educational mechanisms.

The indicators should therefore be considered in a way that is global, qualitative and expressed in relation to the balance between the changing environment - the internal environment of the company (IEC) and the environment external to the company (EEC) - and the professional

undergoing training (PUT). The fundamental indicators are built from the point of view of the capacity to situate and personalise a training programme with respect to relations between these different environments and their evolution from a time T (before training) to another time T+ (after training), by taking into account, at the same time, the company and the person being trained.

They need to be defined at three levels or stages:

- before the training,
- during the training as such,
- after the training.

It amounts then to linking the three environments – that of the trainee as such, of the trainee linked to his/her company and of the capacity of the enterprise to situate itself in its surrounding environment – during the three different temporal stages.

The three levels of measurement (detailed in Chapters 3.1.1 - 3.1.3) include 3 stages in the educational process:

- analysis and identification of the educational needs (“before the training” level - Ch. 3.1.1),
- implementation of the educational process with an assessment of the participants in the educational activities (at the beginning, during and at the end of the training) with possible modification of the training programme (“during the training as such” level - Ch. 3.1.2),
- evaluation of the training - assessment of the effects and benefits in practice, in particular for the trained employee and the organization / employer (“after the training” level -see Ch. 3.1.3).

The conception and approach to development of employees in the EMOLL method simultaneously facilitates an innovative and comprehensive view of the educational process from the perspective of other, related personnel systems and subsystems; simultaneously with a reflection of the views on development of employees from another three points of view - that of finance (costliness of investment in development of human resources), internal processes (not only in the area of development of human resources) and clients - both internal and external (their satisfaction with the work results of the employees - both trainees and trainers) - see also Ch. 3.1.4.

3.1.1 Before the training

At this level, a threefold precise analysis must be undertaken:

- the environment external to the company (evolution, competition),
- the internal environment of the company (strategy, needs, company demands),
- the ability of the trainee to adapt to his/her company and to evolve in the sense of the person they are becoming (skills to be acquired, professional and personal project).

This process of discovery can be conducted in direct and indirect ways. Direct discovery takes place among the different actors implicated:

- the person or people in charge,
- the people who are to be trained,
- even the secondary beneficiaries (for example colleagues in the case of a training programme aimed at managers, clients in the case of a training programme aimed at sales staff etc.).

The tools of this process are EEC analyses with the people in charge, the enquiries surrounding the recipients (if EEC analysis of the target public seems difficult, the discovery can be carried out using questionnaires).

The EEC analyses, like the questionnaires, facilitate posing the following questions in order to determine the level and objectives of the training:

- Why this demand? Where does it come from?
- What are the motivations and expectations of the different actors?
- What are the actual practices?
- What are the problems encountered?
- What are the priorities? What are the constraints?
- Does the organisation have a reference source of skills and evaluation devices?

The indirect analysis indicates that we refer to documentary sources, articles, reports, interviews etc. dealing with the subject, which we haven't directly collected (for example using the results of research conducted by professional and consumer associations, data provided by other departments of the company, union sources etc.) to identify a certain number of problems, practices, expectations and resources.

3.1.2 During the training

The process of the EMOLL evaluation contributes to constructing a coherent training project, finalised and translated into objectives, as well as to verifying its performance at the same time. We cannot stop at the conception of an educational objective without giving it the means to control that which it is to achieve. The definition of goals in terms of knowledge and skills allows us to clarify the terms of the evaluation and to update the means used to verify the achievement of the goals targeted. This is true of the adaptation of the training to the demands and needs identified before the process, as well as from the point of view of the progression of skills acquired, which can be based on the dynamics of the integrated evaluation and on the TIC.

The EMOLL evaluation is therefore a continuous movement, which accompanies the conception and conducting of the training.

Different types of evaluation should be distinguished, corresponding to the specific rhythms which manifest themselves at different moments of the training, and should intervene in a targeted manner before, during and after its implementation.

*

Initial evaluation (or diagnosis)

The recipients at the start of training present to a greater or lesser degree some heterogeneity of knowledge and abilities. Therefore it is essential before starting a training process to evaluate the level of each trainee in order to adapt the training. This initial evaluation facilitates:

- the adaptation of the contents and characteristics of the planned training to the level of the trainees,
- the formation of homogeneous groups,
- the self-alignment of the trainees in relation to the goals of the training,
- an initial state that can be compared to the final state,
- a good start to the training: the trainees, having made an effort to summon up their knowledge, are actually ready to pursue the training.

The trainer must develop or buy tools adapted to positioning the level of the trainees with respect to the training envisaged. These tools can take different forms: written, oral or electronic.

Formative evaluation

This takes place in principle at the end of each stage of learning. It informs the trainer and trainees of the degree of mastery achieved and eventually facilitates discovering where and when a trainee has difficulties. It thus performs the function of feedback, which is to say that it provides feedback both to the trainee (who understands the route that has been taken and formalises that which he/she has learnt) and to the trainer in regard to his/her didactical progression.

In the case of technical training programmes, where the educational objectives are hierarchised by function of their complexity, it is pointless to continue the programme if the level required has not been achieved. In this case, it is necessary to plan and organise periods of educational revision.

Final evaluation

This takes place at the end of training, and is carried out on the global tasks corresponding to the required abilities. A revision exercise on the whole training course is decisive.

This evaluation equally allows the preparation of the next programme making best use of the information gathered. The evaluation tools used in the initial evaluation phase must be consistent with those used in the final evaluation phase. They validate the objectives and measure the level of knowledge acquired.

3.1.3 After the training

After the training, in a different way and involving many actors and many criteria, two major points should be verified with regard to the effects of training with the assistance of the various tools and indicators available:

- the level of satisfaction of the trainees and of the company, as well as the level of possibility of transfer into the workplace with regard to the initial demands of the training followed;
- the results in terms of the performance of the organisation and the return on investment.

A relationship between the skills acquired and the behaviour of the trainees has been clearly observed but, above all, the strong influence of the work environment on this relationship has been noted.

In order that employees be more competent and deliver the required quality work performance, it is not enough to create and implement a “tailor-made” quality training programme; the employees must also have the possibility (immediately after completion of the training programme) of implementing the acquired knowledge and skills in practice, if possible to the maximum possible extent.

Measurement of the effects and benefits of training following its completion is important for:

- the trainee from the perspective of his personal development and the benefit for his personal work performance; the work results in the work team and in the organisation (higher quality of work, higher productivity and effectiveness of work processes);
- further conception of training programmes and processes in the area of development of human resources in the organisation.

The effects of the evaluation should also be evaluated and the temporal perspective of the evaluation of training processes is mobilised in a longitudinal manner. An essential aim of the evaluation being the regulation of training processes, it is important to be able to monitor the evolution of this evaluation over time and verify to what extent the results of the evaluation have been utilised in bringing modifications to the mechanism.

The longitudinal monitoring is important in this sense. It requires a certain durability of the tools used, in order to be able to effect comparisons over time.

3.1.4 Context of the educational process

The EMOLL method, which is orientated in its basic principles towards the area of educational processes, can be very well implemented in organisations of both the commercial and non-commercial, public sector. Organisations of the commercial sector especially reflect the development of employees very often as a cost item and not an investment item of their budgets. The EMOLL method (with the support of an expert in the method) leads the organisation to awareness of the wider contexts and also, if properly implemented, to a welcome, wide-ranging usefulness of its outcomes.

Suitable measurable criteria of the EMOLL method relating to educational processes and for creating awareness of mutual dependencies include criteria with measurement such as:

- Satisfaction of the internal client (managerial worker) with the acquisition of a qualified employee (insufficient knowledge, skills and readiness of the employees for performance of the work, or increased undesirable mobility, the cause of which also consists of incorrect identification of the training needs of employees, implementation of required training at the incorrect time or insufficiently verified skills acquired may be negatively evaluated);
- Satisfaction of the external client (recipient of products or services) is influenced by the quality of the employee's work performance. The employee's insufficient performance (in terms of quality and time) may result not only from the insufficient level of competence of the specific employee supplying the product or service, but also from insufficient managerial competences of the manager organising the work, or the process of the product or service (including lack of competence in leading, developing and motivating people, as well as identification of training needs);
- The importance of the HR department ensuring educational processes in an organisation, the portfolio and level of its systemic and procedural activities (relevant factors consist of the existence and positioning of the department in the structure of the organisation; the existence, implementation and interconnectedness of educational processes with, for example, the processes of assessment and remuneration of employees and the employee's career within the organisation; the existence of a systemic conception of processes in the area of development of human resources related to educational processes) etc.

This contextual view, which is facilitated by the EMOLL method with the use of setting of measurable indicators, and subsequently financially assessable criteria as well, offers a new, effective and comprehensively conceived approach to the effectiveness of development of human resources. The result consists not only of a demonstrable rate of financial return, but also options for making internal processes more effective, and consequently the anticipation of the satisfied customer and the associated predictions directed towards higher prosperity and competitiveness of the organisation.

3.2 MOBILISATION OF PARTICIPANTS AND INTEGRATED REFERENTIALISATION FOR A COLLABORATIVE EVALUATION

The evaluation takes place in a social context where the interactions are, to a greater or lesser extent, conflictive, and where the evolution of educational mechanisms raises the question of which type of analysis to use, what information to collect and which values to favour. We can refer to laws and to contracts but nothing guarantees that the actors involved will accept them.

The placing of the actors concerned and the form of their implications for constructing the referential adjusting the collation of information are particularly strategic. The conception of a placed referential supposes that it is part of a process of continuous negotiation. Depending on the level of agreement regarding the evaluation, its aims and its form, the results of the evaluation will be to a greater or lesser extent accepted or refused by those concerned.

The mobilisation of participants for these different stages proves to be essential in order to define an adequate process of referentialisation to accompany the practice of evaluation. The notion of a referential should be distinguished from its routine sense of an ordered placing of the contents and norms by the decision-makers or by the experts.

It is defined as the research of elements which are able to explain and justify the programming and the evaluation of educational actions. The evaluation demands an explanation of what's at stake: which decisions will be taken as a result and which criteria will be used - that is to say, the mode of interpretation of the information.

This procedure consists in locating points of reference in the theoretical field in which the evaluation takes place, in the context where it takes place and in the homes of the people concerned. It also leads us to build instruments of analysis in which the criteria are adjusted and the indicators elaborated in order to verify the degree of existence of the criteria.

It amounts in this way to a process as opposed to a "referential" in the common sense of the word, which often defines a tool that is rigid, consolidated and prescriptive. On the basis of previous exchanges, thoughts and negotiations, the partners can agree on the collection and interpretation of information as well as on the corrective actions to implement.

Such a process of collaborative evaluation necessitates diverse strategies of implantation and consultation as a function of the context in which it takes place and, in particular, as a function of the culture of evaluation that the actors concerned have. An important factor is the expert competence of all participants evaluating the activities, which is necessary for perception of

their necessity, efficacy and effectiveness, as well as for the presentation, interpretation and applicability of their results.

3.3 LEVELS CONCERNED, DIMENSIONS AND TOOLS FOR THE EMOLL EVALUATION OF TRAINING PROCESSES

Level	Dimension measured	Criteria	Tools
<i>IEC</i>	Strategic agreement between the company's original order and the training carried out	Formal referential of the company and mobilisation of the participants Appropriateness with regard to the original order "Extra" given by the training	Referential Programme and support of training EEC analyses; interviews Comparison between original order and realisation of the training
<i>IEC / PUT</i>	Reactions	Satisfaction of the trainees Satisfaction of the company	Questionnaires and scales of subjective evaluation of the contents of training (interest, pertinence, quality)
<i>PUT</i>	What is learned	Knowledge	Multiple choice knowledge tests (possibility of automatisation) and exercises
		Ability, skills	Putting into practice, individual or collective, self- and hetero (peer)-evaluation
		Attitudes <ul style="list-style-type: none"> - Confidence - Motivation - Sense of efficiency 	Standardised scales Self-assessment
<i>PUT</i>	Behaviour	Skills and transfer into the workplace	Identical tests to the tests measuring the skills acquired Performance in the workplace (CR EEC analyses, analysis of

Level	Dimension measured	Criteria	Tools
			practices) Job satisfaction (interviews) Analysis of the transfer achieved 360 °
<i>IEC/EEC</i>	Results	Productivity Quality Social climate	HR indicators: level of absenteeism, conflicts Client Satisfaction Measurement of the company's climate
<i>IEC</i>	Return on investment	Profitability	Indicators of profit or of variation of costs
<i>EEC/IEC/P UT</i>	Return on the dynamics of training	Demand for training	Training plan Collecting of needs

3.4 GENERAL TABLE OF INDICATORS FOR THE EMOLL EVALUATION

The indicators of the performance BSC facilitating measurement of the efficiency and efficacy of the accompanying mechanism with regard to the expectations of the various interested parties are divided up into four principle axes: client; finance; internal process; knowledge, skills and competences acquired and their development. For each axis, categories have been defined. Each of these categories is the object of a certain number of indicators which will be chosen and adapted by each organisation as a function of its global strategic vision (EEC/IEC/PUT).

3.4.1 Synoptic view

See page 20.

3.4.2 Examples of some integrated strategic indicators

A Key Performance Indicator (KPI) must comply with **SMART criteria**. This means that the measurement has a *Specific* purpose for the business, is *Measurable* to really get a value of the KPI, the defined norms are *Achievable*, the improvement of the KPI is *Relevant* to the success of the organisation and finally it is *Time phased*, which means the value or outcomes are shown for a predefined and relevant period.

FIRST EXAMPLE	
Perspective:	Client
Strategic topic:	Internal processes
Measurement:	Training needs analysis
Measurement flag:	Lx
Measurement manager for BSC	<i>(will be filled during pilots)</i>
Targeted value:	<i>(will be filled during pilots)</i>

Description of measurement:

Identification, description and analysis of the collective and individual competences expected by the company/organisation and comparison with the actual competences of human resources are the basis of internal training plans.

A key competence of human resource managers and internal trainers is to be able to achieve competence-based analysis of training needs. The main knowledge and competences required of trainers and HR staff to analyse the company/organisation training needs are:

- knowledge of the company/organisation's main specific processes with their relative outcomes (products/services provided by each individual process);
- knowledge of the main activities/tasks that compose each specific process of the company/organisation;
- knowledge of the vocational competences required of human resources to achieve these tasks and activities according to the expected quality standards (company/organisation's competence dictionary);
- ability to break down each competence into its constitutional elements: knowledge, capacity, behaviour;
- ability to achieve competence audits to identify competence gaps between the competences expected and the actual competences of the company/organisation's individual human resources.

Connection to HR development:

- accurate knowledge of the competences (and the level needed) currently requested from each member of staff according to the current tasks he/she has to achieve is a fundamental basis for efficient training plans (competence maps of the company/organisation and competence audits of staff) ;
- accurate knowledge of future competences requested from staff according to the development projects of the company/organisation is a fundamental basis for the management planning of jobs and skills.

Measurement influences:

- nature of the company/organisation's output (products or services);
- level of technical skills required from staff;
- size of the company/organisation;
- level of complexity of the company/organisation's processes:
- load plans, budgets.

Calculation of measurement:

- % of the company/organisation processes that are analysed and described in competence maps and competence dictionaries;
- % of competence audits achieved per year (or other reference period) / number of members of the company/organisation.

Unit - data source: *(will be filled during pilots)*

Targeted value: *(will be filled during pilots)*

Period for measurement evaluation: *(will be filled during pilots)*

Conducted:	
Date:	

SECOND EXAMPLE	Learning and Growth
Perspective:	
Strategic topic:	Competences of trainees
Measurement	Assessment of technical competencies
Measurement flag:	Lx
Measurement manager for BSC	<i>(will be filled during pilots)</i>
Targeted value:	<i>(will be filled during pilots)</i>
<p><u>Description of measurement:</u></p> <p>The trainee’s technical competences are measured before or at the beginning of the training and at the end or after the training. The gap between the initial technical competences and the acquired competences will be an estimation of learning. It will be measured through initial and summative evaluations which are conducted on the same basis. This means that this evaluation has to be done with the same tools.</p> <p>Tools are designed to facilitate the evaluation of competencies, i.e. evaluation is based on global tasks similarly to professional tasks. We can, however, also talk about authentic assessment. Authentic assessment presents trainees with professional-world challenges that require the application of their relevant skills and knowledge.</p> <p>Evaluators estimate the value of the competence on an observation checklist filled in during the observation or during the employee interview by the operational manager and the employee. This estimation is converted into a rating scale.</p> <p><u>Connection to HR development:</u></p> <p>The management has to plan a system of professional standards, i.e. a list of the skills, knowledge and attitudes needed in order to hold a position and be able to evolve professionally. This has to be done by work analysis.</p> <p>During the employee interview, a diagnosis is achieved jointly by the employee and his/her manager, enabling the employee to assess his/her professional skills and aptitudes and enabling the employer to set the training needs of the employee.</p> <p><u>Measurement influences:</u></p>	

- Skill evaluation process in the company/organisation
- Adequate development of work environments
- Quality of the company's training plan.

Calculation of measurement:

$$\frac{(\text{Final value} - \text{Initial value})}{\text{Maximum value}} \times 100$$

Unit - data source: *(will be filled during pilots)*

Targeted value: *(will be filled during pilots)*

Period for measure evaluation: *(will be filled during pilots).*

Conducted:

Date:

4. CONCLUSIONS

At the present time, both national and European companies invest considerable resources into training people. With regard to the increasing competitive pressures in the field of business, the issue of the effects of financial resources expended on development of employees within organisations is very often discussed at the same time. The main issues debated in this area are the insufficiently demonstrated and provable benefits of training for the main actors - the employees and especially the employers.

The intention of the development of the new methodology (EMOLL), arising from the absence of tools for dealing with the said issues, was to determine the current status in this area (see sections 1 and 2 of this document) and then to generate a method (see section 3 of this document) which would constitute a suitable tool for measuring benefits in education, and simultaneously to conduct a pilot trial of the method in specific organisations (in the countries of the individual partners of the project).

The objective of the project - work package 2 was fulfilled completely:

- a) the innovative EMOLL method was developed for measuring benefits in training (see this document - outcome no. 2 of work package 2);
- b) a set of measurement indicators was created (see outcome no. 3 of work package 2);

The innovativeness of the EMOLL method is based on measurement not only of the effects of specific training events, but of the whole cycle of the educational process respecting the strategic aims of the organisation within the complex of factors of multiple perspectives regarding development of employees within the organisation. Apart from financial indicators, the method also respects the areas of the client approach, internal processes and their organisation and measuring of the indicators of training within the complex of activities of the whole educational process within the organisation (from analysis of training needs, through implementation of training, to evaluating the results of trainees and the benefits of training for both trainees and the organisation).

During the pilot trial, measurement of the educational processes (especially in manufacturing sector organisations) was composed into the wider context of the basic strategic objectives and the area of management and development of human resources of the relevant organisations.

The EMOLL method, in the process of implementation in the pilot trial, and the experiences of partners reflected by their feedback on implementation in 12 organisations (see reports D7

and D8 of this project), proved that the concept of the EMOLL method:

- fulfilled the intention stated in the introduction to section 3 of this methodology - i.e. that the methodology constitutes a tool for advancement and development in the area of human resources (their management and development), simultaneously connected with an expanded perception of this area from other (not only financial) points of view;
- confirmed the requirement for adaptation of the EMOLL method tools (strategic map, benchmarks including specification of their criteria and their usefulness in measurement) to the organisational and managerial contexts of each individual organisation (declared in the introduction and also in the conclusion to clause 2.3.4 of this methodology);
- proved the necessity of parallel input of EMOLL method experts - indoctrination in the areas of:
 - comprehensive perception of training processes in the context of the other systems and processes of management and development of human resources in the organisation, which cannot be neglected in the implementation of the visions and strategies of each organisation,
 - the purposes of the method, the objective of which is the sustainability or continuous improvement of the factors sharing in the effects of educational processes, the success of which is determined by a complex of other systems and processes in the organisation.

The added value of the EMOLL method consists of the benefits for its actors included in:

- the pilot trial (HR department workers, managers, specialists, tutors and other interested persons in the individual subjects of the pilot trial of the method) - better orientation and, for some persons, development also of competences in the area of educational processes together with the expression of interest in further personal development in this area;
- implementation of the project (project teams of partners in individual countries) - recognition of certain specifics and procedures in the area of educational processes in individual countries, their cultures and selected organisations sharing in the pilot trial of the EMOLL method.

From the perspective of good practice and for sustainability of the EMOLL method in practice for individual countries following completion of the training programme or for further linked supranational activities, **we recommend for the application thereof:**

- a) **Recommendations for application of the EMOLL method in individual countries:**

- Acquisition of the method in potential organizations (the optimum candidates for implementation of the EMOLL method consist of organisations with an institutionalised and formalised vision and strategy, with a linked strategy in the area of HRM and HRD; they apply the strategy of management, including strategic management of HR and have competent key personnel in the area of man management and leadership).
 - Prior to implementation (introduction of the method) - to verify the degree of fulfilment of the optimum prerequisites stated in the paragraph “Acquisition of the method” (by initial analysis, definition of starting points etc.); the level of the deficits constitutes a relevant indicator for conception of the implementation scenario and design of the EMOLL method for the specific organisation.
 - During introduction of the method - to implement, monitor, routinely evaluate and extrapolate measures for improvement; to conduct inductions in parallel in accordance with the degree of necessary involvement and competences of individual actors in the process of introduction and any development of the EMOLL in the organisation; to routinely emphasise the purpose of the method, the objective of which is the continual improvement of the factors sharing in the results of development of the employees in the organisation.
 - Following termination of direct support by external experts in the period of introduction of the EMOLL method in the relevant organisation - application of tools and accompanying measures on the basis of a mutual agreement between the “supplier” of the method and the organisation implementing the EMOLL method.
- b) **Universal recommendations** (for any further, linked international project activities in the area of measuring the benefits of training and development of human resources)
- Prior to the acquisition of supranational projects and for the creation of supranational teams (to verify the level of existing practical experiences and the real temporal capacities of experts in the specific thematic area of individual potential partners for planned implementation of the project).
 - In the planning of joint projects - to reflect the real needs for various forms and tools of communication (the development of the new method demonstrated the necessity for more numerous personal meetings / increased by at least 1 international meeting in the preliminary months of implementation of the project at the stage of design and development of the methodology, and/or one more meeting at the conclusion of implementation of the project for personal exchange of

experiences with the implementation of the method and its results).

- In the introductory stages and/or implementation, to determine and fine-tune the platform of perception of the theme and approaches to it in individual national cultures, including clarification and specification of the linguistic connotations (semantic and syntactical differences) in the given area of expertise.

5. REFERENCES

- Analysis report*. EMOLL project. Available in: <<http://www.emoll.eu/results/>>
- Validation report on implementation projects*. Available in: <<http://www.emoll.eu/results/>>
- Best practices from implementation projects*. Available in: <<http://www.emoll.eu/results/>>
- Bates, R., (2004). "A critical analysis of evaluation practice : the Kirkpatrick model and the principle of beneficence". *Evaluation and Program Planning*, vol. 27, no. 3, p. 341- 347. Alexandria, ASTD Press.
- Burke, L.A., & Hutchins, H.M. (2007). Training transfer: An integrative literature review and implications for future research. *Human Resource Development Review*, 6(3), 263-296.
- Figari, G. (1994). *Evaluer : Quel référentiel ?* Bruxelles : De Boeck Université.
- Figari, G. (2006). Le référentiel entre théorie et méthodologie. In G. Figari & L. Mottier-Lopez. (Ed.). *Recherches sur l'évaluation en éducation*. Paris : l'Harmattan.
- Kaplan, R. S. & Norton, D. P. (1992). "The balanced scorecard: measures that drive performance", *Harvard Business Review* Jan - Feb pp. 71-80.
- Kaplan, R. S. & Norton, D. P. (1993). "Putting the Balanced Scorecard to Work", *Harvard Business Review* Sep - Oct pp.2-16.
- Kaplan, R. S. & Norton, D. P. (1996). "Using the balanced scorecard as a strategic management system", *Harvard Business Review* Jan - Feb pp. 75-85.
- Kaplan, R. S. & Norton, D. P. (1996) "Balanced Scorecard: Translating Strategy into Action" Harvard Business School Press.
- Kaplan, R. S. & Norton, D. P. (2004). *Strategy maps: Converting intangible assets into tangible outcomes*. Boston: Harvard Business School Press.
- Kirkpatrick, D. L. (1959). "Techniques for evaluating training programs", *Journal of American Society for Training and Development*, vol. 13, n° 11, p. 3-9.
- Kirkpatrick, D. L., (2007). "The Four Level of Evaluation", *Info Line*, 0701, p. 1-16.
- Kraiger, K., Ford, J. K. & Salas, E., (1993). "Application of Cognitive, Skill-Based, and Affective Theories of Learning Outcomes to New Methods of Training Evaluation", *Journal of Applied Psychology*, vol. 78, no. 2, p. 311-328.
- Kraiger K. & Jung K. M., (1997). "Linking training objectives to evaluation criteria", In M. A. Quinones, & A. Ehrenstein (Eds.), *Training for a rapidly changing workplace: Applications of psychological research* (pp. 151-175), Washington, DC, American Psychological Association.
- Phillips, J. J., Phillips, P. P. & Hodges, T. K., (2004). *Make Training Evaluation Work*.
- Younès, N. (2010). L'évaluation «écologique» des dispositifs éducatifs et de formation comme perspective. Colloque AREF 2010, Actualité de la recherche en Education et en Formation, Genève, septembre 2010