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WORK HUMANISM

Human Resource Training Evaluation

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This paper draws on prior research on human resource training evaluation, including its models, criteria, tangible and intangible benefits of training and return on investment.

Human resource management (HRM) is the recognition of the importance of an organization's workforce as vital human resources contributing to the goals of the organization, and the utilization of several functions and activities to ensure that they are used effectively and fairly for the benefit of the individual, the organization, and society. Today human resource management has a unique and timely opportunity to improve productivity. Increasingly, however, improving productivity does not mean just increasing output. In addition, evaluation ensures that programs are accountable and are meeting the particular needs of employees in a cost-effective manner. This is especially important today, as organizations attempt to cut costs and improve quality in their firms. Without evaluation, it is very difficult to show that training was the reason for any improvements. Human resource training may safeguard productivity as well as supporting it, insulating firms from skills shortages by preparing employees for current and future jobs.

Evaluation involves identifying the appropriate outcomes to measure. The outcomes used in evaluating training programs include trainees' satisfaction with the training program, learning of knowledge or skills, use of knowledge and skills on the job, and results such as sales, productivity, or accident prevention. Evaluation may also involve comparing the costs of training to the benefits received (return on investment). Outcomes used in training evaluation help to determine the degree to which the program resulted in both learning and transfer of training.

Training evaluation provides a way to understand the investments that training produces and provides information needed to improve training. If the company receives an inadequate return on ist investment in training, the company will likely reduce its investment in training or look for training providers outside the company who can provide training experiences that improve performance, productivity, customer satisfaction, or whatever other outcomes the company is interested in achieving. Training evaluation provides the data needed to demonstrate that training does provide benefits to the company.

This paper is organized as follows. First the purpose of human resource training evaluation is shown. Next, analysis of human resource training evaluation models is provided. Third, human resource training's evaluation process is shown. Fourth and fifth, evaluating of human resource training costs and returns of investments are discussed. Sixth hard and soft data in training evaluation is described. Later, costs of training in Lithuanian companies are demonstrated. Finally, conclusions of this paper are given.

Keywords: *Human resource training, human resource training evaluation, human resource training costs, returns on investment.*

Introduction

During the last decade, the Human Resources (HR) function experienced drastic change in its role, status and influence (De Cieri and Kramar, 2005; Grugulis, 2006 *et al*). Several factors, such as theoretical developments, societal and workforce demographic changes, increasing importance of management strategy, and decline in trade union pressure and economic influences contributed to the rise of HRM as an organizational function (Roger and Wright, 1998; Yeung and Berman, 1997).

HRM recognises the importance of people in relation to financial and physical resources. Since human resource represents a significant cost to organization, the effectiveness of function can influence the overall success or failure of organization. Indeed, some organizations have failed because of ineffective HR policies.

Today human resource management has a unique and timely opportunity to improve productivity. Increasingly, however, improving productivity does not mean just increasing output. In addition, evaluation ensures that programs are accountable and are meeting the particular needs of employees in a cost-effective manner. This is especially important today, as organizations attempt to cut costs and improve quality in their firms. Without evaluation, it is very difficult to show that training was the reason for any improvements. Human resource training may safeguard productivity as well as supporting it, insulating firms from skills shortages by preparing employees for current and future jobs.

Human resource evaluation problems are researched in the world by Kirkpatrick (1994), Kraiger, Ford and Salas (1993), Holton (1996), Phillips (1996) and others. Kumpikaite (2005; 2007) and Sakalas (1996) study this very important but quite new field in Lithuania.

Study, conducted by Hewitt Associates, human resources consulting firms (*Effective People Management Helps the Bottom Line, 1994)*, shows the impact of the HR function in both financial and productivity performance. It examined the effect of programs that focus on worker performance. The study compared 205 companies

with performance management programs to 232 companies without programs. The companies with these programs posted higher profits, better cash flows, stronger stock market performance and higher stock values. These results show us the importance of human resource training evaluation importance and necessity. While most companies recognize the importance of evaluation, few actually evaluate their training programs.

When evaluating the HR function it is important to examine how companies enable the workforce to develop its full potential. In doing so, it is important to ask companies to describe their approach and proof of positive results in five categories:

1. HR planning and management.
2. Employee involvement.
3. Employee training and development.
4. Employee performance and recognition.
5. Employee well-being and satisfaction.

In this paper we will pay attention to one of these components – human resource training and development evaluation aspects.

The purpose of this study is to explore human resource training and return on Investment of training process.

Methods of the research - analysis and synthesis of scientific literature, logical analysis and empirical research covering 12 organizations of Lithuania.

The purpose of Human Resource Training Evaluation

Training and development has positive impact on the individual, the organization and the nation (Smith, 1992).

Human resource evaluation is defined as "systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities" (DeSimone *et al*, 2003). This definition makes several important points:

- First, when conducting an evaluation, both descriptive and judgmental information may be collected. And these both are needed in human resource development (HRD) evaluation. Some of the judgments are made by those involved in the program, and others are made by those not involved in the program.
- Second, evaluation also involves the systematic collection of information according to a predetermined plan or method to ensure that the information is appropriate and useful.
- Finally, evaluation is conducted to help managers, employees, and HRD professionals make informed decisions about particular programs and methods. For example, if part or a program is ineffective, it may need to be changed or discarded. Or, if a certain program valuable, it may be replicated in other parts of the organization.

Evaluation begins with a clear identification of the purpose or results expected from the training programs. By focusing on the purpose and results evaluators are guides to the reasons that the training program has been developed and the changes and improvements in learner performance that should result from training. It would be expected that training programs are based on important organizational goals and improvement efforts. However, that connection must be directly guiding training efforts if training results are to be linked to organizational measures (Burrow and Berardinelli, 2003).

Evaluation can serve a number of purposes within the organization. According to Philips (1983), evaluation can help to do the following:

- Determine whether a program is accomplishing its objectives.
- Identify the strengths and weaknesses of HRD programs.
- Determine the cost-benefit ratio of an HRD program.
- Decide who should participate in future HRD programs.
- Identify which participants benefited the most or least from the program.
- Reinforce major points to be made to the participants.
- Gather data to assist in marketing future programs.
- Determine if the program was appropriate.
- Establish a database to assist management in making decisions.

Human Resource Training Evaluation Models

A model of evaluation outlines the criteria for and focuses of the evaluation effort. Because an HRD program can be examined from a number of perspectives, it is important to specify which perspectives will be considered.

Table 1 lists nine frameworks of HRD evaluation that have been suggested by DeSimone *et al* (2003). By far, the most widely used evaluation approach to date has been the framework laid out by Kirkpatrick (1994) (DeSimone *et al*, 2003; Elwood 1996).

In the human resource department it is expedient to try to be efficient and productive while designing and delivering quality products and services.

Many HR programs are designed to improve productivity or performance. Training, compensation, motivation programs, employee relations practices, and organization development usually focus on performance improvement. A combined strategy must coordinate all the elements of human resource management.

One of the more important issues to examine is the effect of the HR training program on the organization's effectiveness. This assessment can be done using a variety of performance indexes, such as productivity and timeliness, but money is the most common language understood by managers in most functional areas of an organization. It is important to demonstrate effectiveness on the reaction, learning, and job behaviour levels, but HR managers and HRD professionals may be at a disadvantage when their results are compared to those of other divisions that are able to express their results on monetary terms.

One of the goals of translating the effects of training and HRD programs into monetary terms is to make clear that the programs are investments and as such will lead to payoffs for the organization in the future. Although many managers and supervisors pay lip service to this idea, they often see HRD and other HR interventions primarily as costs – exemplified by the fact that HR programs are often the first programs to be cut when financial and economic pressures force the organization to reduce its expenses.

Table 1

Human resource training evaluation models/frameworks (DeSimone *et al*, 2003)

Model/ Framework	Training evaluation criteria
1. Kirkpatrick (1994)	Four levels: Reaction, Learning, Job Behaviour, and Results
2. CIPP (Galvin, 1993)	Four levels: Context, Input, Process, and Product
3. CIRO (Warr et al., 1970)	Context, Input, Reaction, and Outcome
4. Brinkerhoff (1987)	Six stages: Goal Setting, Program Design, Program Implementation, Immediate Outcomes, Intermediate or Usage Outcomes, and Impacts and Worth
5. Systems approach (Bushnell, 1990)	Four sets of activities: Inputs, Process, Outputs, and Outcomes
6. Kraiger, Ford and Salas (1993)	A classification scheme that specifies three categories of learning outcomes (cognitive, skill – based, affective) suggested by the literature and proposes evaluation measures appropriate for each category of outcomes
7. Kaufman and Keller (1994)	Five levels: Enabling and Reaction, Acquisition, Application, Organizational Outputs, and Societal Outcomes
8. Holton (1996)	Identifies five categories of variables and the relationships among them: Secondary Influences, Motivation Elements, Environmental Elements, Outcomes, Ability/ Enabling Elements
9. Phillips (1996)	Five levels: Reaction and Planned Action, Learning, Applied Learning on the Job, Business Results, Return on Investment

It has been always argued that HR programs are difficult to assess in financial terms, but the evaluation of training costs and utility analysis are two practical options to help the HRD professional determine the financial impact of various programs.

The Evaluation Process

Training evaluation involves scrutinizing the program both before and after the program is completed. Figure 1 emphasizes that training evaluation be considered by managers and trainers before training has actually occurred.

The evaluation process should begin with determining training needs. Needs assessment helps identify what knowledge, skills, behaviour, or other learned capabilities are needed. Once the learned capabilities are identified, the next step in the process is to identify specific, measurable training objectives to guide the program. The more specific and measurable these objectives are, the easier it is to identify relevant outcomes for the evaluation. Analysis of the work environment to determine transfer of training is also useful for determining how training content will be used on the job. Based on the learning objectives and analysis of transfer of training, outcome measures are designed to assess the extent to which learning and transfer have occurred. Once the outcomes are identified, the next step is to determine an evaluation strategy. Factors such as expertise, how quickly the information is needed, change potential, and the organizational culture should be considered in choosing a design. Planning and executing the evaluation involves previewing the program (formative evaluation) as well as collecting training outcomes according to the evaluation design. The results of the evaluation are used to modify, market, or gain additional support for the program. Finally is the examination of each aspect of the evaluation process, starting with the development of outcome measures.

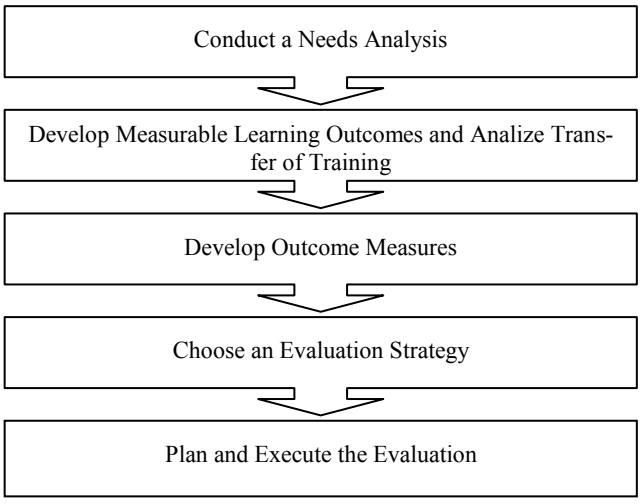

Figure 1. The Evaluation Process
(according to Grove and Ostroff, 1991)

Evaluation of human resource training costs is discussed in the next chapter.

Evaluation of Human Resource Training Costs

Evaluation of training costs compares the costs incurred in conducting and HRD program to the benefits received by the organization, and can involve two categories of activities: cost-benefit evaluation and cost-effectiveness evaluation. Cost-benefit analysis involves

comparing the monetary costs of training to the benefits received in non-monetary terms, like improvements in attitudes, safety, and health. Cost-effectiveness analysis focuses on the financial benefits accrued from training, such as increases in quality and profits, and reduction in waste and processing time. (DeSimone *et al,* 2003).

Modern financial methods (Usry, Hammer, Matz, 1988; Williams, 1994; Ganske, 1996) require very high work input, which is unjustifiable with respect of expediency. The model of cost effectiveness offered by Cullen et al. (1978), can be very helpful in evaluating the costs of training. This model distinguishes between structured and unstructured training, and it lists possible training costs (e.g., the cost of developing the training, materials, time, and production losses) and benefits (improvements in time to reach job competency, job performance, and work attitudes).

Robinson and Robinson (1989) have developed a similar model, dividing training costs into five categories: direct costs, indirect costs, developments costs, overhead costs, and compensation for participants. Direct costs include salaries and benefits for all employees involved in training, including trainees, instructors, consultants, and employees who design the program; program material and suppliers; equipment or classroom rentals or purchases; and travel costs. Indirect costs are not related directly to the design, development, or delivery of the training program. They include general office supplies, facilities, equipment, and related expenses; travel and expenses not directly billed to one program; training department management and staff salaries not related to any one program; and administrative and staff support salaries (Noe, 2005). All these training costs are then compared to benefits as measured by improvements in operational indicators, such as job performance, quality, and work attitudes. Benefits are the value that the company gains from the training program.

The Return of Investment

Return of investment (ROI) refers to comparing the training's monetary benefits with the cost of training. Training costs can be direct and indirect. Direct costs include salaries and benefits for all employees involved in training, including trainees, instructors, consultants, and employees who design the program material and supplies; equipment or classroom rentals or purchases; and travel costs. Indirect costs are not related directly to the design, development, or delivery of the training program. They include general office supplies, facilities, equipment, and related expenses; travel and expenses not directly billed to one program; training department management and staff salaries not related to any one program; and administrative and staff support salaries. Benefits are the value that the company gains from the training program.

Therefore the general strategy for evaluating training costs is to measure cost and benefit indicators in monetary terms and then compare them. For example the return on investment (ROI) is calculated using the program benefits and costs, where the benefit/cost ratio is the program benefits divided by the cost (Chmielievski and Phillips, 2002; DeSimone *et al,* 2003). In formula form (1), it is:

$$\text{ROI} = \text{Program Benefits}/\text{Program Costs} \quad (1)$$

The return-on-investment uses the net benefits divided by program costs. The net benefits are the program benefits minus the costs. In formula from (2), the ROI becomes:

$$\text{ROI}\ (\%) = \text{Net Program Benefits} / \text{Program costs} \times 10 \quad (2)$$

This is the same basic formula used in evaluating other investment where the ROI is traditionally reported as earnings divided by investment.

Usually the greater the ratio of results to costs shows the greater the benefit the organization received by conducting the training program. Many people think that training of any sort will benefit the company. This assumption is just not true (Blanchard and Thacker, 2004). If ratio is less then 100 percent, than the program costs more than it returns to the organization. Such programs either need to be modified or dropped. When a training program is developed without using the training process, disaster usually follows. Such a program is likely to be unrelated to the needs of the company employees being trained, or both. When training is not designed to address a specific performance improvement opportunity, employees tend to discount its relevance and few changes will be seen in their performance. Likewise, companies quickly tire of training that cannot demonstrate its incremental value over its cost.

Therefore it should be noted here that the ROI from some programs can be quite high. For example, in many training scenarios, the ROI can be quite large, frequently more than 100 percent, while the ROI value for personnel systems may be lower. Positive benefits that cannot be quantified are referred to as intangible benefits. At times there may be some noneconomic or legally mandated reason to continue a certain training program; even here, however, if the ROI for this program is negative, some rethinking or reworking of the program is likely in order. (Chmielievski and Phillips, 2002; DeSimone *et al,* 2003).

Figure 2 provides ROI process model according to Chmielewski and Phillips (2002).

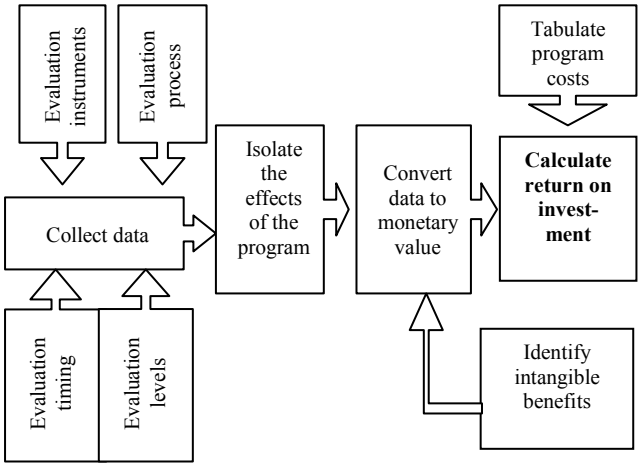

Figure 2. ROI Process Model
(according to Chmielewski and Phillips, 2002)

ROI analysis is not appropriate for all training programs. Training programs best suited for ROI analysis have clearly identified outcomes, are not a one-time events, are highly visible in the company, are strategically focused, and have effects that can be isolated (Worthen, 2001). For training programs that focus on soft outcomes (e.g., attitudes, interpersonal skills), it may be more difficult to estimate the value.

Hard and Soft Data in Training Evaluation

Traditionally, business people talk about two types of data: hard and soft. Hard data deal with objective, quantifiable factors. Soft data deal with subjective, qualitative factors. Businesses tend to values hard data because they are less equivocal. In contrast, soft data can mean about what anyone wants them to mean.

Table 2

Strategies to Convert Data to Monetary Values in ROI Evaluation

Unit of Data	Type of Conversion
Output data	• Data is converted to profit contribution or cost savings. • Output increases are converted to monetary value based on their contribution to profit or cost reduction.
Quality data	• The cost of quality is calculated and quality improvements are directly converted to cost savings.
Time data	• For programs where employee time is saved, wages and benefits are used for the value of time; • Since many programs focus on improving the time required to complete projects, processes, or daily activities, the value of time is important to consider.
Organizational cost data	• Historical costs and current records are used when available for a specific variable. • Organizational cost data are utilized to establish the specific value of an improvement.
Estimate of value	• When available, internal and external experts may be used to estimate a value for an improvement. • The credibility of the estimate hinges on the expertise and reputation of the individual.
Estimate of costs	• External databases are sometimes available to estimate the value or cost of data items. • Government, industry, and research databases can provide important information for these values.

All hard data such as output, quality, and time are easily converted. Chmielewski and Phillips (2002) provide strategies to convert data to monetary values in a ROI evaluation (Table 2). It is noted, that it is not very difficult to analyse HR training works, but their performance results, efficiency are expressed more heavily. It is quite difficult to assess them by quantitative indicators (time minutes, quantity units). HR training undoubtedly influences general financial results, however its effect is more expressed not through economic but through social efficiency, in which two main measures are distinguished: work focus and focus on the relations with other people (Hentze, Kammel, Lindert 1997; Witte 1995).

The conversion of soft data is attempted for each data item. However, if the process used for conversion is too subjective or inaccurate, and the resulting values lose credibility in the process, the data are listed as an intangible benefit with the appropriate explanation. Human resource has no choice but to also emphasize hard data.

Other data items are identified which are not converted to monetary values. These intangible benefits include items, such as increased job satisfaction, increased organizational commitment, improved teamwork, improved customer service, reduced complaints, and reduced conflicts. During data analysis, every attempt is trying to convert all data to monetary values.

For some programs, intangible, nonmonetary benefits are extremely valuable, often carrying as much influence as the hard data items. This is particularly true in the government system, which for years was not responsible for accountability. Now, the old way of doing business has been replaced by accountability. Thus, although intangible benefits may be extremely important, it is often difficult to use only intangible benefits as justification for a program. Since intangible benefits are subjective, they are often jeopardized by different interpretations. In these cases, ROI analysis provides objective data that is far more impenetrable to criticism.

Through the two focuses the fluctuations defined by individual factors are expressed. This precludes evaluating of benefit created by HR training. In addition the reform going in the world and the country changes values priorities, forms and distributes new orientations, forms new needs and new possibilities for their meeting, this even more impede reliable forecast of the expected activity results, and this in its turn affects evaluation of HR development (Kumpikaite, Sakalas, 2005).

Traditional and modern financial methods of efficiency evaluation are difficult applicable in the field of HR training evaluation to evaluate soft data, they require very high labour costs, which are unjustifiable with respect of expediency. They can be used as an auxiliary dimension, when evaluating HR maintenance of training results etc. It is stated that financial methods, therefore the most attention should be paid to the soft data and qualitative evaluation methods.

Costs of Training in Lithuanian Companies

The research of human resource development evaluation was provided in 12 different companies in Lithuania in 2004. Figure 3 shows how much money every company assigned for one person in training and development per year in Litas and how many days of training every company had for one person per year. As we can see money varies from 100 Lt to 2000 Lt. Average of money

spent for one person per year in analyzed companies is 432 Lt. Average for training time for one person is 13 days per year in researched companies. The minimum time is 5 days and the maximum time is even 62 days for the person. The company spending the most time for training is the centre of training so it explains such big difference in time. Total situation tells us that in different organizations attention to training is different and expenses and time for training are very different too.

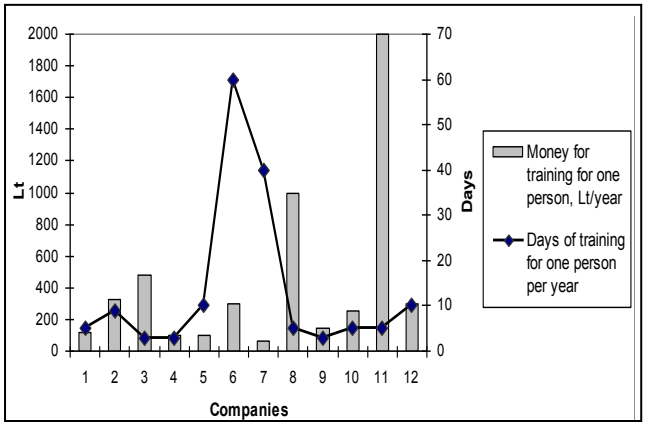

Figure 3. Expenses for Training in Lithuanian Companies

Table 3 gives us information about the size of companies, investment for training for one person in Litas per year and percent of training costs in total organizational costs. 3 of 12 organizations do not calculate (or only did not provide such information) costs of training in total organizational costs. And other organizations spend from 0.01 to 10 percent for training of all costs.

Table 3

Costs of Training in Lithuanian Organizations

Number of employees in organization	Money for training for one person, Lt/year	Percent of training costs in total costs
10	1000	0.01
12	100	1
15	480	0.1
16	300	10
60	148.46	0.21
79	327.2	0.4
92	120	0.1
103	60	There is no calculation
240	100	5
300	300	There is no calculation
1300	2000	There is no calculation
3801	253	0.17

Week correlation (0.17) dependence was set between the size of organization and amount of money spending for training. Thus bigger organizations spend a little bit much money for training than small companies. Also week negative dependence (- 0.178) was defined between the number of employees in organization and percent of training costs in total costs. Percent of costs in total organizational costs are less in companies which spend more money for one person for training (correlation is - 0.186). Such small research is insufficient to describe full picture of training costs and links between different components in Lithuania. To research this dependence more companies of different size should be explored. According to this research we can say that situation of training and its costs in different organizations are different. In order to see more detailed picture more research should be provided. Depending on kind of activity, efficiency, size and profitability of organizations should be analyzed and only then we could know actual situation of training costs in Lithuanian organizations.

Conclusions

Human resource evaluation provides information used to determine training effectiveness. Training assessment can be done by evaluating training costs using cost-benefit or cost-effectiveness analysis or by translating a trained employee's productivity into monetary terms through utility analysis.

Evaluation also involves choosing the appropriate design to maximize the confidence that can be placed in the results. The design is based on a careful analysis of how to minimize threats to internal and external validity as well as the purpose, expertise, and other company and training characteristics. The types of designs used for evaluation vary on the basis of whether they include pre-training and post-training measures of outcomes and training and a comparison group.

Human resource training benefits can be tangible and intangible getting from hard and soft data. Financial methods in the field of the human resource training evaluation are difficult applicable to soft data and therefore much more attention should be paid to qualitative evaluation methods.

The important point is that ROI calculations can be developed reliably and accurately for almost any type of HR program. To do so, the ROI process must be approached with careful planning, methodological procedures, as well as logical and practical analyses.

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Žmonių išteklių mokymo vertinimas

Santrauka

Pastarąjį dešimtmetį žmonių išteklių vadyba ir jos funkcijos patyrė drastiškų pokyčių organizacijoje, keičiančioje savo statusą ir rolę (De Cieri ir Kramar, 2005; Grugulis, 2006 ir kt.). Žmonių išteklių valdymas yra gyvybiškai svarbus veiksnys, siekiant organizacijos tikslų ir naudojant juos efektyviai siekiant naudos kiekvienam individui, organizacijai ir visuomenei. Šiandien žmonių išteklių vadyba turi unikalią ir laiku suteiktą galimybę parodyti savo produktyvumą ir naudą.

Vertinant žmonių išteklių funkciją svarbu ištirti, kaip organizacijos įgalina išugdyti kuo didesnį savo darbuotojų potencialą. Tai atliekant labai svarbu, kad organizacijos aprašytų savo siūlymus ir teigiamus rezultatus penkiose kategorijose:

- Žmonių išteklių planavimas ir valdymas,
- Darbuotojų įtraukimas,
- Darbuotojų mokymas ir ugdymas,
- Darbuotojų darbo atlikimas ir pripažinimas,
- Darbuotojų pasitenkinimas.

Šiame straipsnyje autorė nagrinėja vieną iš šių penkių komponentų – žmonių išteklių mokymo ir ugdymo – vertinimo aspektus.

Šio straipsnio tikslas – apibūdinti žmonių išteklių mokymo vertinimą ir šio proceso investicijų grąžą. praktinius aspektus.

Tyrimo metodai – mokslinės literatūros analizė ir sintezė, loginė analizė, empirinis tyrimas 12-oje Lietuvos organizacijų.

Žmonių išteklių vertinimu, organizacijoje galima siekti keleto tikslų. Pasak Phillips (1983) vertinimas gali padėti atlikti šiuos darbus:

- Nustatyti, ar mokymo programos pasiekia savo tikslus.
- Nustatyti mokymo programų silpnąsias ir stipriąsias savybes.
- Nustatyti mokymo programų kaštų – naudos santykį.
- Nuspręsti, kas turėtų dalyvauti ateities žmonių išteklių mokymo programose.
- Įvertinti, kuris dalyvis patyrė didžiausią ar mažiausią mokymo programos naudą.
- Užtvirtinti pagrindinius momentus programos dalyviams.
- Surinkti duomenis, reikalingus ateities programoms paruošti.
- Nustatyti, ar mokymo programa buvo tinkama.
- Sukurti duomenų bazę, padėsiančią sprendimų priėmimo procese.

Žmonių išteklių mokymas – vienas iš strateginių organizacijos uždavinių siekiant sukurti sistemą, kuri ugdytų darbuotojų sugebėjimus, atsižvelgus į įmonės reikalavimus ir darbuotojų tikslus. Darbuotojui turi būti sudaromos galimybės vystyti kompetencijas, sugebėjimą prisitaikyti prie pokyčių, lavinti įgūdžius, patirtį, taisyti daromas klaidas. Ši sritis plačiai pasaulyje tyrinėta tokių mokslininkų kaip Kirkpatrick (1994), Kraiger, Ford ir Salas (1993), Holton (1996), Phillips (1996) ir kitų. Nors Lietuvoje šios srities studijos, nors labai aktualios, tačiau vis dar tebėra ganėtinai naujos. Jas labiausiai išplėtojo Kumpikaitė (2005; 2007) ir Sakalas (1996).

Žmonių išteklių mokymo programas labiausiai įprasta vertinti lyginant programos suteiktą naudą su programos kaštais. Daugelis žmonių mano, kad bet koks mokymas organizacijai naudingas, tačiau tai ne visada tiesa. Kuo programos naudos ir kaštų santykis didesnis už vienetą, tuo projekto nauda didesnė. Jei šis santykis mažesnis, tai rodo, kad programa buvo nenaudinga, ir ją verta modifikuoti arba jos atsisakyti. Be to, pažymėtina, kad tradiciškai vertinti atrenkami dviejų rūšių duomenys: vadinamieji „kietieji" ir „minkštieji". „Kietieji" duomenys (pavyzdžiui, produkcijos kiekis, kokybė, laikas, kaina) siejami su objektyviais, kiekybiniais faktoriais, o „minkštieji" (pavyzdžiui, darbo įpročiai, darbo klimatas, jausmai/nuostatos, nauji įgūdžiai, paaukštinimas, iniciatyva) siejami su subjektyviais, kokybiniais veiksniais. Verslas mėgsta tikslumą ir pinigus, tad ir vertinant žmonių išteklių ugdymą siekiama kuo daugiau piniginių išraiškų. Taigi gautiesiems rezultatams stengiamasi kuo greičiau suteikti piniginę išraišką. Paprasčiau pinigine išraiška paversti „kietuosius" nei „minkštuosius" duomenis, tačiau ir „minkštuosius" duomenis stengiamasi pateikti pinigine išraiška.

Šiame straipsnyje autorė apibūdina žmonių išteklių ugdymo vertinimo aktualumą, žmonių išteklių ugdymo vertinimo metodus pagal Kirkpatrick (1994), Galvin (1993), Warr et al. (1970), Holton (1996), Phillips (1996) ir kt.; apžvelgia gautų žmonių išteklių mokymo programų vertinimo kiekybinių ir kokybinių duomenų pervedimą į piniginę išraišką, diskutuoja apie apčiuopiamą ir neapčiuopiamą žmonių išteklių mokymo programų naudą.

Apibendrinant galima teigti, kad, nors versle pripažįstama piniginė rezultatų išraiška, tačiau ugdant žmonių išteklius labai sudėtinga tiksliai apibrėžti piniginę šio ugdymo teikiamą naudą, nes esama daug pašalinių veiksnių, darančių įtaką tiek ugdymui, tiek pačiam programoje dalyvaujančiam žmogui. Neatsižvelgus į šių veiksnių poveikį, galime gauti iškraipytus, neatspindinčius tikrovės rezultatus. Tokiu atveju, stengiantis rezultatus paversti pinigine išraiška kuo

tiksliau, vertinimo kaštai gali gerokai viršyti jų teikiamą naudą. Tad šio straipsnio autorės nuomone, nors piniginius rezultatus paprasčiau suprasti, tačiau žmonių išteklių mokyme daugiau dėmesio turėtų būti skirta neapčiuopiamiems, kokybiniams rezultatams vertinti, naudojant kokybinius žmonių išteklių mokymo vertinimo metodus.

Atlikus empirinį tyrimą 12-oje Lietuvos organizacijų, vertinant personalo ugdymo sistemą, nustatyta, kad vienam darbuotojui ugdyti išlaidos šiose organizacijose svyruoja nuo 100 iki 2000 Lt per metus. Vidutinės išlaidos vienam darbuotojui tirtose įmonėse – 432 Lt. Vidutiniškai 13 dienų per metus buvo skirta kiekvieno darbuotojo mokymuisi. Mažiausiai mokymuisi buvo skirtos 5 dienos, maksimali trukmė – net 62 dienos. Daugiausiai skyrusi mokymuisi dienų organizacija buvo mokymo centras, o tai ir paaiškina tokį išskirtinį dėmesį mokymuisi. Mokymo kaštų procento bendruose organizacijos kaštuose nenurodė net 3 įmonės, teigdamos, kad jos to neatlieka. Tad kaštai, skirti mokymui bendrose organizacijos išlaidose, sudaro nuo 0,01 iki 10 procentų skirtingose organizacijose. Tyrimo duomenys parodė, kad mokymo ir tam skiriamų lėšų situacija skirtingose organizacijose labai skiriasi. Siekiant nustatyti tikslesnę situaciją, reikėtų atlikti didesnės apimties tyrimą, vertinant organizacijas pagal dydį, veiklos pobūdį, pelningumą ir net gal būt pagal geografinę padėtį. Tik tada galima būtų kalbėti apie priklausomybių tarp atskirų žmonių išteklių mokymo programų vertinimo kriterijų egzistavimą ar šių priklausomybių nebuvimą.

Apibendrinant galima sakyti, kad:

- Žmonių išteklių vertinimas teikia informacijos, reikalingos mokymo programų efektyvumui nustatyti. Mokymo vertinimas gali būti atliktas naudojantis kaštų – naudingumo ar kaštų – efektyvumo analize. Tai taip pat gali būti daroma paverčiant darbuotojų produktyvumą pinigine išraiška, remiantis naudingumo analize.
- Vertinimas apima tinkamų priemonių, norint maksimizuoti rezultatų patikimumą, pasirinkimą. Šis projektavimas turi būti paremtas nuoseklia analize, įvertinant būdus, kaip galima būtų minimizuoti grėsmes vidiniam ir išoriniam patikimumui per tikslą, kompetencijas, mokymo priemonių charakteristikas.
- Žmonių išteklių mokymo nauda gali būti apčiuopiama ir neapčiuopiama, gaunama iš „kietųjų“ ir „minkštųjų“ duomenų. Finansiniai metodai žmonių išteklių mokymo vertinime dėl turimų „minkštųjų“ duomenų yra sunkiai pritaikomi, todėl daugiau dėmesio turėtų būti skiriama kokybiniams, o ne kiekybiniams metodams.
- Svarbu paminėti, kad investicijų grąžos apskaičiavimas gali būti patikimai ir tiksliai taikomas daugmaž visoms žmonių išteklių mokymo programoms vertinti. Todėl investicijų grąžos procesas turi remtis rūpestingu planavimu, metodologinėmis procedūromis bei logine ir praktine analize.

Raktažodžiai: *žmonių išteklių mokymas, žmonių išteklių mokymo vertinimas, mokymo kaštai, investicijų grąža.*

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