Comparative Analysis: FlightSafety eLearning

EDUC-5398 Techniques of Research

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Abstract

The costs of employee attrition to a company can be significant. Employee satisfaction is one of the top reasons for attrition rates being high, and within FlightSafety, Teammate satisfaction and engagement is directly linked to training offered within the company. Improving the current training offered to FlightSafety Teammates by converting outdated and traditional training to dynamic and engaging eLearning can lead to an increase in employee satisfaction and engagement, thus leading to an increase in return on investment for the company as well as reducing the costs associated with employee attrition. The project will introduce participants to two eLearning Modules, one that is in current circulation within the company, and one built utilizing current best practice and design/development standards by a team with professional training and education. Comparing surveyed responses, it is predicted that by providing participants with eLearning materials designed and developed using input from the group, along with best instructional design practices, will increase their satisfaction and acceptance of eLearning and thus increase the chances of their retention within the company.

Keywords: FlightSafety corporate training, eLearning, eTraining, employee satisfaction, employee training

Comparative Analysis: FlightSafety eLearning

Employee satisfaction is currently one of the largest factors in employee attrition in any company or organization. According to the study "Best of the Best Workshop Discussion #1" (Fitch & Reedy, 2018), it has been determined that Teammate training within FlightSafety is the number one cause for employees' dissatisfaction and disengagement, resulting in Teammates vacating their positions within the first six years of their employment. The costs of replacing a Teammate range from 50% (non-technical/managerial positions) up to 250% (technical/leader positions) of the employee's salary according to the study "The Value of Training" (IBM, May 2014). This equates to a loss to FlightSafety of $30,000 per entry-level Teammate to $312,500 per technical/leadership-position Teammate.

While eLearning is widely recognized as a cost-effective means to provide corporate training, 78% of companies still rely on traditional face-to-face training methods for a portion of their in-house training (Andreatta, Dewett, Lu, Pate, Schnidman, & Thomson, 2017). This percentage is mimicked within FlightSafety as a whole, where most corporate training is done either traditionally or via peer-to-peer coaching/training (teleconferences, LiveLearning, or blended techniques). The current eLearning provided to FlightSafety Teammates was developed as far back as 2005, by individuals who are/were not specifically trained in adult education nor instructional design, and hardly touched since then. By providing our Teammates with updated training, created using current best practice modeling and user input, I am predicting not only greater knowledge retention by the user but increased user satisfaction with the training information/module as well. This increase in Teammate satisfaction and engagement (our number one factor in employee attrition) as well as improved and increased knowledge retention should, in turn, provide a greater return on investment (ROI) overall, providing a strong

argument for proposing a rebuilding of all current eLearning Courses to current standards as well as the creation and implementation of a university-style MOOC (massively open online college) for FlightSafety Teammates.

To achieve this goal of increased Teammate satisfaction, engagement and ROI for the company, Teammate Training needs to be included in all matters regarding training across the company as a whole. As the 2017 report by Andreatta, et al points out, 69% of the most successful Fortune 500 companies with the greatest employee satisfaction rates provide their employees with centralized, current and relevant training versus 16% of those companies that do not; 60% of the top learning and development (L&D) professionals (instructional designers) have "seats" within their organization's C-level meetings; and the training provided by those most successful companies focus on high-quality employee training for promotional skills as well as technical abilities within the employee's current role. The ROI for effective, engaging, relevant eLearning has saved companies significant money while increasing revenue (IBM, 2014) (Strother, 2002):

- IBM cut costs by over $200 million by switching to eLearning (total savings of over $570 million over two years)
- Dow Chemical reduced its costs by 89% switching from traditional (face-to-face) training to eLearning
- Cisco and Caterpillar cut their overall training costs between 40-80% by transitioning to eLearning while also increasing employee performance and engagement
- Microsoft saw a cost savings of 95% ($320/learner to $17/learner) by switching to eLearning and video-learning format (LiveLearning)

- Rockwell Collins reduced training expenditures by 40% by switching 35% of their training to effective eLearning

In this comparative analysis, I will be comparing eLearning currently being utilized within FlightSafety for Teammate training with eLearning built utilizing current best practices and modern standards, supplemented with supporting material designed in-house by a trained and experienced development team. The initial costs of the current eLearning as well as the rebuilt course, the user's analysis of the two modules, and the engagement and satisfaction of the users will all be factors to be considered in overall ROI for FlightSafety.

Review of the Literature

As I am dealing with FlightSafety-specific information, some information is company-controlled and not for public use/viewing. Related literature dealing with the topics below were gathered from various sources written or published within the previous one to ten years if at all possible for currency and relevance to modern statistics.

Employee Attrition, Engagement and Satisfaction

As mentioned earlier, employee satisfaction is FlightSafety's number one reason for attrition rates. Closely tied with employee satisfaction is employee engagement (the amount of time engaged or spent doing their work). If an employee is less satisfied, they are less engaged. This, in turn, costs the company actual dollars as the less engaged employee does less work. The costs of disengagement can be easily calculated utilizing the formula provided by Andreatta (2017) in "Calculating the Cost of Employee Attrition and Disengagement." Coupled with the costs of employee attrition as calculated from the 2014 IBM report, this lost revenue to FlightSafety is quite significant.

For the average FlightSafety Teammate (average salary of $60,000), the cost to the company is $30,000/employee lost. However, the cost of losing a technician or C-level employee is significantly higher at $312,500/employee lost. The average salary of FlightSafety Instructor - the Teammate most often lost to attrition reasons - is $80,000. Replacing a single Instructor results in a loss of $200,000 to the company. Clearly, this is an issue that needs to be dealt with, and with Teammate satisfaction and training being the primary cause of this loss, it is rather easy to address by simply designing and developing dynamic, engaging, and relevant training.

Another factor when considering employee satisfaction are generational considerations. While the majority of the current workforce are considered to be Baby Boomers and Generation X, Generation Y or Millennials, are rapidly gaining numbers in the workforce. It is estimated that the current population is roughly 36%; that number is estimated to grow to 46% by 2020 (Venkatesiah, 2015). This is relevant for the reasoning of the work ethic and learning/training desires of this generation. While traditional methods have worked for the previous generations, Generation Y is accustomed to rapid, on-time, and engaging learning styles and methods from the persistent use of technology. eLearning developers must therefore look at this upcoming generation and begin adapting materials to accommodate this generation or face even greater dissatisfaction/disengagement rates.

Employee Training Costs

Currently, 47% of employee training time is done strictly via traditional methods (Pappas, 2015). Significant cost savings have been verified by switching training, even partially, to a self-paced, eLearning environment. As noted by Gutierrez (2016), these savings include a reduction in learning time (time spent learning) by 40-60%, a 25-60% increase in knowledge

retention rates, the users learning up to 5 times as much information/material over traditional methods in the same amount of time, and an increase (18%) in employee engagement. Furthermore, companies have reported up to a 42% increase in revenue by reducing costs associated with traditional methods of training (travel, per diem, housing, insurance, equipment). Technology-driven training, including eLearning, also boosts productivity revenue; for every $1 invested in eLearning, $30 in productivity results.

eLearning ROI for Corporate Training

Implementing technology in the corporate training world, including eLearning, has been gaining more notice and producing reliable results for quite some time. By utilizing best practices in adult learning and learning/training development, along with building effective, engaging and dynamic content, instructional designers and developers are able to improve a company's ROI significantly. Reduction in the costs associated with traditional training methods along with the cost effectiveness of implementing, maintaining and updating eLearning and training benefits the company's bottom line as well as increasing employee overall engagement and satisfaction, resulting in an increase in ROI for the company as a whole.

Current eLearning for FlightSafety was developed as far back as 2005 with little to no work done since the initial development. The average length of building this original material was as long as 4 months (640 hours). The average salary of an instructional developer at that point was roughly $56,000/year at FlightSafety. This is for the development hours alone; this does not include the subject matter experts (SMEs) or program/project owners involved who are usually paid much more than the developer. Based on the developer's salary alone, the average cost of an eLearning course built in the old manner would have cost the company $18,666

dollars. As the developers had no formal training in adult learning or eLearning best practices, the overall ROI on this material is rather low. The actual figures can only be estimated, but from the low levels of employee engagement and satisfaction of the material, it can be estimated using Andreatta's formula at roughly $20.5 million per year.

Proposed methods would consist of rebuilding all current eLearning and training using best practices in instructional design and curriculum development as well as incorporating updated adult learning methods and learning styles along with having a development team specifically trained in instructional design technology and having professional training and experience in education. The average costs of rebuilding a course that took four months to initially build is 40-80 hours. With the average salary of an instructional designer now being $69,000 per year, 40-80 hours of work relates to an initial cost of $2,875 per course to redesign and rebuild. The ROI, however, would increase significantly, resulting in a decrease in employee disengagement, an increase in employee information and knowledge retention, and an increase in employee productivity rates.

When considering ROI, it also imperative to consider the overall learning experience. Using the process as explained by Strother (2002), there are five levels of evaluation that can be used to evaluate the effectiveness of any learning (eLearning or traditional); Level 1 (Reaction), Level 2 (Learning), Level 3 (Behavior), Level 4 (Results), and Level 5 (ROI). These shall be addressed through the use of surveys of the original Module and the rebuilt Module.

Purpose of the Study

The purpose of this study is to compare the effectiveness of rebuilt eLearning with that which is currently being offered and utilized within FlightSafety for corporate training.

Employee satisfaction and engagement is the number one reason for employee attrition, and within FlightSafety, Teammate training is the number one reason for low satisfaction and engagement rates.

By providing eLearning and training built using current best practices, adult learning methods and styles, and learning strategies, it is the hope of the author to validate the push for rebuilding and rebranding all eLearning being offered as well as moving towards a more centralized, MOOC-oriented learning and training offering for all FlightSafety Teammates.

Methodology

Study Settings and Participants

A small sampling of adult professionals was selected. From an initial 15 individuals chosen, 10 agreed to participate in the action research project. These professionals were chosen from within as well as outside of FlightSafety International to gain insight from individuals directly and indirectly involved with the training provided in order to provide input and insight. This variation was desired in order to have results that were not entirely based on FlightSafety Teammates alone so that qualitative data could be gathered. Demographics of the participation group may be found under *Results*.

Intervention

I will be rebuilding a current eLearning Module utilizing both user input and current/standard best practices, as well as implementing current/modern strategies and techniques in adult education in an online environment.

The instrument of the research project will be an eLearning Module that was built in 2005 and modified in 2017 by a different department than Teammate Training. This Module will

be administered to the sample group, with a survey attached. The second Module will implement

input from the survey as well as incorporating current best practices and adult learning

styles/strategies, along with yet another survey to collect the results. The Two surveys will be

similar so as to match/correlate the user's responses regarding the effectiveness and relevancy of

the Modules.

Validity & Reliability

The validity and reliability of the data collected is dependent upon the completeness and

honesty of the sample group. The surveys provided have indicated that each is submitted

anonymously, without any private information being collected; this will, hopefully, entice the

users from within the company to be honest and open about both the original Module as well as

the rebuilt Module utilizing their input.

Data Collection & Analysis

Data collection will be gathered at three different times; an initial/baseline survey, and

two Module follow-up surveys which will ask identical information for correlation and

comparison between the two Modules.

The initial baseline survey is used to gather general information and demographics:

- Gender information

- Age

- Educational background

- Work experience/general background

The follow-up surveys will be gathering information concerning the eLearning Modules

specifically:

- Opinion on professionalism, modernism, and effectiveness of the eLearning

- Relevancy

- Content

- Overall satisfaction

All three surveys are attached at the end of this document. Analysis of the information gathered from the second and third surveys will be presented so as to indicate which form of eLearning was more beneficial to the user, resulting in a higher level of satisfaction and thus, a higher level of return on investment (ROI) for the company.
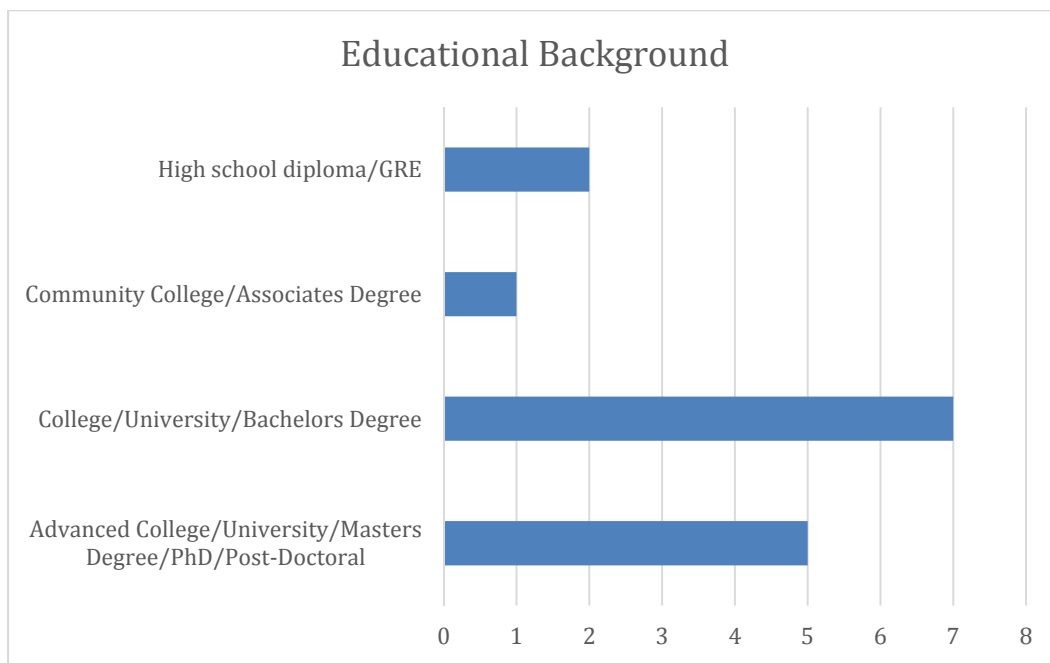
Results

The Pre-Action Research Project Survey (see Appendix) results indicated that most participants were female (53%) educators (46%), between the ages of 45-54 (66%) who had a college education/Bachelor's degree (47%). While this survey was intended to provide a simple demographic relationship of participants, the results indicated a participant population who were primarily educators, a group of individuals who are just as involved in the quality of eLearning material as the users of the material. *Figures 1-4* provide relevant information concerning the group's demographics and education/background.
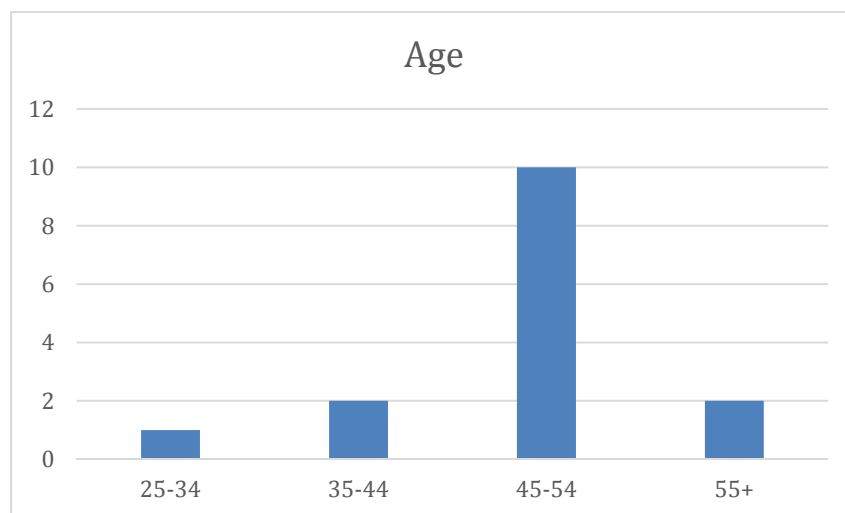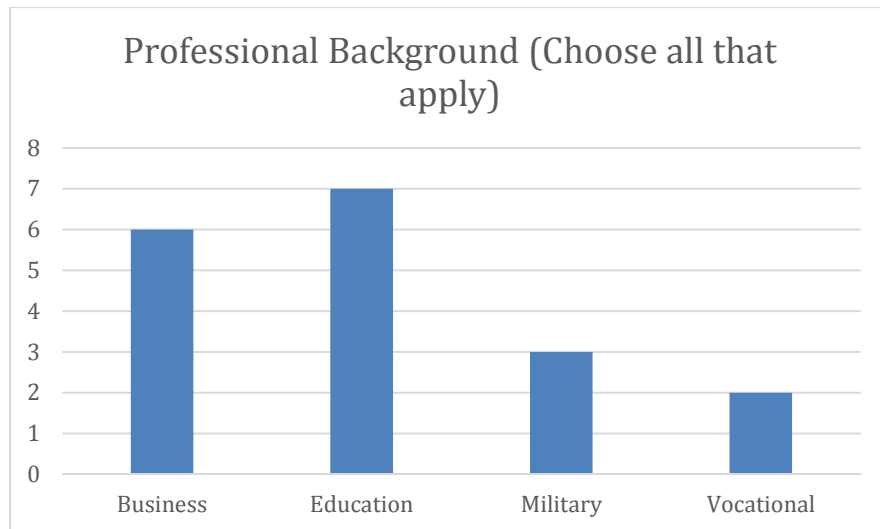

(*Figure 1*: Demographics – Age)
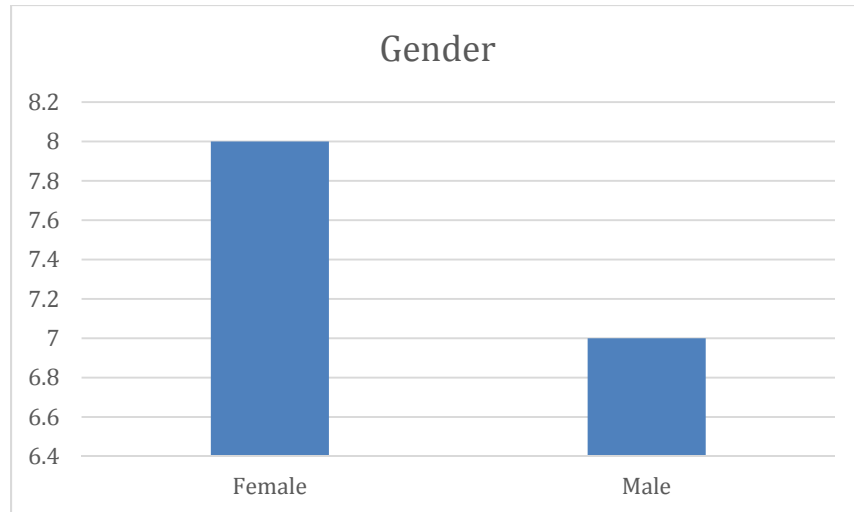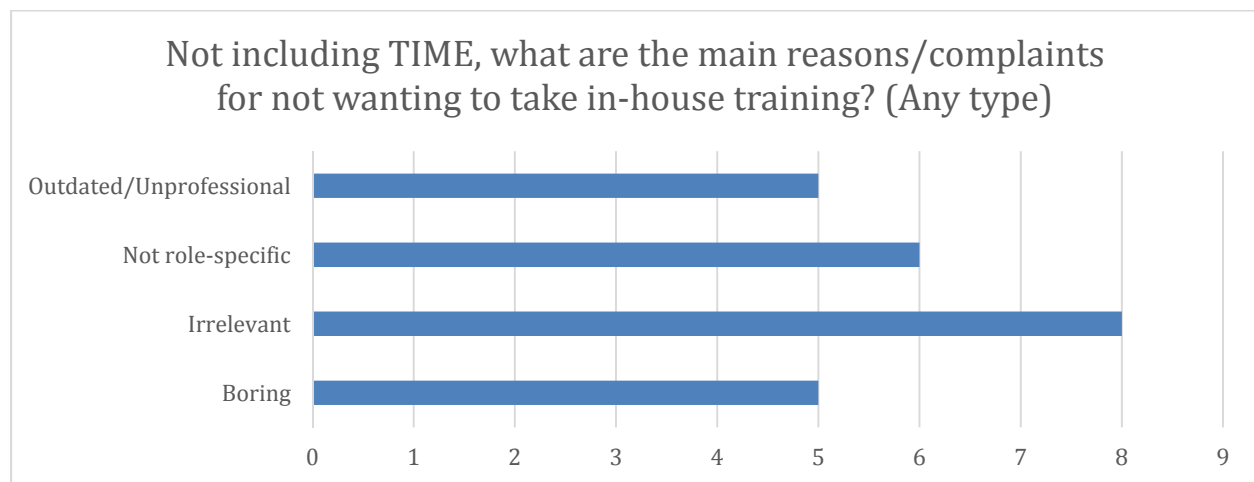
(*Figure 2*: Demographics – Gender)

(*Figure 3*: Demographics – Educational Background)

(*Figure 4*: Demographics – Professional Background)

Qualitative questions were also asked. Analyzing the raw data and reorganizing as needed, the top four results provide individual's thought of training provided by their company as seen in *Figure 5*.


(*Figure 5*: Qualitative – Complaints about in-house training)

As can be seen from the qualitative portion of the survey, the majority of the participants indicate that their main complaint about in-house training is that it is irrelevant and not role-specific followed closely by the training being outdated or unprofessional as well as not being engaging and dynamic (boring). All of these items are factors in Teammate training being

offered by FlightSafety and being a leading cause of Teammate dissatisfaction, leading to

Teammate attrition and disengagement and, as a result, costing the organization money.

The Initial Course Analysis Survey (see Appendix) also provided predicted results. The

initial Module was originally designed and developed in 2005 by a team that had no formal

educational training, lacked best practice education and training, and lacked the background in

proper design and development of supporting materials such as graphics, audio, and visual

content, as well as lacking the training in creating supplemental materials. As such, courses

developed by this team lacked many items that we now consider to be best practice and design

(backwards design). Furthermore, the costs to the company utilizing this training go beyond the

simple salary to development costs of the developer; the ROI is low considering the added costs

of SME involvement, lack of supporting materials, and Teammate disengagement and

dissatisfaction with the training provided.

Figures 6-12 provide survey results related to the top concerns for eLearning design and

development. The original scale in the survey offered Very Poor – Poor – Average – Good –

Very Good as choices. These were converted to a Likert Scale of 1-5 with 1 being Very Poor and
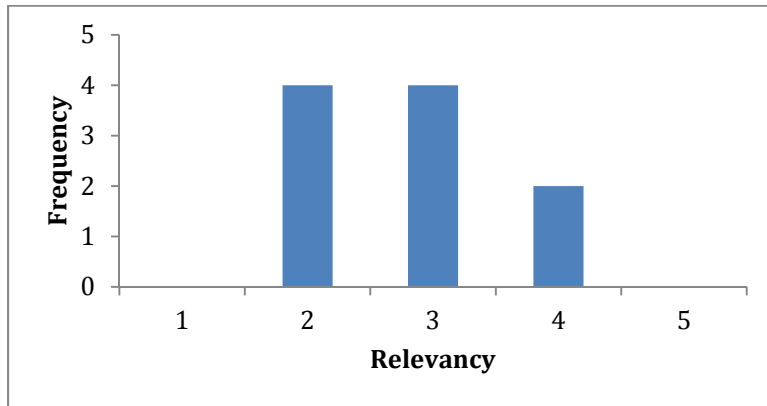
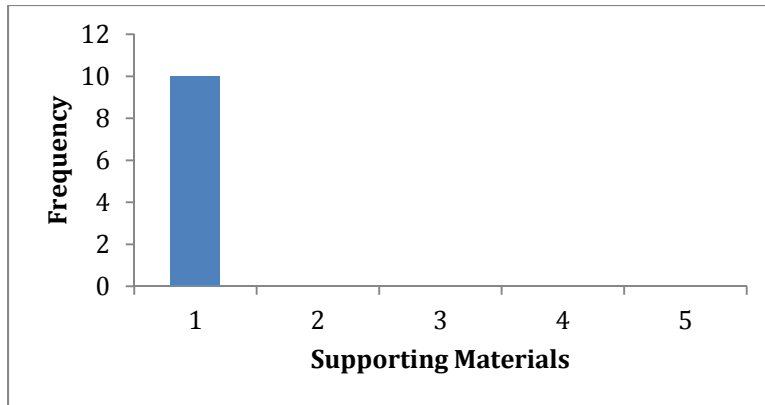5 being Very Good.
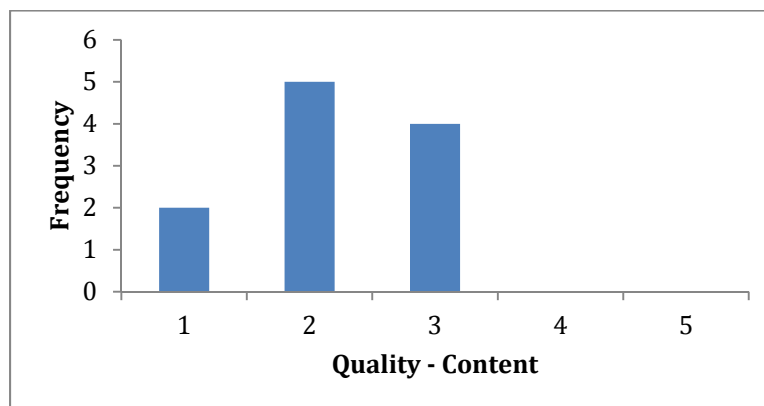
(*Figure 6*: Module 1 – Content Quality)
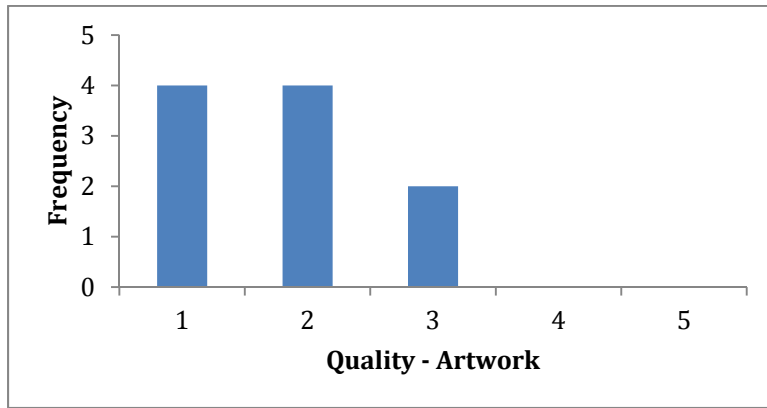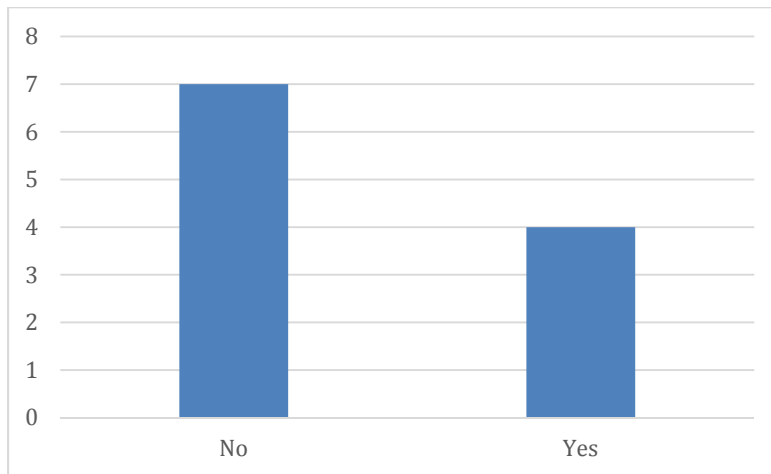
(*Figure 7*: Module 1 – Artwork Quality)
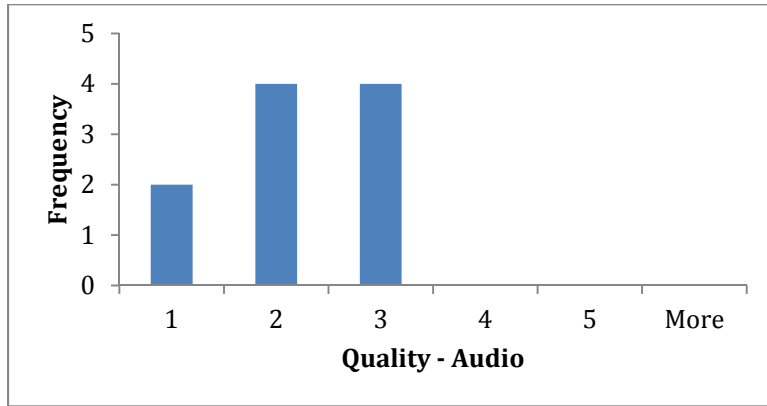
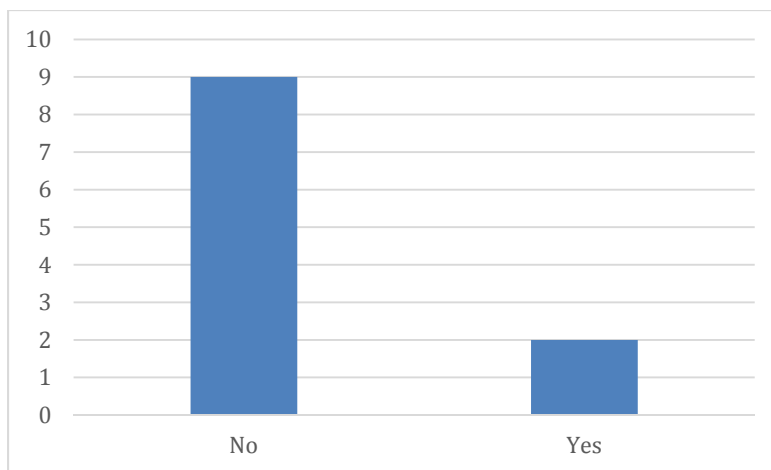(*Figure 8*: Module 1 – Audio Quality)

(*Figure 9*: Module 1 – Relevancy)

(*Figure 10*: Module 1 Supporting Materials – none provided)

(*Figure 11*: Module 1 Content – Modern/Professional Appearance)

(*Figure 12*: Module 1 Content – Engaging / Dynamic)

As the results indicate, very little positive feedback was provided for Module 1. As has been mentioned previously, this Module is the current version being utilized throughout the company. When coupled with the results of studies mentioned in the Literature Review, it can be safe to state that the ROI for FlightSafety on this product is low, resulting in not only a loss of revenue due to poor Teammate participation and satisfaction, but also resulting in a poor reputation for FlightSafety's training as a whole, and Teammate Training specifically. According to Warren Buffet, FlightSafety's ultimate CEO and leader, "It takes twenty years to build a reputation and five minutes to ruin it." With that in mind, it is necessary to address this issue of poor eLearning and training and improve the reputation of the parties involved.

Module 2 was built from Module 1 using input provided by participants as well as the development team's background in education, learning styles and theories, and extensive background in design and development of professional media products, including print, electronic, and audio/visual.

Questions associated with Module 1 dealt with specific areas associated with Teammate satisfaction as gathered from the Literature Review such as:

- Quality and Relevancy of the Module and Supporting Materials if provided
- User Interface was well-developed and explained properly
- Did the Module provide professional and varied Assessments and the opportunity to review at the end?
- Qualitative questions such as:
  - What was good about the Module?
  - What improvements could be made to the Module?

o   What one thing could be added/removed to increase the value of the
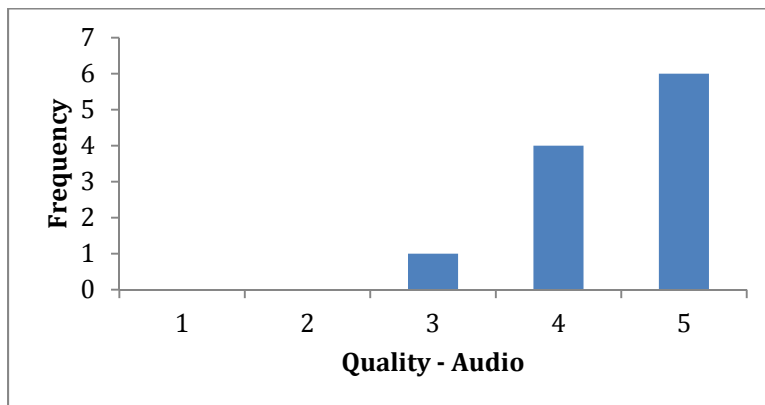
Module?

These questions have never been asked before of Teammates participating in any

FlightSafety-provided eLearning training and rarely in traditional/blended learning

environments. Without this input, there was no evidence to the effectiveness of the training being

provided. After Module 2 was rebuilt, using the input provided by the participants, a final survey

was provided in order to capture the qualitative evidence from the group comparing the two

Modules. The results were as predicted; across the board, the group overwhelmingly approved of

the rebuilt Module 2. *Figures 13-16* on the following pages show the results of the survey

converted from the range previously mentioned (Very Poor – Very Good) to a Likert Scale of

1-5.
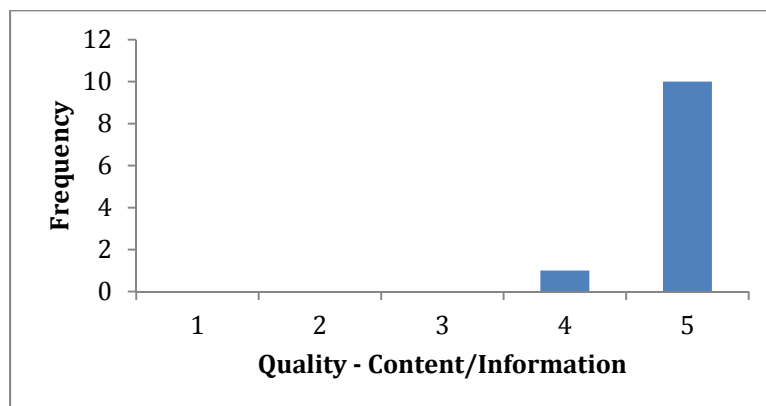
(*Figure 13*: Module 2 – Quality – Content/Information)
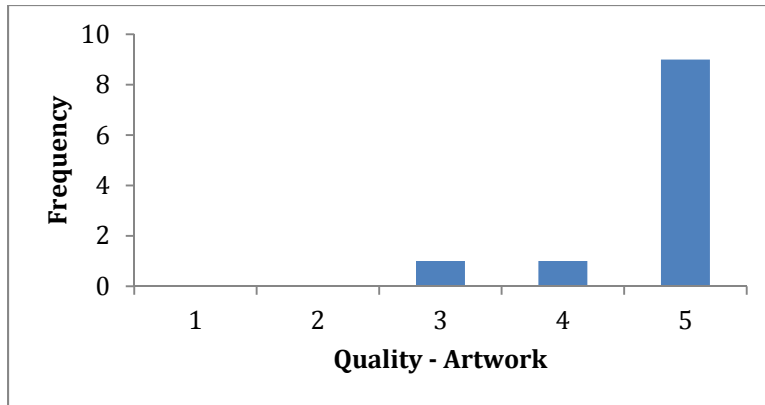
(*Figure 14*: Module 2 – Quality – Content/Information)

(*Figure 15*: Module 2 – Quality – Audio)
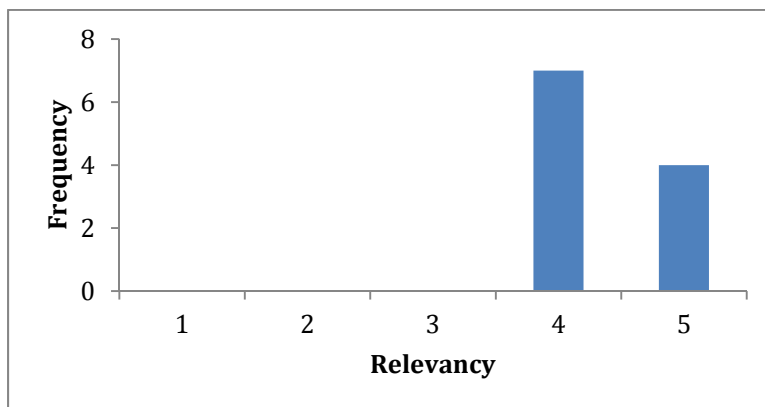
(*Figure 16*: Module 2 – Relevancy)

As for Professionalism, Modern Appearance, Engaging/Dynamic, and Quality of

Assessments, all these fields received a score of Very Good (5). Furthermore, several questions

were asked about the Module regarding its format use in future training as well as being used as

the foundation for a massively open online college (MOOC) style training if offered by

FlightSafety (*Figures 17 and 18*).
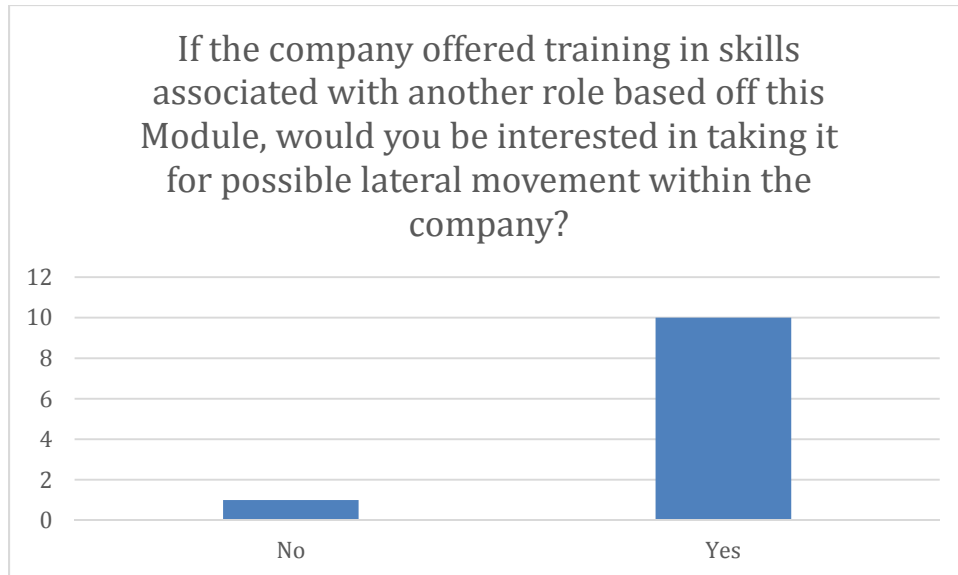
(*Figure 17*: Non-Role-Based Training Offering by FSI)
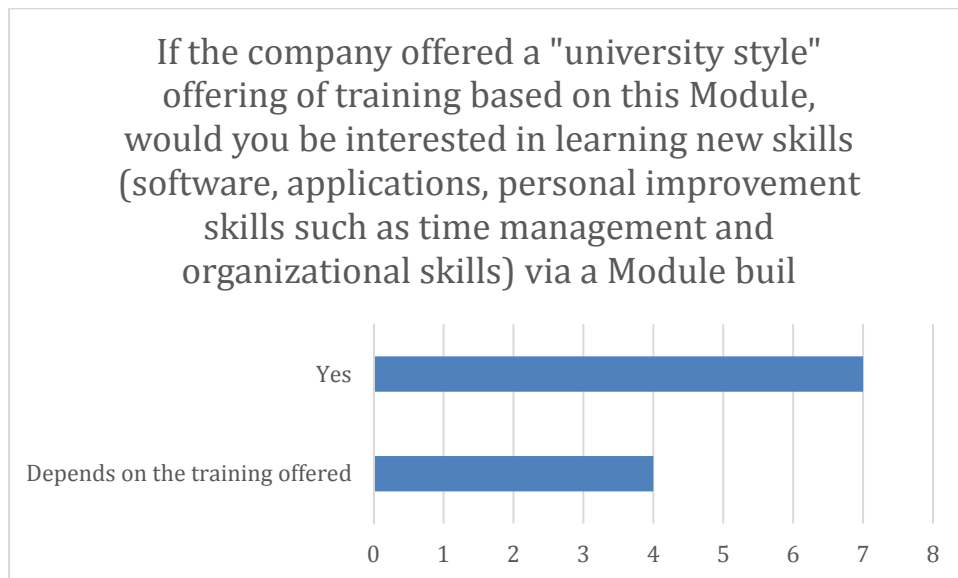
(*Figure 18*: MOOC-Styled Training Offered by FSI)

Clearly, there is a desire for improved training offered by the company that not only

would improve Teammate satisfaction and engagement, but also increase the Teammate's desire

to learn valuable skills outside of their role…if that training is developed using best practice, modern learning styles/theories, and provided dynamic, engaging content.

The costs associated with the creation of this type of learning, when compared to the ROI for the company, is insignificant. The initial development costs to build the poorer of the two Modules has been estimated at approximately $18,666 (four months of work) dollars whereas the development costs of rebuilding that course is $2,875 (40-80 hours). If all eLearning that is currently in use today was revisited and rebuilt as needed, the costs associated would still result in an increase in overall ROI for the company despite the development costs. Following years would have an even greater ROI due to the increase in Teammate satisfaction and engagement, as well as an increase in knowledge retention and better job performance and simple maintenance rather than development of Modules. Trimming the training to just that information that is required for each role within FlightSafety (relevancy) would also result in an increase in production hours due to a decrease in training time for irrelevant training.

Discussion

The current eLearning Module is representative of the quality of training FlightSafety Teammates have been receiving over the last decade. Up to as recently as 2017, this training has never been fully investigated and users were never asked for input. As a result, Teammate satisfaction with in-house training has greatly diminished, leading to unsatisfied Teammates which, in turn, affects productivity and, as a result, affects the organization's ability to do business effectively and efficiently as well as affecting their ROI. The costs replacing a typical FlightSafety employee is estimated at $30,000 while the replacement of a technician or leadership position is estimated at over $300,000 (based on the formula provided by Andreatta, 2017). Coupled with the poor ROI due to Teammate satisfaction and disengagement, the costs to

FlightSafety, annually, could be as high as $27,000/employee totaling over $25 million in lost revenue and production.

By proposing a change in the way Teammate Training is offered at FlightSafety, it was predicted that utilizing current best practices, learning styles and theories, and using a team that had extensive education and training in the development of instructional and supporting materials would result in increased Teammate satisfaction and engagement, resulting in an increase in job performance and ultimately, an increase in the ROI for FlightSafety.

The predicted results produced valuable qualitative data for use in the proposal of a company-wide rebuilding of all eLearning and training materials presented to FlightSafety Teammates. Not only do the results of the surveys back this proposal, but there are other reasons for revisiting and rebuilding the materials. According to Venkatesiah (2015), factors in developing effective, engaging eLearning include increased accessibility, improved pedagogy (or andragogy in the case of the adult learner), more cost effective (much less than costs associated with traditional learning methods) and being suitable for the next generation of workforce (Generation Y or Millennials).

Measuring the results using the methods outlined by Strother (2002), the rebuilt Module was a remarkable success over the original version. Participants were much more satisfied with the rebuilt Module (Level 1) and retained more information due to logical informational flow utilizing backward design and role-specific tailoring of information (Level 2). The participant's behavior was also remarkably improved utilizing the rebuilt Module (Level 3). These three factors lead to an increase in the ROI for FlightSafety with a minimal amount of investment (Level 4 and 5).

While these predictions were met solidly using a modern, rebuilt Module utilizing user input to design and develop the material, what was interesting and not expected was how well-received the idea of a MOOC-style of training was. Teammates overwhelmingly indicated a strong acceptance to learn role-specific skills utilizing the new Module as a foundation of that training as well as learning skills (self-paced) outside of their role for personal improvement. Providing Teammates with role-specific, dynamic, and engaging training, relevant to their position, affords the Teammate the opportunity for advancement within the company; providing them will life-skills such as time management or organizational skills allows the Teammate to improve themselves, becoming a more effective employee as well as providing them opportunity to learn skills that may be utilized in a role they were never specifically trained in.

By providing our Teammates with modern, dynamic, engaging, and relevant training, Teammate Training can greatly increase overall Teammate satisfaction and engagement rates, thereby increasing FlightSafety's revenue and production. By offering training that goes beyond the Teammate's role-specific duties, FlightSafety can begin to offer skills-based training that would help train future leaders within the company. According to the IBM report, "The Value of Training," (2014), 65% of global leaders cite talent and leadership shortages as a main challenge and a staggering 90% of Fortune 500 companies surveyed state that their organizations lack the skills needed in order to be truly successful. Offering a MOOC-style, centralized training initiative would allow FlightSafety to propel itself forward into the 21st century and become a true innovator in the way training is delivered to Teammates around the world.

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Appendix

Pre-Action Research Project Survey Items

This is the first of three surveys conducted during this Action Research Project. It should take no longer than 15 minutes to complete.

This survey is to establish a baseline of active participants prior to the research project becoming active. It is designed to help capture data before the action items are introduced. Please answer honestly and truthfully; all responses are anonymous.

In your company, which instructional techniques are employed? *

- ☐ Traditional face-to-face
- ☐ eLearning/online learning
- ☐ Blended (a mix of eLearning/online learning with traditional face-to-face)

Regarding your position/role in your company, have you had role-specific/tailored training? If so, please check all that apply; if not, please choose No. *

- ☐ Traditional face-to-face
- ☐ eLearning/online learning
- ☐ Blended (a mix of eLearning/online learning with traditional face-to-face)
- ☐ No

Training Experiences

The following questions concern your training experiences (as a whole) within your company. It is a broad overview of all types of training you have received, not specific to one type or methodology.

Was the training experience beneficial? (Did you learn something?) *

- ☐ Yes
- ☐ No
- ☐ Somewhat

Was the training relevant to your specific position? (Did the material/Course relate to your job in any way?) *

- ☐ Yes
- ☐ No
- ☐ Somewhat

Was the training experience professional? (Graphics, presentation, delivery) *

- ☐ Yes
- ☐ No
- ☐ Somewhat

Were there knowledge checks (check for understanding) provided during the training? *

- ☐ Yes
- ☐ No

- ○ ⬜ Sometimes

Was there an assessment at the conclusion of the training? *

- ○ ⬜ Yes
- ○ ⬜ No
- ○ ⬜ Sometimes

If you were presented with knowledge checks and/or assessments, was feedback provided? (Correct/Incorrect, Right/Wrong) *

- ○ ⬜ Yes
- ○ ⬜ No
- ○ ⬜ Sometimes
- ○ ⬜ N/A

If feedback was provided, how was it delivered? Choose all that apply. (If feedback was not provided, please check N/A) *

- ○ ☐ Written/Pop-up
- ○ ☐ Verbal/audio
- ○ ☐ Graphical
- ○ ☐ N/A

If feedback was provided, was it helpful and/or beneficial? (If feedback was not provided, please check N/A) *

- ○ ⬜ Yes
- ○ ⬜ No
- ○ ⬜ Somewhat
- ○ ⬜ N/A

If you were provided an Assessment, were you provided with a Review option? *

- ○ ⬜ Yes
- ○ ⬜ No
- ○ ⬜ Sometimes
- ○ ⬜ N/A

If a Review was provided, was it helpful and/or beneficial? *

- ○ ⬜ Yes
- ○ ⬜ No
- ○ ⬜ Somewhat
- ○ ⬜ N/A

Descriptive

This section asks you for more descriptive/detailed information. It is designed to capture personal "flavor" regarding in-house training.
Not including TIME, what are the main reasons/complaints for not wanting to take in-house training? (Any type) *

Not including TIME, what are the main reasons/complaints for not wanting to take in-house eLearning training? *

What are some things that would make company-provided eLearning training more beneficial and useful? *

Demographics

As part of this action research project, data will be correlated according to demographics. As with all personal information, this is anonymous but necessary.

Age *

- ○   ☐   18-24
- ○   ☐   25-34
- ○   ☐   35-44
- ○   ☐   45-54
- ○   ☐   55+

Sex *

- ○   ☐   Female
- ○   ☐   Male

Educational Background *

- ○   ☐   High school diploma/GRE
- ○   ☐   Community College/Associates Degree
- ○   ☐   College/University/Bachelor's Degree
- ○   ☐   Graduate Certification
- ○   ☐   Advanced College/University/Master's Degree/PhD/Post-Doctoral
- ○   ☐   N/A

Professional Background (Choose all that apply) *

- ○   ☐   Military
- ○   ☐   Vocational
- ○   ☐   Business
- ○   ☐   Education
- ○   ☐   N/A

Initial Course Analysis Survey

This is the second of three surveys conducted during this Action Research Project and relates to the Module you just completed. It should take no longer than 15 minutes to complete.
While this material is not necessary for many of you (unless you are a FlightSafety employee), please look at this as being an employee with the company as far as relevance is concerned (we, in some regards, are responsible for BASIC Trade Compliance Standards as defined by the company policy). However, the relevance of this training for the average Teammate is to simply be aware of the policy and some details that may arise (we are not to be experts in Trade Compliance as a whole).

Quality

These questions are concerned with the Quality (as you perceive it) of the Module as a whole, including content, graphics, information, etc. This is an aesthetics question...what looks good to you.
Please rate the following Quality items: *

	Very Poor	Poor	Average	Good	Very Good	N/A
Content	☐	☐	☐	☐	☐	☐
Graphics/artwork	☐	☐	☐	☐	☐	☐
Audio (if available)	☐	☐	☐	☐	☐	☐
Video (if available)	☐	☐	☐	☐	☐	☐
Relevancy to your position	☐	☐	☐	☐	☐	☐
User Interface (ease of use)	☐	☐	☐	☐	☐	☐
Supporting Materials (if available)	☐	☐	☐	☐	☐	☐

User Interface

The following questions are concerned with the User Interface; how easy it was to navigate the Module. This includes buttons, links, interactive items, etc.
Concerning Navigation (User Interface), was it: *

	Yes	No
Explained well before use	☐	☐
Well designed and easy to use	☐	☐
Professionally built	☐	☐

Worked as expected	⬚	⬚

Content

The following questions are concerned with the Content: how it was presented, relevancy, amount, professionalism, etc.

Concerning the Content of the Module, was it: *

	Yes	No
Logically ordered (from basic to advanced)	⬚	⬚
Well-presented; professionally presented	⬚	⬚
Had a modern, advanced feel and look	⬚	⬚
Was engaging and interactive/dynamic	⬚	⬚

Assessments

This section is concerned with Assessments including Check for Understanding (CFU) opportunities. If none were available, select N/A.

Concerning Assessments & Knowledge Checks: *

	Yes	No	Somewhat/Sometimes	N/A
Assessment opportunities presented after every sub-topic	⬚	⬚	⬚	⬚
Assessments were challenging but relevant	⬚	⬚	⬚	⬚
Assessments were professionally presented	⬚	⬚	⬚	⬚

	Yes	No	Sometimes	N/A
Assessments were varied (multiple choice, true-false, short answer, etc)	☐	☐	☐	☐
Assessments were helpful	☐	☐	☐	☐

Feedback

Feedback should be offered/presented when necessary, including after every Assessment question and when applicable for a more detailed understanding of the information presented. If none was offered/present, please select N/A.

Concerning Feedback: *

	Yes	No	Sometimes	N/A
Written (pop-up) Feedback was presented	☐	☐	☐	☐
Audio Feedback was presented	☐	☐	☐	☐
Feedback was relevant and professional	☐	☐	☐	☐
Feedback was helpful and beneficial	☐	☐	☐	☐
Feedback provided correct answer if wrong answer was chosen	☐	☐	☐	☐
Feedback allowed for Review/Review was offered	☐	☐	☐	☐

User Input

This is your opportunity to provide details about the Module you participated in. Please be as complete and honest as possible.

Overall, what was "good" about the Module? *

What improvements could this Module have? *

Provide ONE item that this Module could ADD to make it more beneficial? *

Provide ONE item that this Module could REMOVE to make it more beneficial? *

Final Course Analysis Survey

This is the third, and final, of three surveys conducted during this Action Research Project and relates to the Module you just completed. It should take no longer than 15 minutes to complete.

While this material is not necessary for many of you (unless you are a FlightSafety employee), please look at this as being an employee with the company as far as relevance is concerned (we, in some regards, are responsible for BASIC Trade Compliance Standards as defined by the company policy). However, the relevance of this training for the average Teammate is to simply be aware of the policy and some details that may arise (we are not to be experts in Trade Compliance as a whole).

Please rate the following items regarding their QUALITY *

	Very Poor	Poor	Average	Good	Very Good	N/A
User Interface (ease of use)	☐	☐	☐	☐	☐	☐
Content (information provided)	☐	☐	☐	☐	☐	☐
Graphics/artwork	☐	☐	☐	☐	☐	☐
Audio (narration)	☐	☐	☐	☐	☐	☐
Relevancy (too much to too little)	☐	☐	☐	☐	☐	☐
Supporting Materials	☐	☐	☐	☐	☐	☐
Overall Appearance	☐	☐	☐	☐	☐	☐

Concerning the Content of the Module, was it: *

	Yes	No
Logically ordered (from basic to advanced)	☐	☐
Well-presented; professionally presented	☐	☐
Had a modern, advanced feel and look	☐	☐
Was engaging and interactive/dynamic	☐	☐

Concerning Assessments & Knowledge Checks: *

	Yes	No	Somewhat/Sometimes	N/A
Assessment opportunities presented after every sub-topic	☐	☐	☐	☐
Assessments were challenging but relevant	☐	☐	☐	☐
Assessments were professionally presented	☐	☐	☐	☐
Assessments were varied (multiple choice, true-false, short answer, etc)	☐	☐	☐	☐
Assessments were helpful	☐	☐	☐	☐

Concerning Feedback: *

	Yes	No	Sometimes	N/A
Written (pop-up) Feedback was presented	☐	☐	☐	☐
Audio Feedback was presented	☐	☐	☐	☐
Feedback was relevant and professional	☐	☐	☐	☐
Feedback was helpful and beneficial	☐	☐	☐	☐
Feedback provided	☐	☐	☐	☐

correct answer if wrong answer was chosen				
Feedback allowed for Review/Review was offered	☐	☐	☐	☐

Revision - User Input

This is your opportunity to provide details about the suggestions you provided from the first survey and compare the two Modules. Please be as complete and honest as possible.

Did this Module incorporate any of the suggestions you provided? *
- ☐ Yes
- ☐ No

If you answered YES, what was incorporated?

If you answered YES , did the incorporation improve the experience? *
- ☐ Yes
- ☐ No
- ☐ N/A

Was the overall content (feedback, graphics, information, time spent) improved/enhanced over the previous version? *
- ☐ Yes
- ☐ No

Was this version tailored more to your role within the company? (Non-FSI Teammates, choose an answer that applies to your takeaway of the AMOUNT of information provided) *
- ☐ Yes - not too much nor too little information for my role
- ☐ No - too much/not enough information for my role
- ☐ No change

If the company offered training in skills associated with another role based off this Module, would you be interested in taking it for possible lateral movement within the company? *
- ☐ Yes
- ☐ No

If the company offered a "university style" offering of training based on this Module, would you be interested in learning new skills (software, applications, personal improvement skills such as time management and organizational skills) via a Module built off this model? *
- ☐ Yes
- ☐ No
- ☐ Depends on the training offered

If the company reached out and asked for continuous improvement regarding training, would be willing to provide input? *

- ☐ Yes
- ☐ No

Conclusion

This Section regards the overall research project. Please reflect on the two versions of the Module you took and answer honestly.

Effectiveness - Which of the two Modules was more effective overall in your opinion? *

- ☐ Module 1 - the original
- ☐ Module 2 - the revised version
- ☐ Neither was more effective than the other

Engagement - Which of the two Modules was more engaging (dynamic) in your opinion? *

- ☐ Module 1 - the original
- ☐ Module 2 - the revised version
- ☐ Neither was more engaging than the other

Future Training - Which of the two Modules would be more useful for future training? *

- ☐ Module 1 - the original
- ☐ Module 2 - the revised version
- ☐ Neither is more useful than the other

Additional Comments - Please provide any further comments, insights, or suggestions if you wish.

Benefits Of Using eLearning Tools For Staff Training

According to the US Bureau of Labor Statistics, there were close to 80 million people born between the years 1976 and 2001 – the generation that is often referred as millennials or Generation Y. This generation represented 36% of the US workforce in 2014 and is likely to rise up to 46% by 2020. A UNC Kenan-Flagler study points out a critical distinction between millennials and the older generations – while high pay was the most important factor for the older workforce, 30% of millennials considered 'meaningful work' as the most important job factor. Another 25% regarded 'sense of accomplishment' critical to their job.

Why are we discussing this? For learning professionals, this is an important pointer towards the evolution in the industry. As the percentage of the tech-savvy millennials rises in the work force, the reliance on eLearning tools should increase commensurately. However, this is not the only reason why eLearning tools are important for staff training. Here are a few serious advantages that eLearning tools bring to workforce training.

24/7 Accessibility.

eLearning materials may be made accessible to the workforce throughout the day. This makes it possible for employees to learn the subject at their own pace and in comfortable settings. Also, unlike conventional learning methods where classroom training is provided, eLearning ensures the fast learners may complete their training sooner and this enhances productivity. Lastly, given that present day employees work out of different timezones, a learning tool that is available 24/7 makes it possible for the employers to offer staff training without a constraint on resources.

Improved Pedagogy.

Studies have shown that gamification enhances learner engagement and improves retention. Thanks to the dozens of sophisticated learning tools available today, it is simpler to introduce gamification in the staff learning program. It is not just gamification. eLearning also helps with the use of personalized study materials and interactive formats. From the perspective of the employer, they may now reliably use learning tools to match competencies with the learning goals achieved by the employee. This is thus a much improved and scientific alternative to conventional learning methods.

Enhanced Collaboration And Reach.

At the recently held Microsoft Cloud & Mobility Summit at Toronto, Canadian business communications giant AllStream pointed out the use of their videoconferencing infrastructure at the UBC medical school that helped doubling the number of graduates in a year. With eLearning, it is possible to gain instant reach to staff and trainers from all parts of the world. Besides enabling teams from various geographies to collaborate on problem-solving challenges in real-time, these tools also bring with them other advantages like instant connectivity to subject matter experts; regardless of where they are located. It's a win-win for the employer and the staff undergoing training.

Greener & Cost-Effective.

Companies incur significant costs through conventional learning systems. Typically, money is spent on trainer and employee commutation, classroom rentals, infrastructure rentals, trainer cost per hour and paper and documentation costs. eLearning is not only cheaper but also greener. In terms of costs,

businesses no longer have to spend on commutation, and classroom & infrastructure rentals. Trainer costs are typically one-time since the same material may be reused for multiple batches of learners. Finally, since all of this is in electronic format, paper consumption is significantly reduced. All of this brings about a significant reduction in the bottom-line.

Suitable For Millennials.

Lastly, one of the less-talked about benefits of eLearning is how it is better suitable for the millennial workforce. Today's employees work not just for money, but also to continually learn. With a classroom style learning environment, there are only a limited number of training programs that an employee could attend over any given quarter. With eLearning, the knowledge is always available at the employee's disposal – this gives them better access to subjects they are interested in and not necessarily those that would benefit them at work. Not only does this benefit the learner, but is also a terrific human resource asset to ensure employee retention. Businesses that enable access to valuable eLearning subjects to their staff enjoy better loyalty from such employees who have a greater sense of accomplishment at their workplace.

Corporate Training Delivery Methods.

The training delivery methods for 2014 were as follows [6]:

- 47% of training hours were delivered by instructor led classroom only setting- increased by 3% as compared to previous year
- 29.1% of training hours were delivered with blended learning methods- increased by 0.8 as compared to previous year
- 28.5% of training hours were delivered via online or computer based technologies (no-instructor)- increased by 2.6% as compared to previous year
- 15% of training hours were delivered via virtual classroom/ webcast only (instructor from remote location)- decreased by 1% as compared to previous year
- 4.2% of training hours were delivered via social learning- increased by 0.9% as compared to previous year
- 1.4% of training hours were delivered via mobile devices- decreased by 0.5 as compared to previous year.

Learning Technologies

The learning technologies used for 2014 were as follows [6]:

- 74% of companies currently use Learning management systems (LMS) and Virtual classroom/ webcasting/ video broadcasting
- 48% of companies currently use Rapid eLearning Tool (ppt conversion tool)
- 33% of companies currently use Application simulation tool
- 25% of companies currently use Learning Content Management System
- 21% of companies currently use Online performance support or knowledge management system
- 18% of companies currently use Mobile Applications
- 11% of companies currently use Podcasting.

Economic Benefits of Corporate e-Learning

Hall and LeCavalier (2000b) summarized some firms' economic savings as a result of converting their traditional training delivery methods to e-learning. IBM saved US $200 million in 1999, providing five times the learning at one-third the cost of their previous methods. Using a blend of Web-based (80 percent) and classroom (20 percent) instruction, Ernst and Young reduced training costs by 35 percent while improving consistency and scalability. Rockwell Collins reduced training expenditures by 40 percent with only a 25 percent conversion rate to Web-based training. Many other success stories exist. However, it is also true that some firms that have spent large amounts of money on new e-learning efforts have not received the desired economic advantages.

In addition to generally positive economic benefits, other advantages such as convenience, standardized delivery, self-paced learning, and variety of available content, have made e-learning a high priority for many corporations. Much of the discussion about implementing e-learning has focused on the technology, but as Driscoll (2001b) and others have reminded us, e-learning is not just about the technology, but also many human factors.

There is no doubt that corporations are increasing their emphasis on e-learning. Forrester, an independent research firm that helps companies assess the effect of technology change on their operations, interviewed training managers at 40 Global 2500 companies and found that all but one of them already had online initiatives in place (Dalton 2000). A survey of 500 training directors (Online Learning News, 2001a) clearly shows the new priorities:

- Sixty percent had an e-learning initiative
- Eight-six percent had a priority of converting current instructor-led sessions to e-learning
- Eighty percent will set up or expand knowledge-management programs
- Seventy-eight percent were developing or enhancing electronic performance support

Measuring Results

When we measure the results of e-learning, do we have to evaluate e-learning differently from traditional training methods? ASTD (2000a) points out that current training evaluation techniques and processes can be expanded to include e-learning as a method of delivery. Indeed, they conclude that the techniques to evaluate e-learning are the same as evaluating other training solutions.

How do we measure the results of e-learning, whatever the delivery method? Using Kirkpatrick's classic model, any training – traditional or e-learning – can be evaluated at four progressive levels (Kirkpatrick 1979).

- Level I: Reaction is a measure of learners' reactions to the course.
- Level II: Learning is a measure of what they learned.
- Level III: Transfer is a measure of changes in their behavior when they return to the job after the training program.
- Level IV: Results is a measure of the business outcomes that occur because they are doing their jobs differently.

- Phillips (1996) recommends the addition of a fifth level to Kirkpatrick's model where appropriate. The new Level V is a measure of the Return on Investment (ROI), the cost-benefit ratio of training. In this level, the Level IV data are converted to monetary values and then compared with the cost of the training program.

Senses: What The Research Tells Us About Their Abilities

Neuroscience and cognitive psychology research has uncovered the amazing power of our senses. This was unimaginable a few years ago.

According to researchers Dr. L.D. Rosenblum, Dr. Harold Stolovitch and Dr Erica Keeps, here's how much information each of our senses processes at the same time as compared to our other senses.

- 83.0% – Sight
- 11.0% – Hearing
- 03.5% – Smell
- 01.5% – Touch
- 01.0% – Taste

That's surprising. And it flies in the face of some of our conventional educational theories like VAK (visual, auditory and kinesthetic) and Learning Styles. No matter how you slice the pie, our brains give preference to processing vision as compared to our other senses.

How To Overcome Onboarding Online Training Reluctance

Onboarding refers to the process of acclimating new employees to an organization. It provides them with the tools, resources, and knowledge to become successful and productive from day one. This training is not to be confused with orientation, which handles the basics such as roles, office layout, and equipment usage. Onboarding is an ongoing process. It helps assimilate new hires into the organizational culture. Ordinarily, most new hires would rather skip this training altogether and dive straight into first-day jitters. Let's find out why and share 6 tips on how to get them excited about the onboarding online training process.

1. First Day Information Overload

Most organizations wait for the first day to begin online training. Effective onboarding begins long before. Distributing online training material to employees before the first day helps them to familiarize themselves with the organization and its policies. This approach ensures that the new hires feel that they are part of the company and prepares them for the onboarding training process. Distribute bite-sized online training materials before the first day. Encourage them to explore the online training content at their own pace. In doing so, you will make their training smooth because there will be less novel online training content. Thus, the employee will be more focused and relaxed when it's time to clock-in.

2. Using Outdated Online Training Content

Stop using the content you had developed for employees who joined your organization back in 2010. Online training has evolved over the years. Have you made your online training material mobile friendly and accessible to new employees? Are the examples you use so far still applicable for modern learners? Using outdated resources discourages new employees. Millennials especially, will fail to connect to your onboarding online training if your methods are not up to date.

Create new online training content for new hires that is manageable and relatable. This also includes your LMS and authoring tools. Modern tech platforms will simplify the process and lead to more effective online training courses. Moreover, this software will actually get you closer to your business goals by enabling you to track the entire onboarding online training progress.

3. Generic Onboarding Online Training

You have probably hired new people in various departments and you want to cut onboarding training costs. To achieve this, you use the "one-size-fits-all" approach. You create similar online training for new hires in all departments. As a result, corporate learners lose motivation and training goals go by the wayside. Where did you go wrong? Onboarding online training is designed to assimilate newbies into the organizational culture. As such, it shouldn't be uniform. Employees need to be trained according to their duties and responsibilities. Some online training modules might be the same, such as company policy or product knowledge. But you must also personalize onboarding online training to address individual gaps and work expectations. For example, a new HR employee needs to know about hiring procedures and how to file a worker's comp claim. But a customer service employee will be overwhelmed if their onboarding online training covers these topics, and those that pertain to their front-end responsibilities.

4. Unrealistic Expectations

It isn't uncommon to find organizations setting very high hopes for newbies. It is natural to expect the best. However, expecting employees to complete and internalize onboarding online training within the first few days is a tad unrealistic. It is too much pressure for the employee, which can have a long-lasting effect on their productivity levels.

Set realistic goals for onboarding online training and clarify expectations with fresh staffers. One of the best ways to achieve this is to study past new hire training initiatives. On average, how many days did employees take to complete the onboarding training program? Which period led to the best success rates? Researching past programs aids in setting realistic and achievable expectations for the current wave of trainees.

5. Inaccurate First Impression

Most organizations fail to take the human element into consideration. For example, how new hires feel about their first day or the job requirements. However, this leads them to make the wrong first impression. Employees feel that they will not be treated well. Hence, they do not see the need to train and bridge gaps. The most effective way to start off on the right foot is to initiate frequent contact before the first day. This welcomes new hires to the organization and builds a rapport. You can also give them a sneak preview of their job duties and who they'll work with.

6. Lack Of Experience

Many new hires feel anxious about onboarding online training because they simply lack the necessary skills or experience. The online training activities may require them to use pre-existing knowledge that they just don't have now. Which is why it's crucial to provide them with a performance support online resource library, custom tailored to the needs of your new hire. For example, microlearning online training tutorials or video demos that show them how to complete a sales transaction. Or infographics that walk them through every step of a certain procedure.

Facts and Stats That Reveal The Power Of eLearning

1. According to a Brandon-Hall Study, learning through e-learning typically requires 40% to 60% less employee time than learning the same material in a traditional classroom setting. This is because it can be performed asynchronously and whenever the student needs it; this way workflow is not interrupted. It is important to note that saving time doesn't affect learning quality; it's actually quite the opposite.

2. The Research Institute of America found that eLearning increases retention rates 25% to 60% while retention rates of face-to-face training are very low in comparison: 8% to 10%. This is because with eLearning students have more control over the learning process as well as the opportunity to revisit the training as needed.

3. After implementing an eLearning program in their company, IBM found that participants learned nearly five times more material without increasing time spent in training. By teaching more material in a shorter amount of time, companies are able to reduce the time employees spend on training, thus allowing them to get back to work faster, which in return translates into reduced costs.

4. For a big portion of the companies surveyed, knowledge translates directly into revenue. Specifically, 42% of companies say that eLearning has led to an increase in revenue. (The Ambient Insight 2012-2017 Worldwide Mobile Learning Market - Executive Report)

5. According to the same IBM study, every dollar invested in online training results in $30 in productivity, mainly because employees are able to resume their work faster and apply their skills immediately. This is especially relevant for sales teams where time spent in the field is directly related to dollars earned for the organization.

6. Today's companies can more easily boost impact and obtain a better-engaged workplace by using eLearning technology. According to Molly Fletcher Company, organizations can achieve an 18% boost in employee engagement.

7. Regardless of size, companies are increasing their use of eLearning. However, 41.7% of global Fortune 500 Companies (the 500 largest US venture capital open to any investor by sales volume) already use some form of technology to train their employees. (Elearning! Magazine, May 2013)

8. According to data published by CertifyMe.net on the state of eLearning in corporate education, 72% of organizations interviewed believe that eLearning helps them increase their competitive edge by giving them the opportunity to keep up with the changes in their particular market.

9. eLearning is one of the fastest growing industries, and it continues to grow rapidly. Since the year 2000, the market growth rate has been 900%.

10. Revenue generated per employee is 26% higher for companies that offer training using technology, including eLearning, given that it enables companies to train more frequently (nearly 25% of all employees leave their job because of lack of development opportunities, resulting in turnover costs). (The Business Impact of Next-Generation eLearning, 2011)

11. IBM saved approximately $200 million after switching to eLearning, according to Dave Evans. With online learning, companies can reduce costs related to travel, hotel rentals, equipment, and instructors, just to name a few.

12. eLearning is good for the environment. Britain's Open University's study found that producing and providing eLearning courses consumes an average of 90% less energy and produces 85% fewer CO2 emissions per student than conventional face-to-face courses.   (Knowledge Direct Web)

Key Takeaway:

The internet is where all businesses have to be. If you want to stay afloat, you need to get online. As these statistics reflect, implementing an effective eLearning initiative can be an invaluable tool in generating greater business performance and learning outcomes for your organization.

Facts and Stats That Reveal The Power Of eLearning

CO$T OF NOT
PROVIDING TRAINING

Money spent on training your staff will save you far more in the future

35%

35% of millennials consider **comprehensive training and development programs** as the top benefit they would want from a company.

12x

Employees who feel they cannot develop in the company and fulfill their career goals are **12 times more likely to leave the company.**

70%

Nearly 70% of organizations say that staff turnover has a negative financial impact.

24%

Companies that invest $1,500 on training per employee can see an average of **24% more profit** than companies who invest less.

8.6%

In a study of more than 3,100 U.S. workplaces, a 10% increase in educational development produced an **8.6% gain in productivity.**

SOURCES:

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3. Right Management
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4. HR Magazine http://www.huffingtonpost.com/emad-rizkalla/not-investing-in-employee_b_5545222.html

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http://www.businessknowhow.com/manage/higherprod.htm

SH!FT
DISRUPTIVE ELEARNING

The cost of employee turnover

Some studies (such as SHRM) predict that every time a business replaces a salaried employee, it costs 6 to 9 months' salary on average. For a manager making $40,000 a year, that's $20,000 to $30,000 in recruiting and training expenses.

But others predict the cost is even more—that losing a salaried employee can cost as much as twice their annual salary, especially for a high-earner or executive-level employee.

Turnover seems to vary by wage and role of employee. For example, a CAP study found average costs to replace an employee are:

- 16 percent of annual salary for high-turnover, low-paying jobs (earning under $30,000 a year). For example, the cost to replace a $10/hour retail employee would be $3,328.
- 20 percent of annual salary for midrange positions (earning $30,000 to $50,000 a year). For example, the cost to replace a $40k manager would be $8,000.
- Up to 213 percent of annual salary for highly educated executive positions. For example, the cost to replace a $100k CEO is $213,000.

What makes it so hard to predict the true cost of employee turnover is there are many intangible, and often untracked, costs associated with employee turnover.

Improving benefits is one way to reduce employee turnover. Learn how to offer more personalized health benefits at a price you set in our Comprehensive Guide to the Small Business HRA.

So, what is the real cost of losing an employee?

In a recent article on employee retention, Josh Bersin of Bersin by Deloitte outlined factors a business should consider in calculating the "real" cost of losing an employee. These factors include:

- The cost of hiring a new employee including the advertising, interviewing, screening, and hiring.
- Cost of onboarding a new person, including training and management time.
- Lost productivity—it may take a new employee one to two years to reach the productivity of an existing person.
- Lost engagement—other employees who see high turnover tend to disengage and lose productivity.
- Customer service and errors—for example new employees take longer and are often less adept at solving problems.
- Training cost—for example, over two to three years, a business likely invests 10 to 20 percent of an employee's salary or more in training
- Cultural impact—whenever someone leaves, others take time to ask why.

One of the reasons the real cost of employee turnover is an unknown is that most companies don't have systems in place to track exit costs, recruiting, interviewing, hiring, orientation and training, lost productivity, potential customer dissatisfaction, reduced or lost business, administrative costs, lost expertise, etc. This takes collaboration among departments (HR, Finance, Operations), ways to measure these costs, and reporting mechanisms.

Best practices on employee retention

So, what can you do about employee retention? Some employee retention tips include:

- Benchmark your employee retention rate.
- Use proven retention strategies, not guesswork.
- Don't assume employees are happy (create a high-feedback environment).
- Implement a health benefits program, like a qualified small employer health reimbursement arrangement (QSEHRA).
- Provide personalized benefits to employees.
- Conduct exit interviews.

What about the disadvantages of eLearning?

Your employees will undoubtedly benefit from eLearning modules on most topics, as will your ROI. But, that doesn't mean that eLearning is always the best solution. There are some disadvantages of eLearning. For complex, collaborative topics, employees will still get the most benefit from small group training sessions. This is also true for hands-on, mentorship programs. Further, eLearning courses must be designed well so they don't distract the learner with overly flashy graphics or animations.

・・・・・ WHAT PEOPLE ・・・・・

LOVE & HATE

ABOUT E-LEARNING

What is E-Learning?
LEARNING THAT TAKES PLACE VIA COMPUTER OR MOBILE DEVICE

THE E-LEARNING
STAR IS SHINING

$107 billion
GLOBAL MARKET FOR E-LEARNING BY 2015
Source: Global Industry Analysts

6.7 million
PEOPLE TAKE ONLINE COURSES
Source: Babson Survey Research Group

30%
OF CORPORATE TRAINING IS E-LEARNING
Source: Bersin & Associates

80%
OF ORGANIZATIONS TRAIN ONLINE
Source: Ambient Insight

THE TOP 5 BENEFITS
OF E-LEARNING

FAR LOWER COSTS

MUCH FASTER DELIVERY

LEARN ANY TIME, ANYWHERE

SELF-PACED LEARNING

ECO-FRIENDLY

OF CORPORATE TRAINING IS E-LEARNING

OF ORGANIZATIONS TRAIN ONLINE

THE TOP 5 BENEFITS
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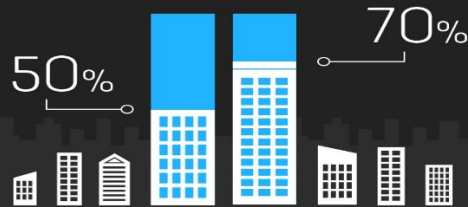**SELF-PACED LEARNING**

ECO-FRIENDLY

DID YOU KNOW

?

E-LEARNING
SAVES COMPANIES

50%

70%

Corporations save between 50% and 70% when they
replace instructor-based training with e-learning.

E-LEARNING IS
TRANSFORMING EDUCATION

75%
of academic leaders include
e-learning in their long-term
growth plans.

96%
of universities in the United
States offer online
e-learning courses.

Articulate surveyed 500+ people to find out how and why they're taking online courses—and what they really think about them.

25%
TAKE MOBILE COURSES
Training on smartphones and tablets is on the rise.

52%
TAKE FOR PERSONAL GROWTH
Think people only take courses for school or work? Think again!

55%
TAKE COURSES ON LAPTOPS
People love the option of taking courses wherever, whenever.

30%
TAKE MANY ONLINE COURSES
E-learning creates endless opportunities for people to learn.

WHAT MOTIVATES & ENGAGES E-LEARNERS ?

58% of learners want content that's relevant to their lives.

52% say they like decision-making scenarios.

51% want to tackle real-life situations in training.

42% are motivated by incentives.

Real-world, decision-making scenarios keep learners engaged.

WHAT FRUSTRATES E-LEARNERS ?

38% say they get bored with courses.

18% get frustrated when they can't take courses on their device of choice.

12% can't personally relate to courses.

37% hate when the pace is too fast or too slow.

20% get frustrated by the technology.

76% find lists of procedures and regulations tedious.

E-learners want relevant, self-paced courses they can take on any device.

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**HOW DO E-LEARNERS
WANT TO BE ASSESSED?**

They like to be tested
throughout the course.

QUIZ

They don't want a single
test at the end of the course.

Learners are more engaged when they're
challenged throughout a course.

articulāte®

Articulate develops e-learning software, content, and community
that's changing the way the world learns.

For more information, please visit www.articulate.com