



Report: The State of Learning and Development in 2016

The State of Learning and Development 2016 Report consists of industry research received through survey responses of 425 L&D professionals.



“86% of learning programs are already blended”

“59% of L&D departments are 1-10 people”



“The average L&D professional fulfills 3 different roles every day.”

“9% of L&D teams don't use any learning technology.”



“70% of L&D departments use an LMS.”

“The top complaint of learning management systems is the limited social learning capabilities.”



Table of Contents

| | |
|---|--------------|
| Intro: Jennifer Hofmann | 4-5 |
| Part I: Overview | 6-10 |
| Part II: Analysis | 11-33 |
| Learning Challenges: Under-Resourced and Overworked | 12-18 |
| The State of Learning Technology | 19-21 |
| Learning Management Systems | 22-24 |
| Learning Trends | 25-28 |
| Solving L&D Challenges | 29-33 |
| Conclusion: Lessons Learned About Learning | 34-35 |
| Part III: Learn More | 36-39 |
| Webinar | 37 |
| Blog | 37 |
| About Jennifer and InSync Training | 38 |
| About Mimeo | 38 |
| Methodology | 39 |
| Cited Sources | 39 |

Introduction: Jennifer Hofmann



Those of us who have been in the training profession for any length of time know there are always trends and fads. We've been introduced to learning organizations, life-long learning,

matrixed teams, learning communities, and a myriad of other concepts. Although these practices all have true merit, it takes quite a bit of effort to implement the requisite changes. Worse still, such ideas are often just introduced at the conceptual level and forgotten about after the next reorganization or management change.

So why is blended learning a true shift in our profession instead of a passing fad? In part, it makes significant economic sense that even the bean counters can see immediately. Blended learning also makes sense due to the emergence of geographically dispersed work environments in which staffing levels are constantly being changed. For instance, while one part of an organization is being downsized, requiring fewer people to accomplish more work, another part of the organization is growing and hiring.

Gone are the days when we could start all new employees at the same time and conduct two-day orientation programs. Flying instructors and participants around to attend training classes is not economical and is often disruptive to business and personal relationships. Unlike old training models

and expectations, we need our training now! Not a month ago, when we didn't have the need for it; not in two weeks, after we have been struggling and making up ways of getting our work done. Now! In today's highly competitive and constantly changing business environment, there is a true need for just-in-time training.

The State of Blended Learning

You won't be surprised that small L&D departments are responsible for very large employee populations. And that is just one of the challenges these professionals face. Insufficient budgets, stakeholder buy-in, ROI, and logistics create new hurdles at every turn.

And you should expect that these hurdles will just get higher as blended learning becomes the norm. For example:

- Learner populations have experienced a lot of bad online learning. This negative user experience makes them hesitant to trust that future programs will be worth the investment of their time.
- Microlearning and Social Collaborative Learning are hard, if not impossible, to measure. So tracking ROI becomes more difficult. In a workplace that is looking for immediate financial return, this makes it more difficult to create the business case for blended learning.

- The logistics of managing all of the pieces of a blend are much harder than setting up a classroom. We need time, people, and money to get it done.

In addition to these organizational hurdles, L&D professionals have a lot of work to do in order to set themselves up for success, including:

- Update skill sets, including being able to design, develop, and deliver content via a variety of tools and techniques;
- Transition from a “push” training culture to a “pull” learning culture mindset, where we become advocates for the learners and partners to the business;
- Move from order takers and event managers to Learning Experience Architects who are involved before, during, and after the formal training event.

So, how do we get there?

So what’s the solution? From an instructional design perspective, we should be looking to develop much more of a blended program than trying to fit all content into one convenient delivery tool. At its essence, instead of making a design decision to teach project management via a specific tool, we need to break a topic into its component learning objectives and match each learning objective to the best technology available.

Remember, all modern learning is blended learning. Never again (and yes, I am saying NEVER) should a program be designed to be ‘one and done.’ Learners

will select which content pieces are worth keeping and using on their own, and we need to create them.

Also, we need to build learning experiences to which people respond positively. A recent study from [HR Zone](#) suggests that young people are not averse to online learning. They simply have very high expectations of technology and, understandably, they become frustrated if they’re presented with boring, unwieldy online learning tools or e-learning courses that aren’t fit for purpose.

I say that’s not just true of ‘young people;’ it’s true for all of us. Let’s look back on 2016 as the year we made blended learning work.

- Jennifer



Part I:

Overview

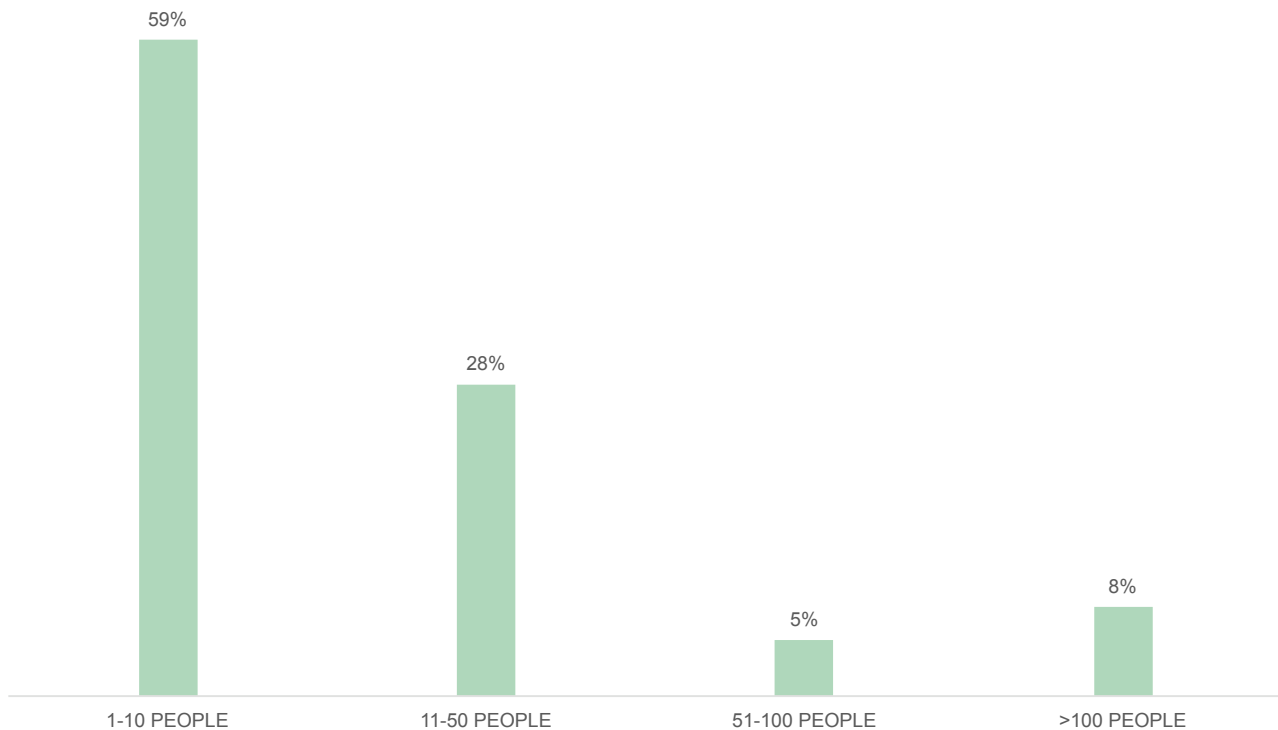
425 Instructional Designers, Trainers, Managers, and Coordinators Walk Into a Bar...

The State of Learning and Development 2016 Report consists of industry research received through survey responses of 425 L&D professionals. These individuals provided insight on roles and types of training programs, revealed current challenges, and enabled us to take the temperature on learning trends.

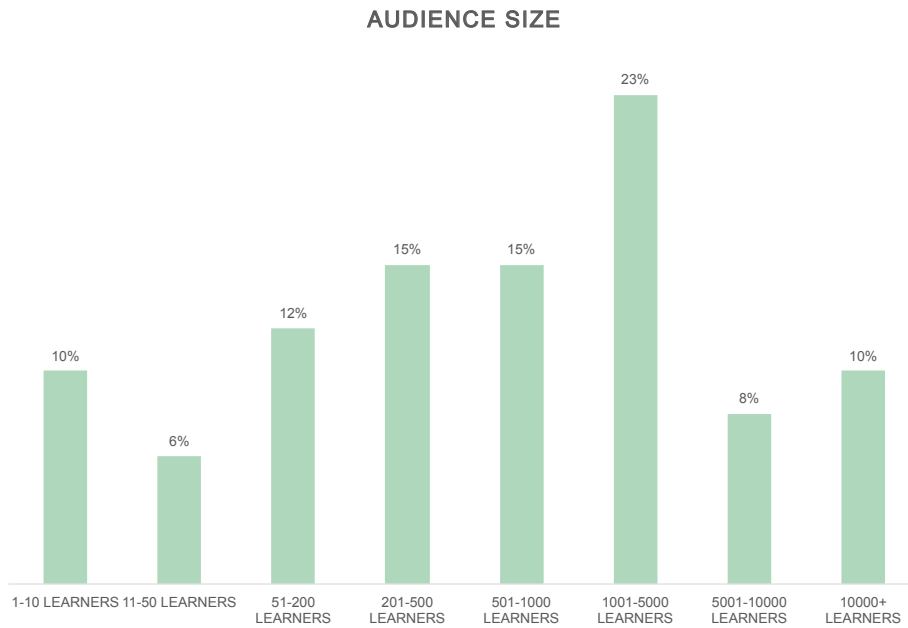
The research revealed an **L&D world at a crossroads**: on the one hand, **teams are comfortable with technology and already innovating**; on the other, **L&D is under-resourced**, under-served by technology, and stymied by a lack of standard evaluation methods.

The majority of our respondents work in L&D departments with fewer than 10 team members, and only 13% had more than 50 people in their departments.

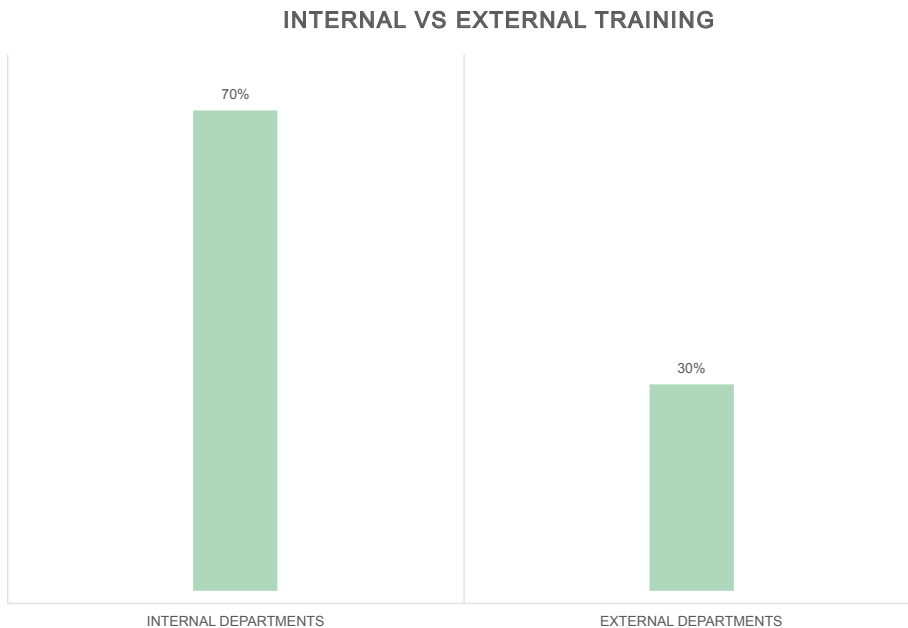
SIZE OF L&D DEPARTMENT



At the same time, 41% of our respondents are responsible for training more than 1,000 employees each year.

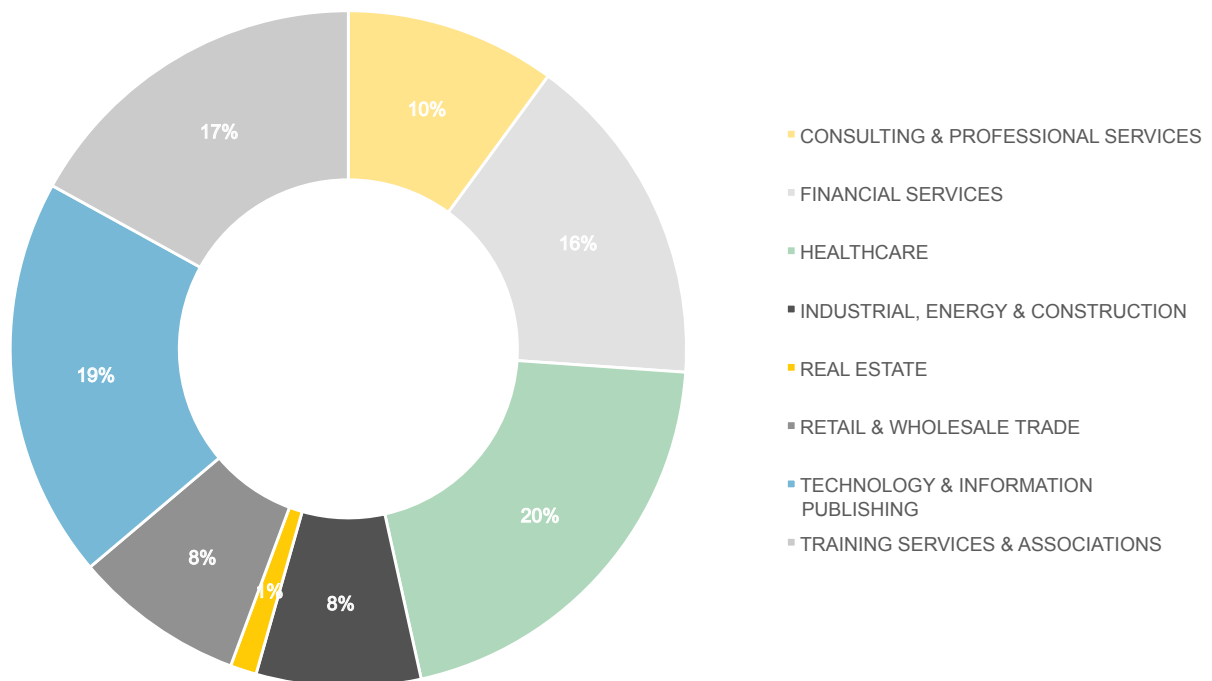


We define internal L&D departments as those responsible for the training and learning of one organization’s employees, and external L&D departments as responsible for training customers, partners, or other parties that are not employees of the organization. 70% of our respondents are in internal training and 30% are in external.



We received industry and company classification information from 75% of our respondents. Of these, there was a good cross-section across 7 industries, with the majority in Healthcare, Financial Services, Technology and Information Publishing, and Training Services and Associations.

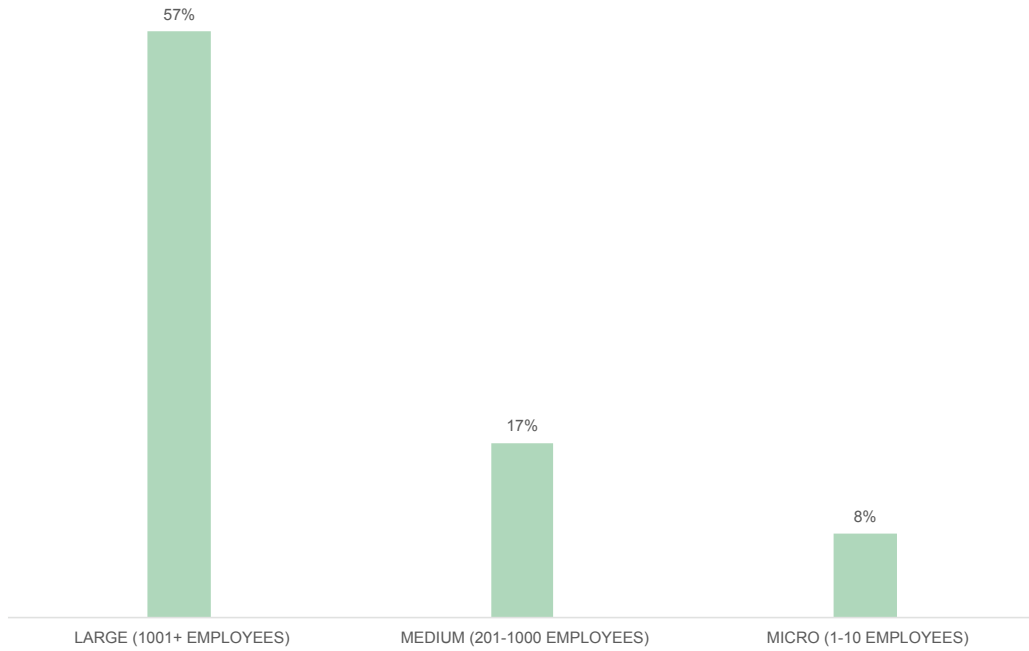
INDUSTRIES THAT ANSWERED THIS SURVEY



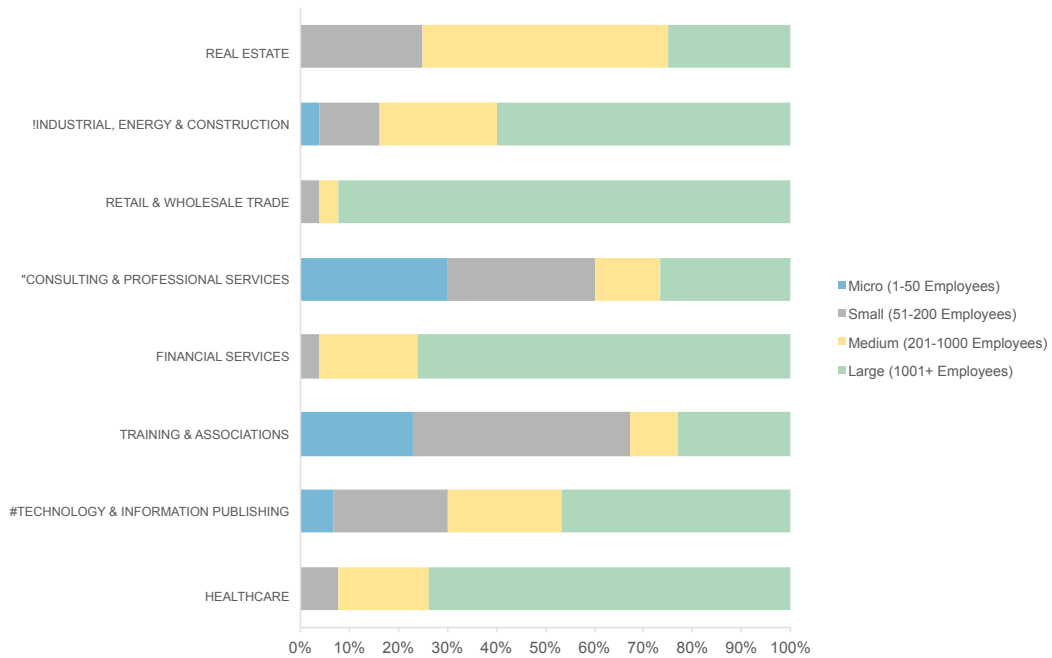
We also received the employer size from 75% of our respondents. Though the majority of L&D teams are made up of fewer than 10 professionals, 57% work for companies with more than 1,000 employees, indicating that learning departments are underresourced compared with the rest of the organization. This is especially true in **Healthcare, Financial Services, and Retail & Wholesale Trade**. Meanwhile, **Training Services & Associations and Consulting & Professional Services** have the highest ratio of micro and small companies with L&D departments.

Get more in-depth analysis by listening to our [webinar with Jennifer Hofmann, InSync Training, and Brad Thurber, Mimeo.](#)

SIZE OF L&D EMPLOYERS



SIZE OF COMPANY BY INDUSTRY





Part II:

Analysis

Words About Numbers

Learning Challenges: Under-Resourced and Overworked

So What Else is New?

The good news is that 91% of the L&D teams surveyed rated their 2015 training as “successful,” “very successful,” or “exceeded expectations.” However, the learning and development community faces many challenges, including lack of resources, lack of buy-in from both executives and learners, and ever-present logistics.

We began by identifying the many hats members of each team wears. Instead of identifying their titles, each respondent selected for which of 9 “tasks” they are responsible, which we then grouped into 4 “roles.” That means that while they were selecting various responsibilities out of 9 options, they were indicating how many roles they fill.

Responsibilities



Training Manager

Deciding Strategy for the L&D Department
Budget Responsibility
Hiring and Managing the L&D Department



Training Coordinator

Coordinating Training



Trainer

Teaching Courses



Course Designer

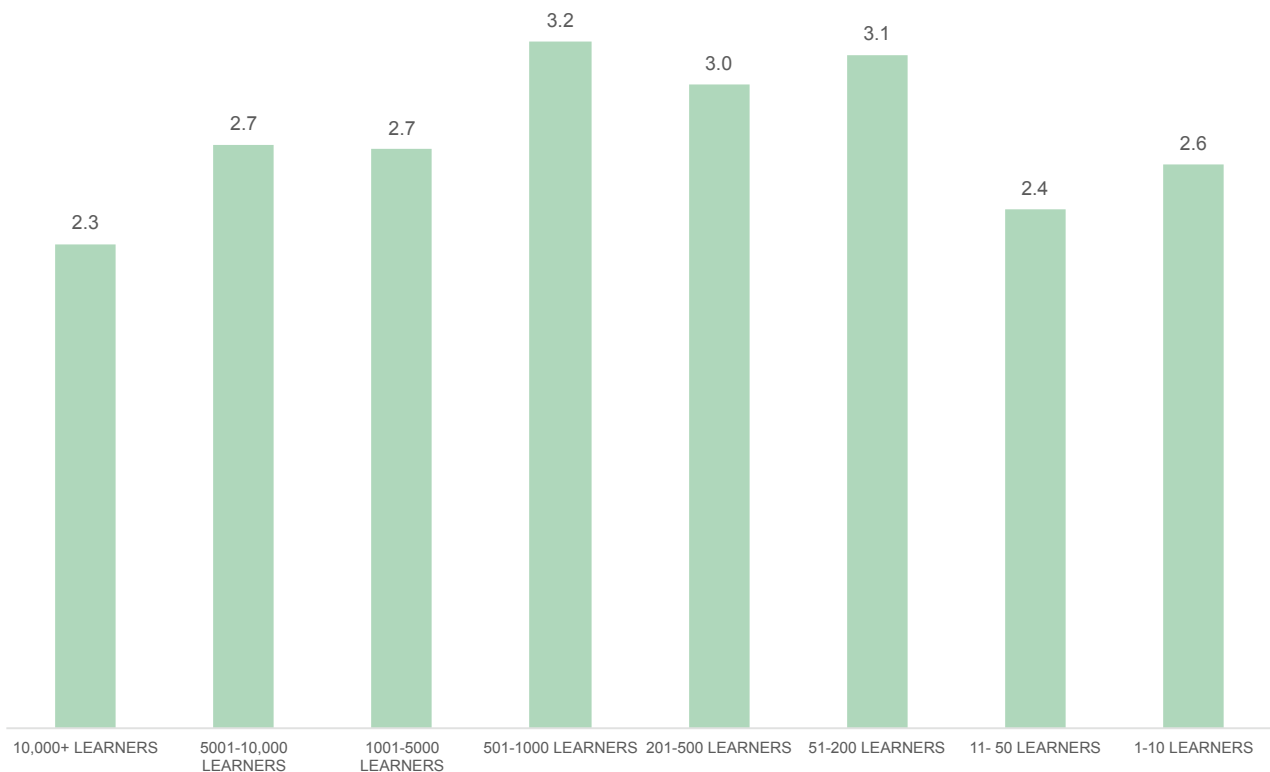
Creating Course Content
Learning Technology Administrator

On average, L&D professionals are responsible for 4 tasks and 3 different roles. This doesn't seem to depend on whether the training was for an internal audience or external: 79% of internal respondents and 82% of external reported fulfilling 2 or more of roles.

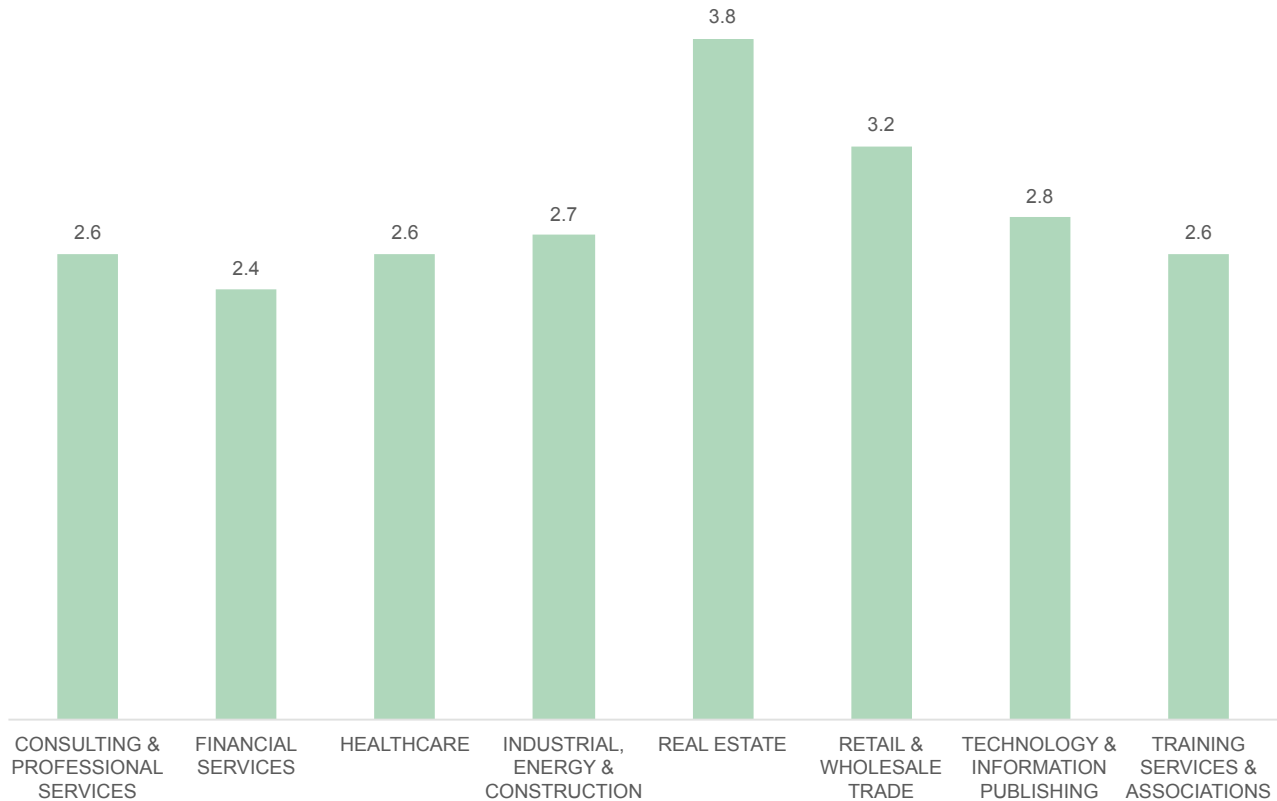
In terms of who is wearing multiple hats, content creators overwhelmingly have the most roles, followed by training coordinators, trainers, and managers. Unsurprisingly, L&D professionals who wear multiple hats are generally on teams of 1 to 10 people. Yet most of these jugglers are responsible for an audience of greater than 1,000 learners each year. In terms of department size, even the large companies of 1,000+ employees expect their L&D professionals to fulfill multiple roles.

What this shows is that it is not the size of employer that determines the workload of the L&D team but the audience size: in order to decrease your workload, you must increase your audience size.

AVERAGE NUMBER OF ROLES BY AUDIENCE SIZE



AVERAGE NUMBER OF ROLES PER INDUSTRY



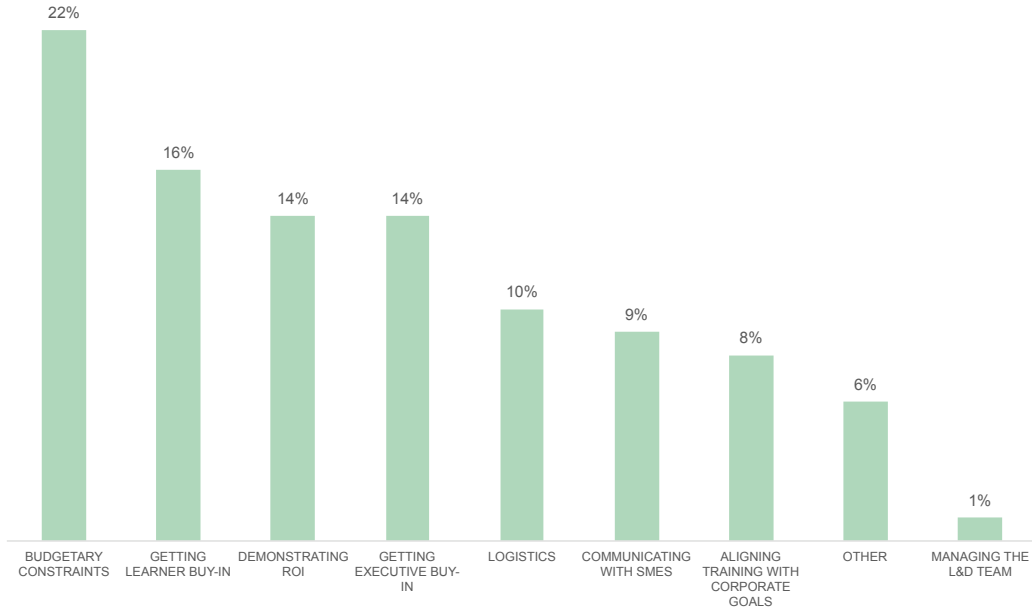
Beyond lacking people resources, all L&D teams face a number of other challenges. We broke this into internal teams and external teams, whether they are product customers, partners, or training services clients.

The Most Common Challenges - Internal Warranty Not Included: Stewing in the L&D Pressure Cooker

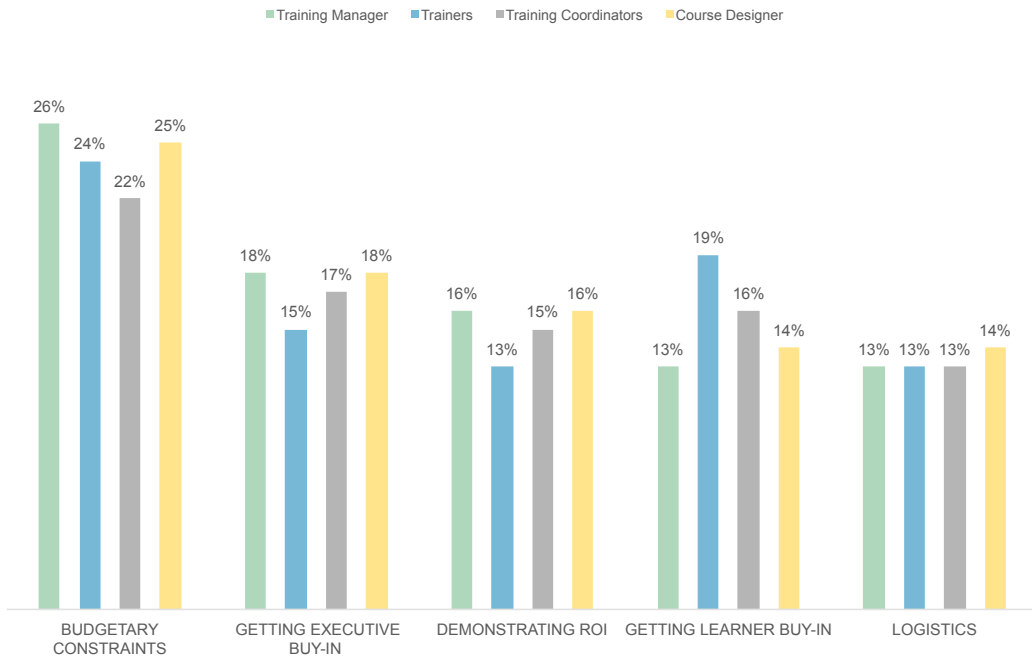
Far and away, internal teams struggle the most with **budgetary constraints**, followed closely by **getting buy-in**. Training managers are most concerned with getting executive buy-in while trainers and content creators are more concerned with learner buy-in.

Internal teams also reported that they struggle to **demonstrate a return on investment (ROI)**, something that more organizations are demanding in a move to quantify L&D. While it is obvious that this would be a top concern for training managers, it is actually the number two challenge for content creators, indicating that the pressure is on instructional designers to link L&D content to performance metrics.

TOP INTERNAL L&D CHALLENGES

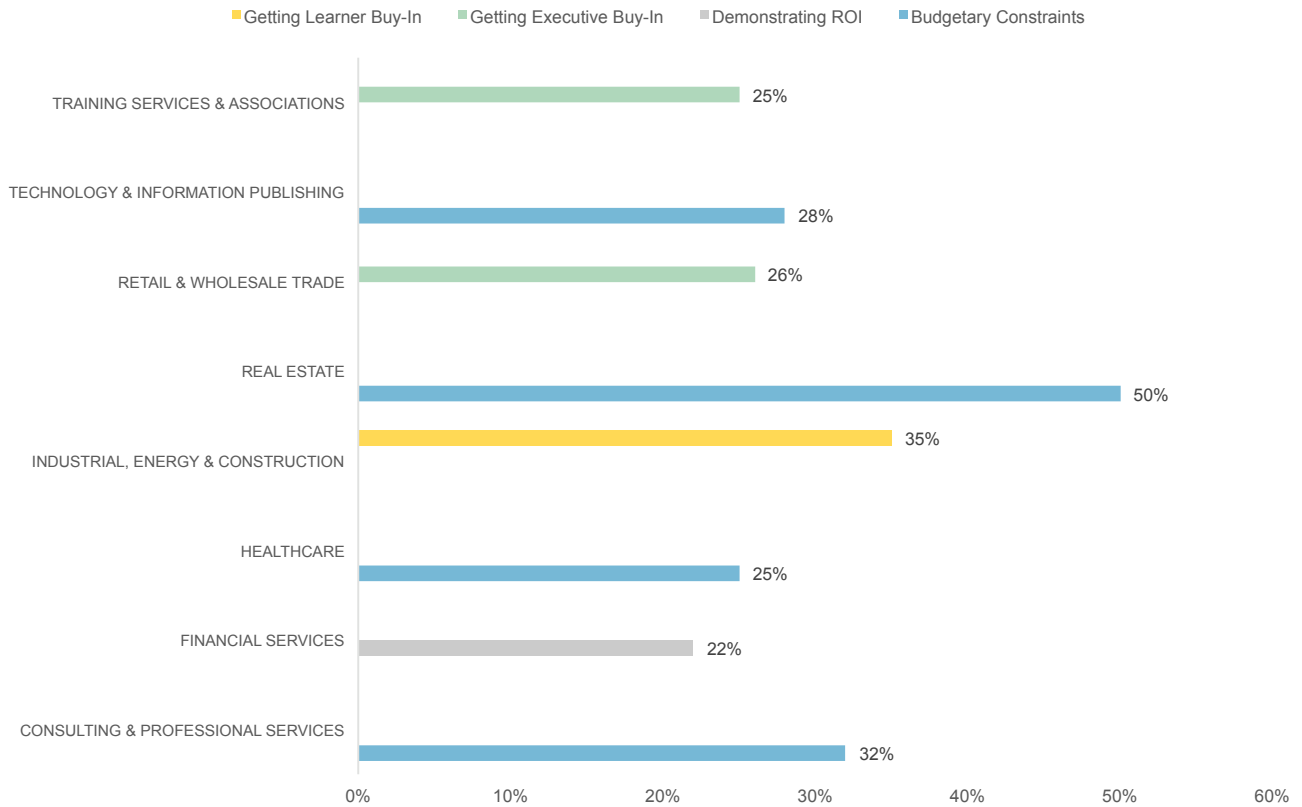


TOP INTERNAL CHALLENGES BY ROLE



These challenges remain the same across all the industries, yet several industries rated them in different orders. For Financial Services, demonstrating ROI is the number one challenge, while Industrial, Energy, & Construction struggles the most with getting learner buy-in. Retail & Wholesale Trade and Training Services & Associations both find getting executive buy-in to be the more difficult challenge.

TOP INTERNAL CHALLENGES BY INDUSTRY

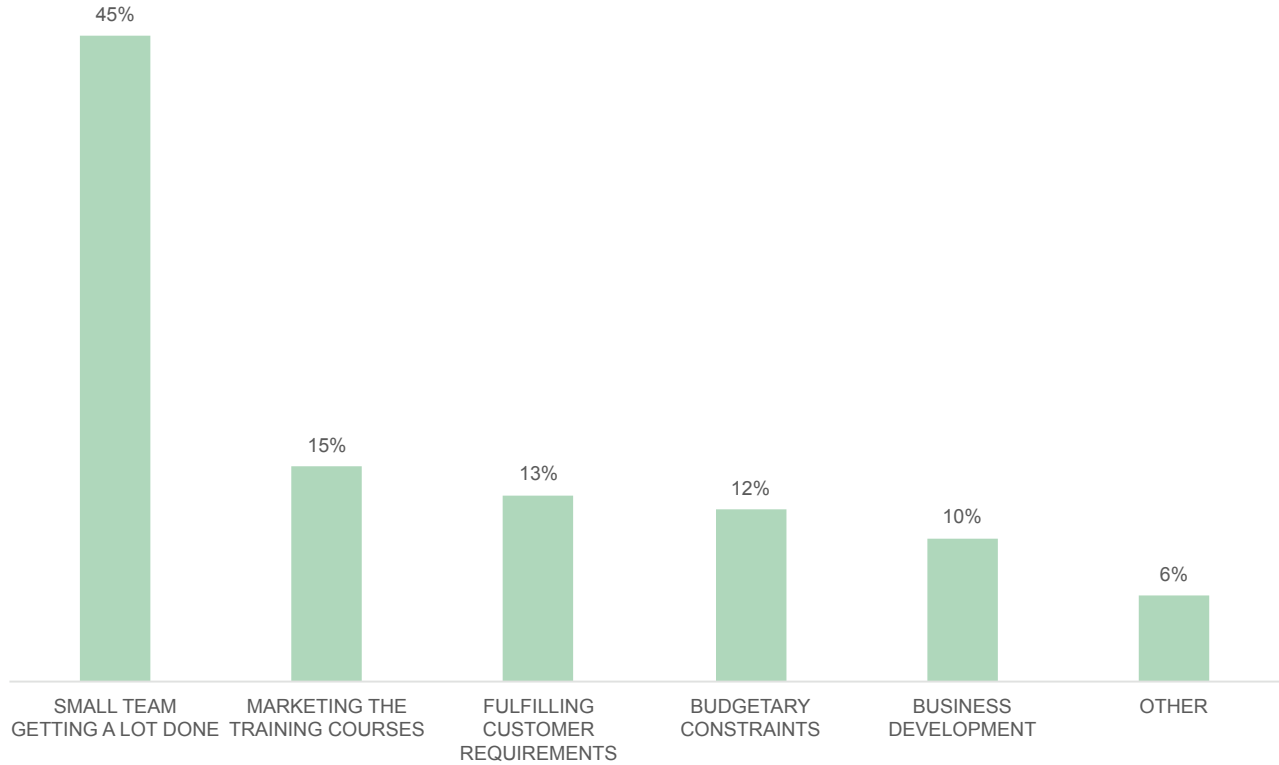


The Most Common Challenges - External *Not Enough Cooks In the Kitchen*

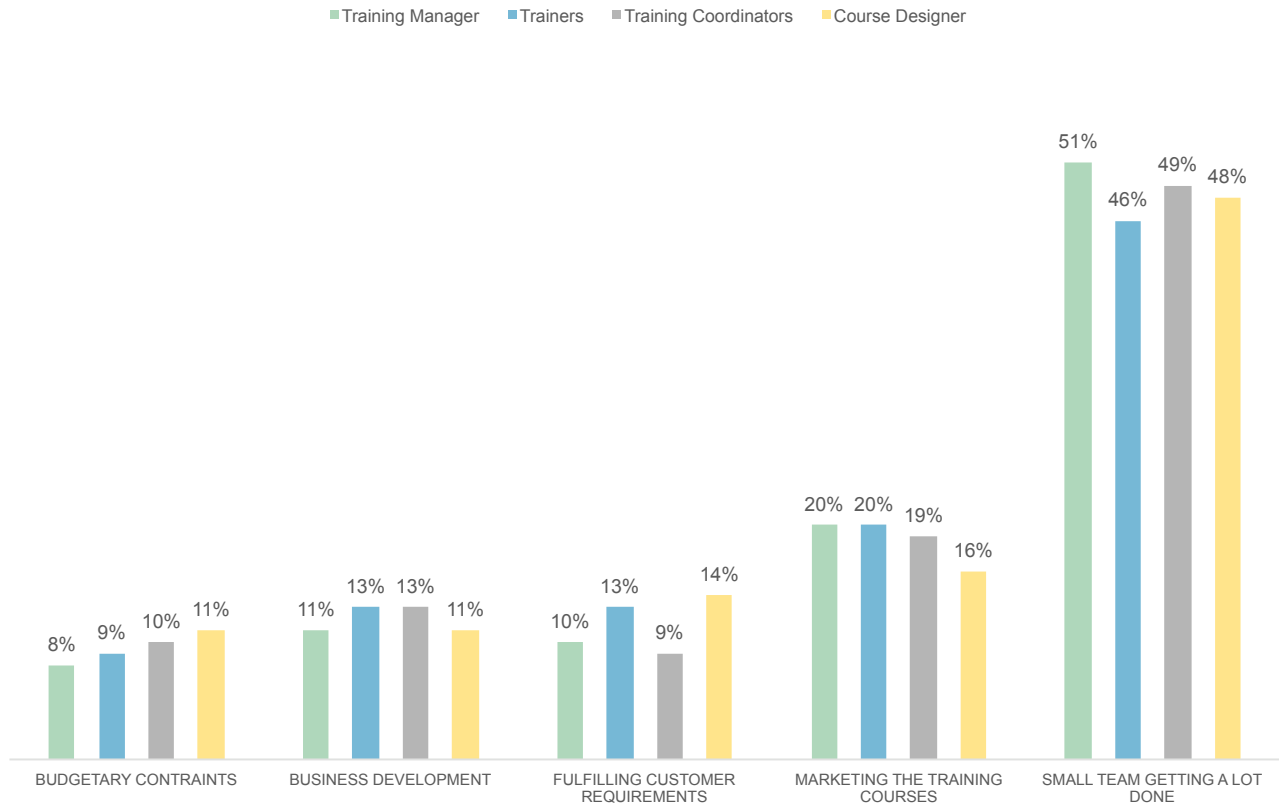
For professionals who provide external training services, the top challenge is simply being **small teams who have to get a lot done**. This is unsurprising when looking at the size of external training teams: 69% of external teams are only 1-10 people, with a mere 4% belonging to a team of more than 50.

This is followed by the challenges of **marketing their courses and fulfilling customer requirements**. Whereas internal teams are funded by the larger organization and are meeting a need identified by department managers, external providers sell their L&D as a product and therefore must drive demand with marketing.

TOP EXTERNAL L&D CHALLENGES



TOP EXTERNAL CHALLENGES BY ROLE



As far as how different industries stack up against each other, most overwhelmingly produce internal training and therefore did not have significant data for external challenges. However, Consulting & Professional Services, Training Services & Associations, and Technology & Information Publishing all are at least 38% external L&D teams. While the top challenge for all three was the popular “small team getting a lot done,” for Consulting & Professional Services, the second concern was business development, while Training Services & Associations was more interested in fulfilling customer requirements, and finally Technology & Information Publishing’s number two challenge was marketing courses.

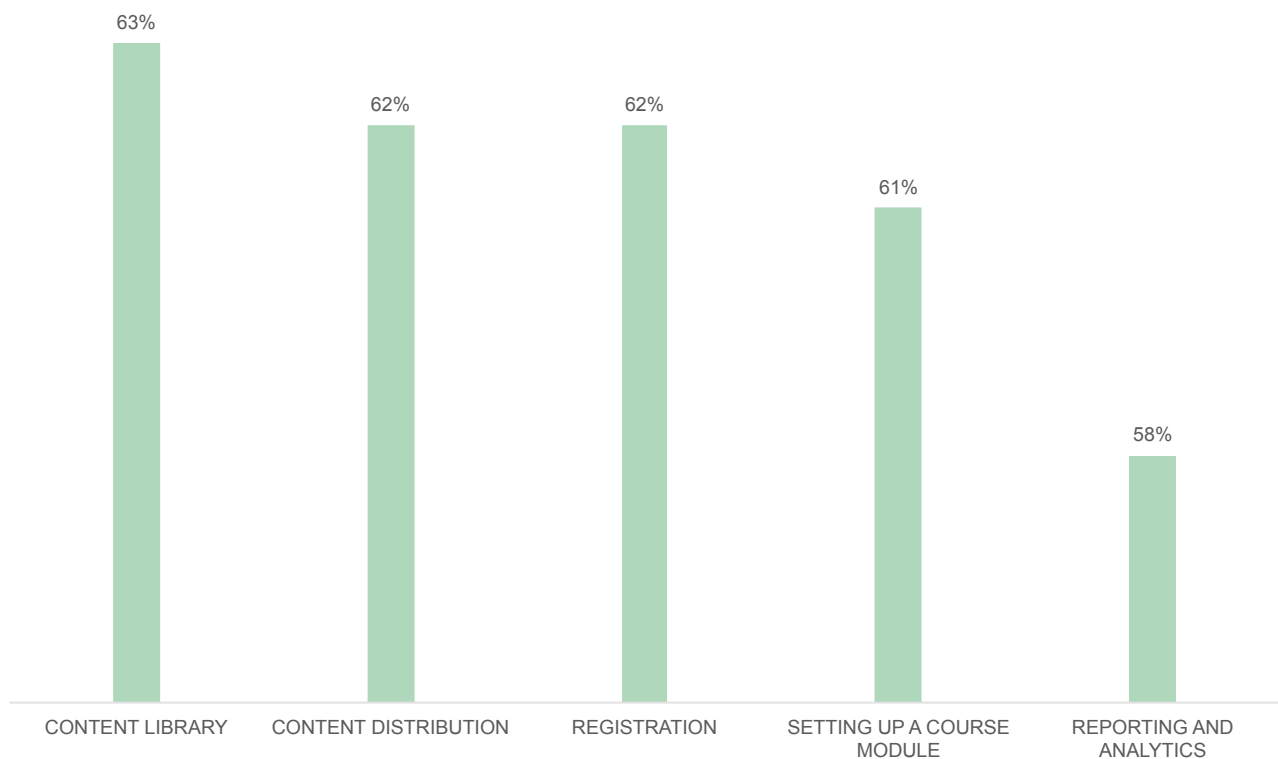
The State of Learning Technology

Where Silicon Valley Meets Corporate Culture

Learning technology continues to develop from the standard Learning Management System (LMS), and L&D teams use tech for a variety of purposes to make their lives easier. In fact, **only 9% of teams report that they don't use any learning technology**. Yet there is obvious dissatisfaction with the LMS model that developed in the 90s: a recent report from Brandon Hall Group showed that 38% of organizations were actively looking for a new solution in 2015¹. We set out to discover what L&D teams use their learning technology for and what their main complaints are.

The top five uses for learning technology almost tied with each other, showing how common they are. First and foremost, learning tech is used as a **content library** and for **content distribution**. Next, learning professionals use their tech to track **registration** and **set up course modules**. Finally, L&D turns to technology for **reporting and analytics**.

TOP LEARNING TECHNOLOGY USES



¹ LMS Trends 2015 - See Cited Sources.

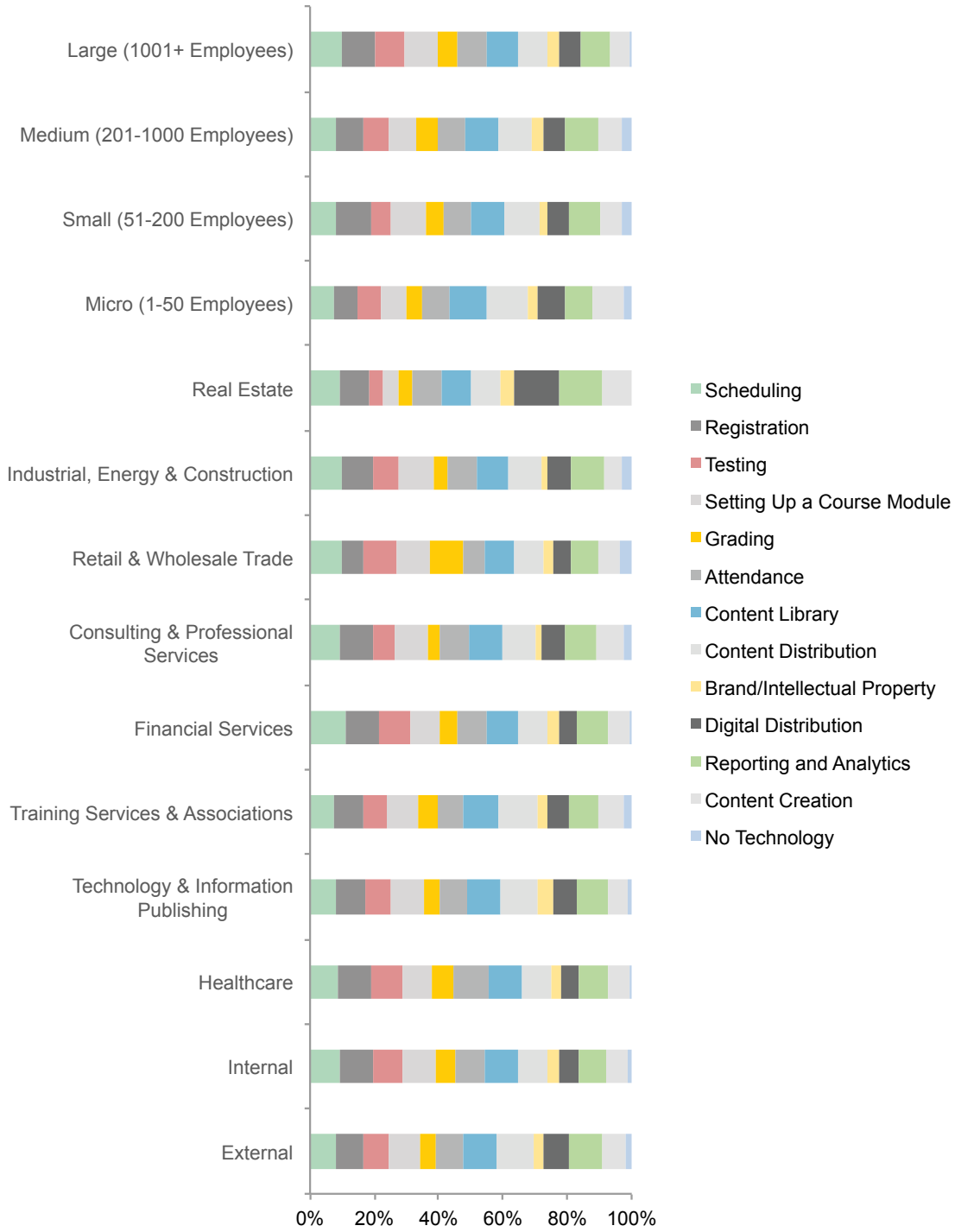
There is some nuance to this depending on whether the tech is being used for internal or external training. Internal trainers prioritize registration capabilities followed by setting up course modules and using tech as a content library. Meanwhile, external trainers use their learning technology first for content distribution, then for their content libraries, and finally for reporting and analytics. It is surprising that while external trainers rank reporting analytics as a #3 use, internal trainers only rank reporting as their #8 use. Given the current emphasis on demonstrating ROI in L&D, this could indicate that internal learning technology does not allow for adequate reporting rather than a lack of user interest.

Learn more about learning technology with Jennifer Hofmann, InSync Training, and Brad Thurber, Mimeo, on our [webinar about State of Corporate Learning 2016](#).

Meanwhile, each industry had its own top use of technology. This table illustrates what each industry rated as their top use (or multiple uses where there were ties). There are some interesting discrepancies between reported challenges and reported learning tech uses. For example, the Financial Services mainly uses learning technology for scheduling and registration, with **only 9% currently using the reporting function of their learning tech**. Meanwhile, the top reported challenge in financial services was demonstrating ROI, which is impossible without some form of reporting. Similarly, Retail & Wholesale Trade and Training Services & Associations both reported getting executive buy-in as their top challenge, yet only 8% and 9% respectively use their learning tech for reporting. This suggests both that the learning technology they use does not provide a robust-enough reporting function to meet these users' needs and that the L&D teams are not doing enough shopping around to find technology that can provide the reporting needed.

| Industry | Top Learning Tech Use(s) |
|---------------------------------------|---|
| Consulting and Professional Services | Content Library and Content Distribution |
| Financial Services | Scheduling and Registration |
| Healthcare | Attendance |
| Industrial, Construction, and Energy | Setting Up Courses, Content Distribution, Reporting |
| Real Estate | Digital Distribution |
| Retail and Wholesale Trade | Testing, Setting Up Course Modules, Grading |
| Technology and Information Publishing | Content Distribution |
| Training Services and Associations | Content Distribution |

LEARNING TECHNOLOGY USE IN L&D



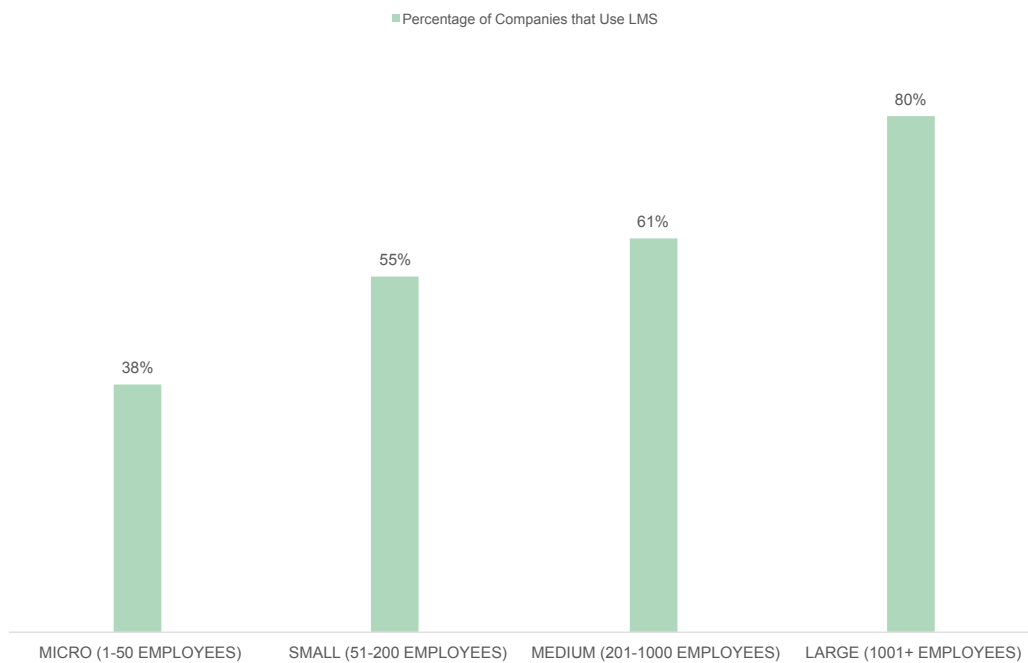
Learning Management Systems

The Grandfathered-In Plan

The most ubiquitous learning technology is the learning management system (LMS): **70% of L&D teams use an LMS**, with 74% of internal training teams and 59% of external teams employing an LMS.

While LMS are most common in large (1000+ employees) companies, a full 38% of micro companies also use an LMS, demonstrating how reliant the industry is on these systems.

PERCENTAGE OF COMPANIES THAT USE LMS BY SIZE



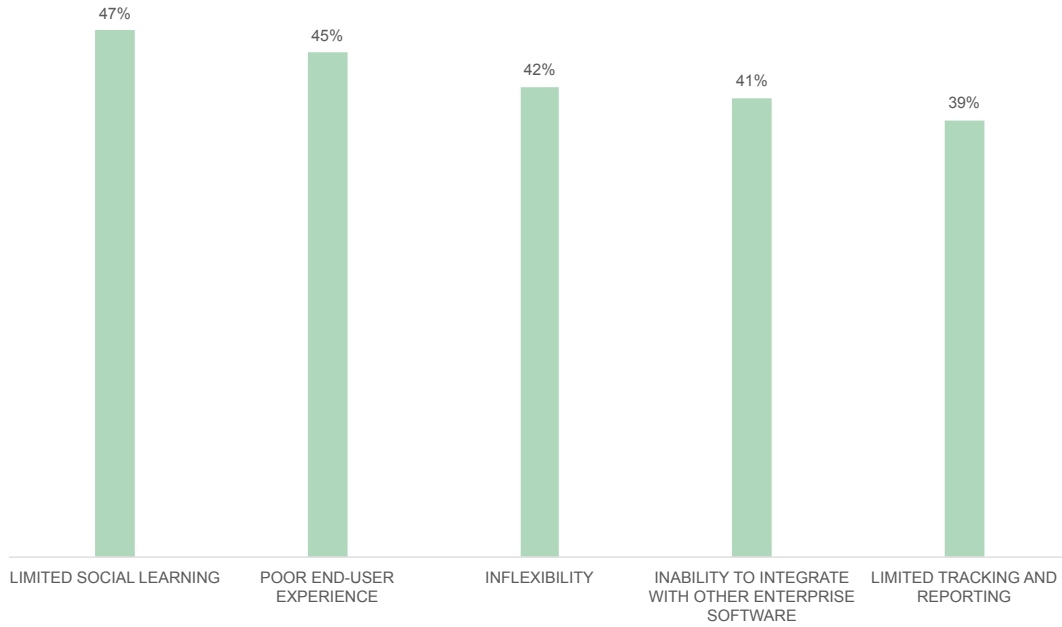
Yet most LMS do not satisfy the need to innovate and deliver high-end experiences to learners. One reason the LMS model is so common is that these systems appear to be a one-stop shop as they are all stuffed with features. However, our research corroborates a general sentiment in the L&D world that while LMS offer so many features, very rarely does a system execute any of those features well. Since the already under-resourced L&D teams are paying much of their budget for their LMS, it leads to even more dissatisfaction when the technology fails to meet the team's needs.

The number one complaint in this survey was the limited social learning capabilities available. Besides that, the LMS simply cannot keep up with the demand for tracking and reporting or offering users a modern, easy

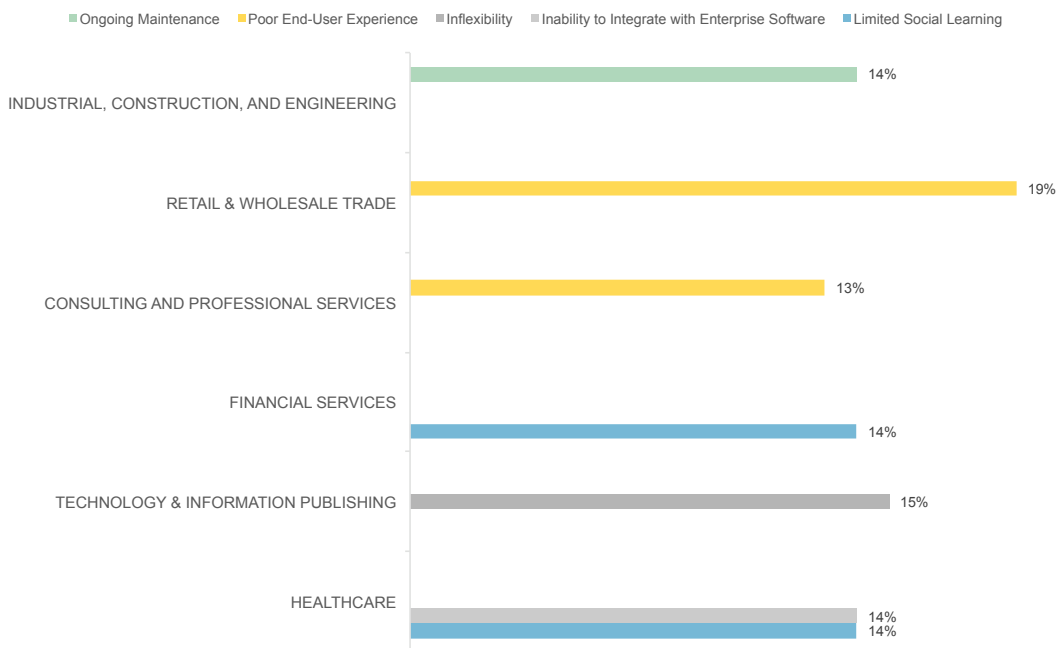
¹ LMS Trends 2015 - See Cited Sources.

experience. And 32% of respondents reported that **learning management systems make it difficult to update content**, an imperative for any living and breathing L&D team.

TOP COMPLAINTS OF LMS



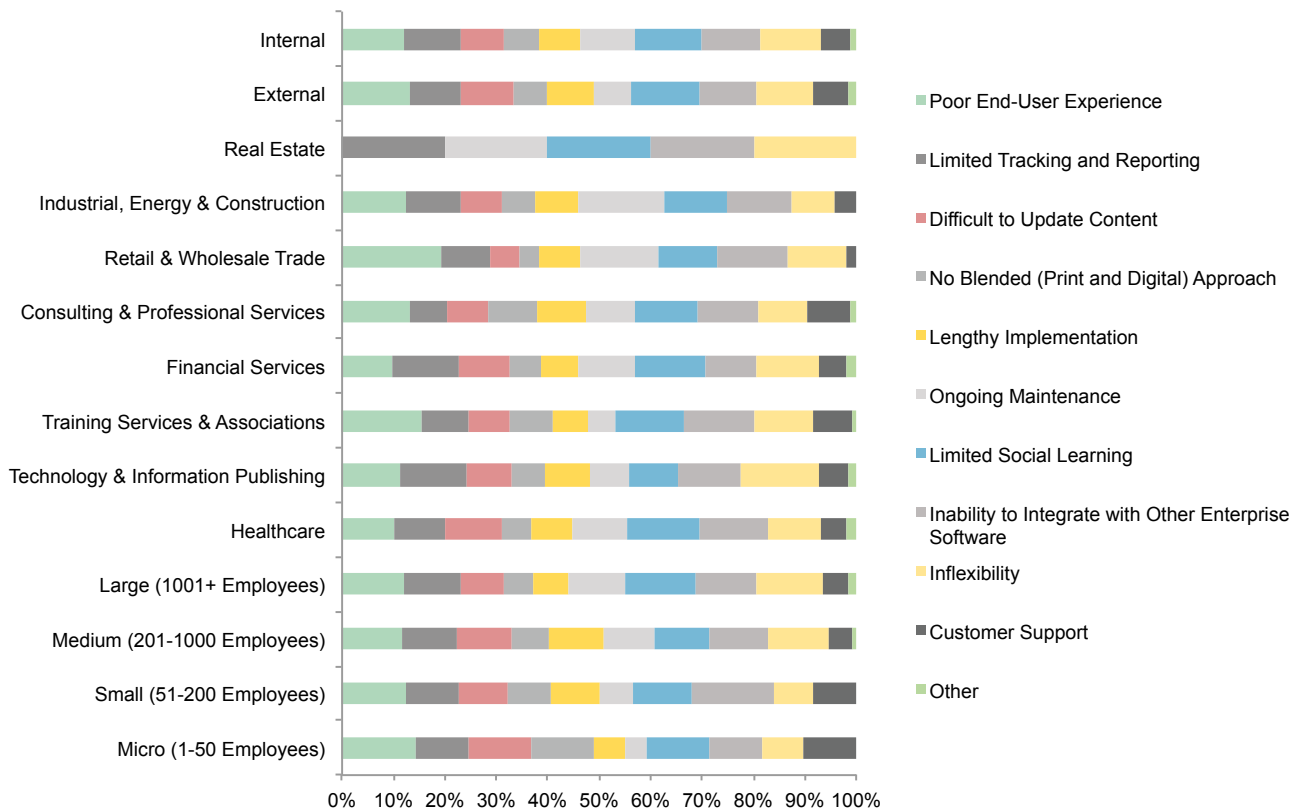
TOP LMS PAIN POINTS BY INDUSTRY



Limited social learning is more of a concern for large companies, as medium, small, and micro companies reported more problems with the **end-user experience** and **inability to integrate with enterprise software**. Internal and external users largely agree on the top 5 pain points, with both reporting **limited social learning** and a **poor end-user experience** as their top two complaints (for internal users, the difference was 2% while for external users, these pain points tied). However, for internal users, their third biggest complaint was the overall inflexibility of LMS while for external users it was the inability to integrate with other enterprise software. This goes back to the external trainers' top challenge of fulfilling customer requirements as their LMS must be easy for clients to use, and the obstacle of linking into enterprise software would be a large hurdle to providing seamless training.

As we'll see in the next section, most L&D teams are already using or planning to implement 21st century training modalities, so the fact that learning management systems are inflexible and outdated likely explains why so many trainers are unhappy with their LMS.

TOP LMS PAIN POINTS BY SEGMENT



Learning Trends

What The Cool Kids Are Doing

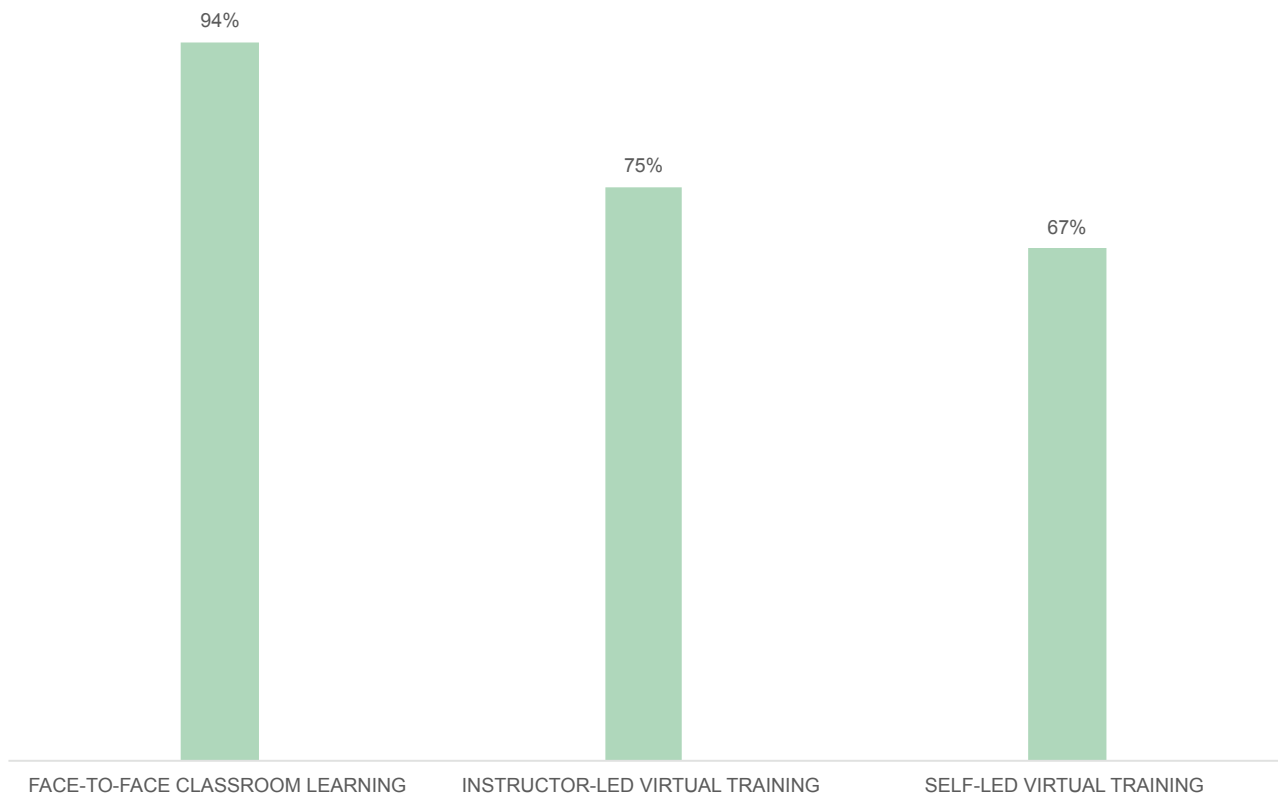
When it comes to learning trends, there are certain modes of learning that have been around since the beginning, such as face-to-face instruction or using games in class. Other modes are newer, like the use of animation or self-led virtual learning. To understand what modes of learning are truly the most popular in 2016, we asked what modes each respondent currently uses, what mode they think is overrated, and what modes they plan on implementing in the next two years.

Popular Modalities

Your Lunch Room's "It" Group

Unsurprisingly, face-to-face classroom learning is still the most popular mode of training, with 94% of L&D teams using it. However, virtual training - both instructor-led and self-led - is on the rise.

MOST POPULAR TRAINING MODES (OVERALL)

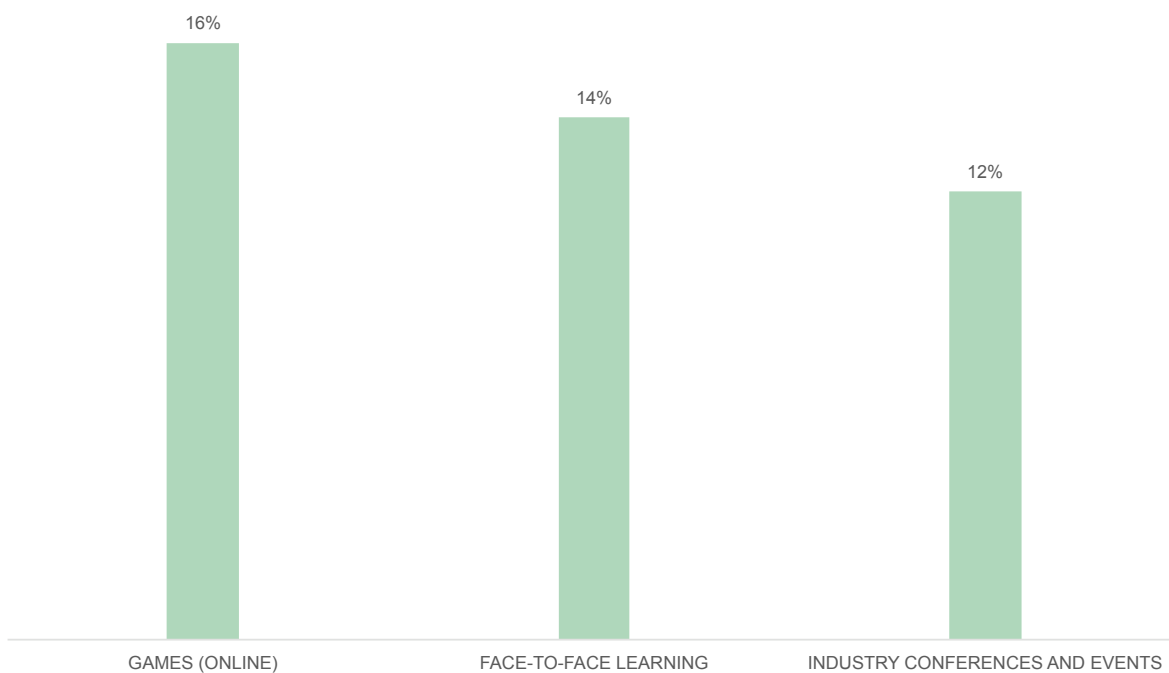


There is not much variation from these three top modalities in each segment. Internal L&D departments use coaching, on-the-job exercises, and informal peer-to-peer learning much more heavily than external trainers, which is unsurprising given that external training companies often come in to deliver specific training and would not count on-the-job learning as part of their offering.

The Most Overrated Learning Modalities Also Your Lunch Room's "It" Crowd

We also asked which modalities are the most overrated. While online games took the prize, face-to-face learning won the silver medal just 2 points behind. Considering 94% of respondents still use face-to-face learning, this is a surprising result that indicates the blended training approach is on the rise.

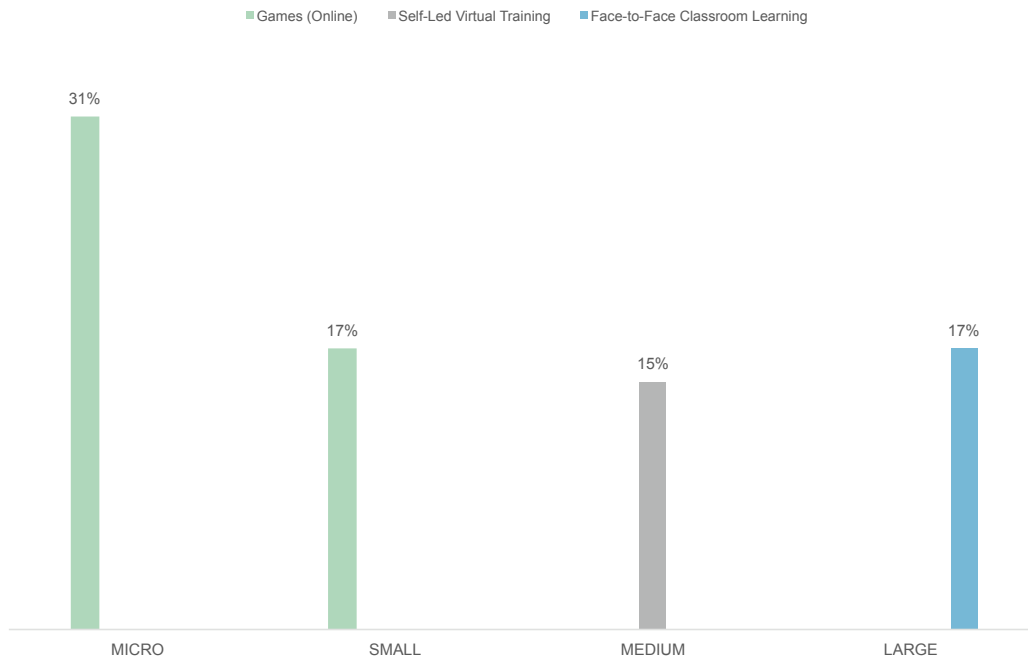
MOST OVERRATED LEARNING MODE (OVERALL)



Learn more about learning technology with Jennifer Hofmann, InSync Training, and Brad Thurber, Mimeo, on our [webinar](#) about State of Corporate Learning 2016.

Each industry's responses reflected this overall mood, though both Financial Services and Industrial, Energy, and Construction added animation to their list of most overrated. Meanwhile, small and micro companies abhor online games, yet medium-sized companies rated self-led virtual training as the most overrated training mode.

MOST OVERRATED LEARNING MODE BY COMPANY SIZE



The Two-Year Plan for L&D Where Are the Hovercraft?

Finally, we asked what modalities teams were planning to implement as a new initiative in the next two years. There seemed to be some confusion as many reported implementing face-to-face learning in the future, indicating the question was read as which modality do they plan to **use** rather than **implement**. We have controlled the data as a result.

The top three all tied at 45% of the respondents planning to implement:

- Self-led virtual training
- Video learning
- Social/collaboration tools

The bad news for learning management systems, which rated poorly on their social capabilities, is that **social/collaboration tools** is one of the top initiatives on the L&D world’s mind. After that comes **mobile learning** and **instructor-led virtual training**.

The different industries reported similar results, with the only outlier being Technology & Information Publishing, which rated **mobile learning** in its top three of planned implementations.

As far as the internal vs external breakdown, internal teams rated **video** and **social learning** as their top two initiatives while external teams are focusing on **self-led virtual training** and **instructor-led virtual training**. And while smaller companies are focused on virtual training, the medium and large companies reported **video** and **mobile learning** as their top priorities.

MODALITIES PLANNING TO IMPLEMENT



Solving L&D Challenges

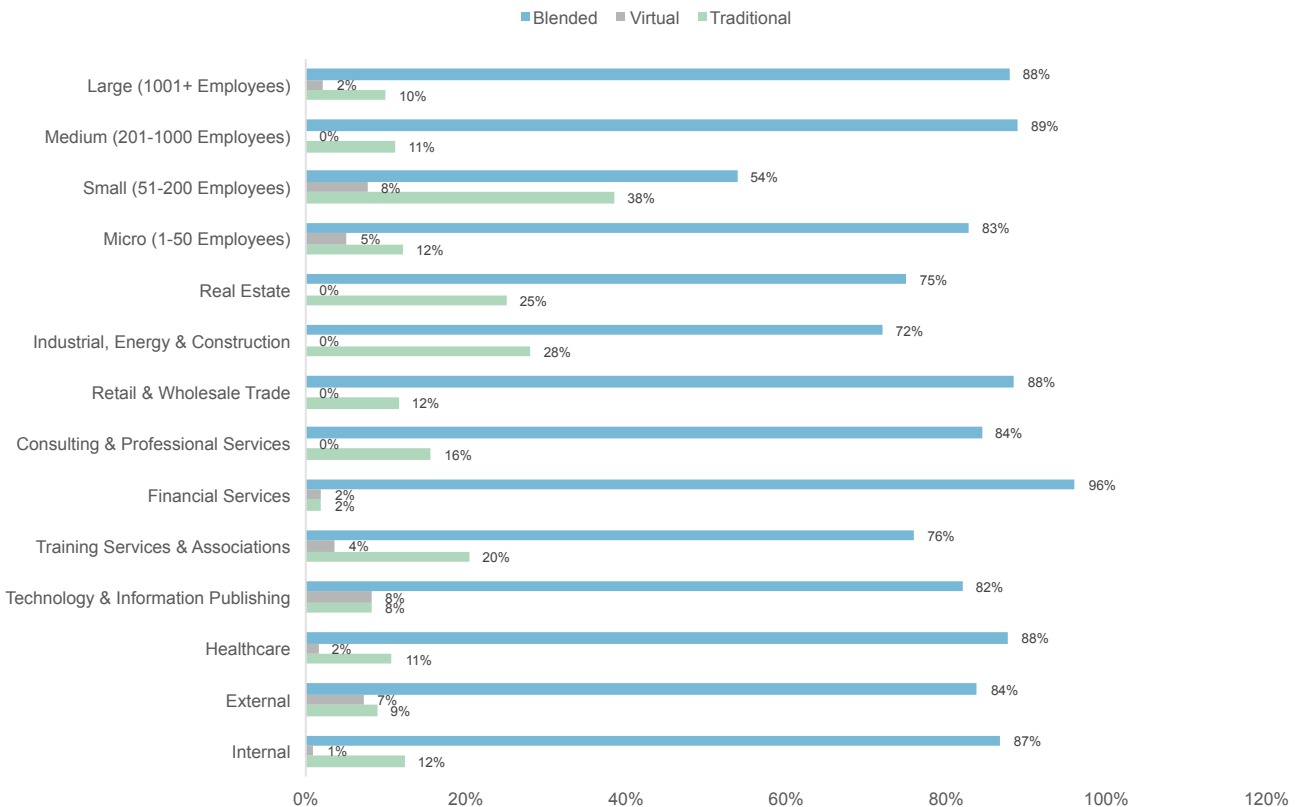
Using Blended Learning to Meet Challenges The Magic Bullet

InSync Training, pioneers of the blended learning strategy, defines blended learning as:

“A learning program in which performance objectives are matched to the most appropriate medium to ensure that participants learn -- at least in part -- through facilitator-led delivery of content with some element of participant control over where, when, pace or path in the overall program sequence.”

One thing that is evident from the popularity of both instructor-led and self-led virtual training is that a blended learning strategy is more popular than ever. In fact, a mere 11% of companies report only using traditional methods such as face-to-face classroom learning, coaching/mentoring, on-the-job learning, or informal peer-to-peer learning. **Meanwhile, only 3% of L&D use solely virtual training methods**, leaving 86% of L&D professionals already employing a blended strategy.

PROPORTION OF BLENDED TRAINING BY SEGMENT

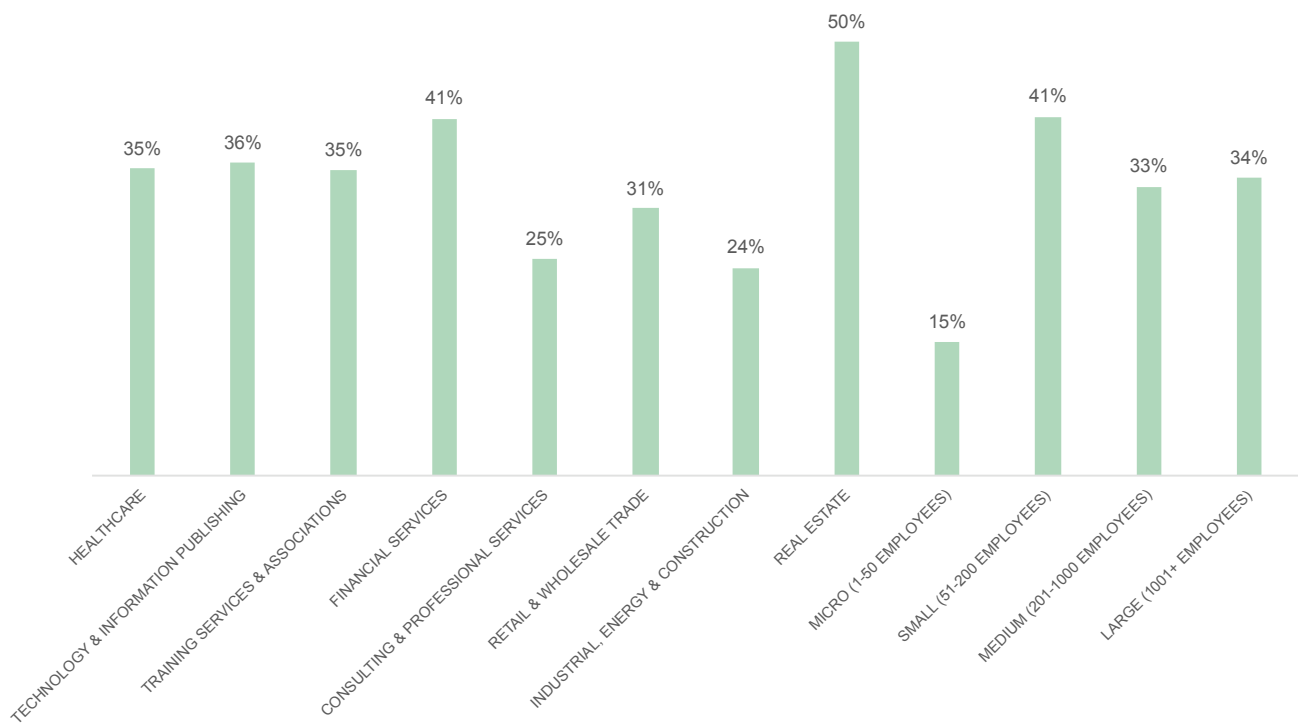


What Success Looks Like Mirror, Mirror, On the Wall

Beyond using blended learning to meet learner needs, we examined what makes certain L&D teams successful.

34% of L&D teams rated their 2015 program as “very successful” or “exceeded expectations.” Real Estate (of which there was a small sample size) and the Financial Services were the most satisfied with their training while Consulting & Professional Services and Industrial, Energy, and Construction companies were the least satisfied. Meanwhile, close to the majority of small companies were satisfied with their training yet only 15% of micro-sized companies were happy with their 2015 programs.

"VERY SUCCESSFUL" OR "EXCEEDED EXPECTATIONS"



We broke down their responses to examine what kind of learning they produce and how they evaluate their programs to understand where their success comes from.

When it comes to the modes of training they employ, the successful programs line up with the general trend. **Currently, the majority of self-reported successful training programs use a blended training approach** with face-to-face instructor-led training, then instructor-led virtual training, and finally self-led virtual training, and they also plan to implement self-led virtual training, social/collaboration tools, and video learning in the next two years. The one major difference is what the successful learning leaders consider overrated: they voted industry conferences and events as the least helpful, and mobile learning also landed in the top 5 overrated modalities.

Since the successful programs seem to follow the same trends as the rest of the L&D community, their success must derive from how they measure the performance of their programs.

We asked what top 3 performance indicators they use to measure the success of a course. The results were haphazard, and considering a few of these top-performers reported not using any evaluation method or only looking at “positive feedback,” it reveals that **the L&D world still lacks a concerted quantitative measurement method**. It further suggests that for some, all you need to do to be successful is to not ask your critics for feedback.

43% look at how the course impacted learner job performance, using methods such as mystery shop ratings and manager feedback. One respondent explained that they only deem a course successful if both the learner and the manager agree on seeing behavior change after training. An additional 3% measure the courses against the number of calls to support lines, using a reduction in calls as evidence that the training has worked.

42% use surveys, smile sheets, or other satisfaction ratings as a major benchmark.

20% look at knowledge transfer and retention as a key performance indicator, with 12% using graded tests, quizzes, worksheets, or other materials as the quantitative measure.

Others still look at metrics such as course attendance (10%), length of time in training (2%), and number of courses completed (2%).

Several respondents reported using discrete amounts of time to evaluate their courses, some using a 30/60/90 day model, some using a 61-day model, some a 90-day model.

Only 9% cited industry standards as their benchmarks. 3% use Kirkpatrick levels , using some combination of levels 1, 2, and 3. Another 3% send out Net Promoter Score surveys to measure how each course performed. One respondent uses the PDSA (Plan, Do, Study, Act) model for improvement. A federal government worker reported using the KSA (Knowledge, Skills Assessment) model while a financial services trainer uses CEB's Metrics that Matter benchmark .

What this shows is that while the methods for measuring success vary greatly across the L&D world, **the successful departments benchmark their programs against job performance rather than metrics such as attendance.** Though only a small fraction of respondents mentioned the Kirkpatrick Model, measuring job performance correlates with Kirkpatrick Levels 3 and 4, suggesting that when the industry embraces a standard, it does impact evaluation methods across the board.

² "The Kirkpatrick Model." - See Cited Sources.

³ "The Net Promoter Score" - See Cited Sources.

⁴ Plan, Do, Study, Act (PDSA) - See Cited Sources.

⁵ Self Assessment. - See Cited Sources.

⁶ Metrics That Matter™ - CEB. - See Cited Sources



Conclusions:

Lessons Learned About Learning

When asked what he thought L&D would look like in 10 years, one respondent predicted we would have “vending machines that fire knowledge directly into one’s brain through the eye.” While this concept will probably stay in satire, it is not too far off to imagine that by 2026, we will be immersed in a world enveloped by learning technology. As we’ve already seen, 86% of learning programs already embrace the blended approach and use learning technology to manage tasks such as content distribution and course management. In the next ten years, no doubt that technology will continue to evolve and perhaps find new ways to incorporate neuroscience in order to enhance knowledge transfer.

Listen to our [webinar](#) with Jennifer Hofmann, InSync Training, and Brad Thurber, Mimeo, for further insights into this research.

Yet L&D teams and tech both have several areas for improvement. L&D teams are underresourced, with the average professional fulfilling 3 learning roles and the most ubiquitous challenges being budgetary constraints and being small teams. 70% of departments are entrenched in learning management systems that do not allow for innovation, limiting the capability to integrate social, mobile, and other modern learning modes into current programs. Neither does L&D take advantage of the tracking and reporting available in the learning tech sphere to demonstrate return on training. In fact, only 9% of the successful L&D programs use standardized methods for measuring their success, and the lack of measurement standards will continue to hinder progress as businesses increasingly demand data-backed decisions.

Most of the open-ended predictions of what L&D will look like in 10 years predicted a tapestry of learning modes and technologies that will allow for personalized, curated courses.

As the corporate world embraces blended learning strategies more and more to answer budgetary constraints and learner demands, these weaknesses will need to be addressed.



Part III:

Learn More

Webinar

Join Jennifer Hofmann and Brad Thurber, VP of Talent Development at Mimeo, for an in-depth look at the State of Learning and Development 2016 survey results plus insights into how to implement changes based on our findings.

Sign up now at: www.mimeo.com/webinar-the-state-of-corporate-learning-and-development/.

Blog

Mimeo and InSync Training both regularly share best practices, tips, and news for the L&D community on our blogs:

Mimeo: mimeo.com/blog/

InSync Training's Body Language in the Bandwidth: <http://blog.insynctraining.com/>

About Jennifer Hofmann

Jennifer Hofmann, mastermind behind virtual classroom best practices and blended learning pioneer, is Founder and President of InSync Training. Her entirely virtual consulting firm specializes in the design and delivery of engaging, innovative, and effective modern blended learning. Under Jennifer's expert leadership, Inc. 500|5000 named InSync training the [10th Fastest Growing Education Company in the U.S. in 2013](#), the [20th Fastest Growing Education Company in 2014](#), and to their Inc. 5000 list for three consecutive years. Dell Women's Entrepreneur Network, [Forbes Most Powerful Women Issue](#), The [NativeAdVantage](#), and Goldman Sachs 10000 Small Businesses have all recognized her entrepreneurial drive.

Jennifer has written, and contributed to, a number of well-received and highly-regarded books including: [The Synchronous Trainer's Survival Guide: Facilitating Successful Live Online Courses, Meetings, and Events](#), [Live and Online!: Tips, Techniques, and Ready to Use Activities for the Virtual Classroom](#), and [Tailored Learning: Designing the Blend That Fits](#) with Dr. Nanette Miner. In 2017, The Association for Talent Development (ATD) will release her book *Modern Blended Learning: Tools, Designs, and Approaches to Engage Today's Workforce*.

Jennifer frequently presents in-person and online for leading learning organizations including Training Magazine, The Association for Talent Development (ATD), eLearning Guild, Citrix, and Training Mag Network. Subscribe to Jennifer's blog [Body Language in the Bandwidth](#) and connect with her on [LinkedIn](#) for new content and timely insight.

About InSync Training

[InSync Training](#) sets standards for live virtual and blended learning, specializing in developing the best training professionals.

They are the acknowledged leader in the virtual training design and delivery field, and are routinely identified as the “go-to” vendor for expertise in this field. InSync provides accredited, comprehensive live and interactive online training solutions, enabling learning and development professionals and organizations to realize the full potential of individual and organizational growth by leveraging the live online learning environment.

InSync offers a variety of learning programs and services to support modern classroom needs, including:

- [Certificate programs](#) that combine live online events and self-directed lessons to build virtual classroom skill mastery;
- [Workshops](#) that create hands-on learning experiences related to the modern classroom; and
- Custom coaching, eLearning design, virtual classroom and blended learning instructional design, facilitation, production, and project management [services](#).

About Mimeo



A Note from Kelli Hiban, Business Unit Director, Training Services & Associations

As the business unit director of Training Services & Associations at Mimeo, I am passionate about giving the L&D world back time by finding the most efficient way to distribute content. By working solely with trainers around the world, my team understands the objectives, pain points, and nuances of L&D professionals.

Since 1998, Mimeo has been the go-to on-demand solution for trainers as we make it easy to upload your materials, preview in real-time, and then print and distribute directly to your audience location. Our Mimeo Digital application makes it easy to securely share digital content with your learners without giving up control. Plus, with Mimeo Digital’s advanced reporting capabilities, it is easier than ever to demonstrate ROI on your content.

If you have any questions about this ebook or Mimeo, please feel free to email me at khiban@mimeo.com.

Methodology

Mimeo and InSync Training partnered together for this project. This research is based on a survey run from April 4th through April 15th, 2016, distributed to learning professionals via email and social media by both InSync Training and Mimeo. As a thank you for participating, each responder was entered to be win one of three raffle prizes.

In addition to multiple choice questions, we also included open-ended questions on topics such as how respondents evaluate their performance, how they expect L&D to change in the next 10 year, and more.

Cited Sources

LMS Trends 2015: Is It Time for Something Different? [Research Report from Brandon Hall Group]. (2015, November).

< http://go.brandonhall.com/LMS_Trends_Research_Summary_2015 >

Metrics That Matter™ - CEB. (n.d.). Retrieved May 02, 2016, from

< <https://www.cebglobal.com/talent-management/metrics-that-matter.html> >

Plan, Do, Study, Act (PDSA). (n.d.). Retrieved May 02, 2016, from

< http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/plan_do_study_act.html >

Self Assessment. (n.d.). Retrieved May 02, 2016, from

< <http://www.fedcareer.info/ksa.htm> >

“The Kirkpatrick Model.” The Kirkpatrick Model. Web. 05 May 2016.

< <http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel> >

“The Net Promoter Score.” Net Promoter Network. Web. 06 May 2016.

< <https://www.netpromoter.com/know/> >



mimeo



WWW.MIMEO.COM | 1.800.GOMIMEO (466.4636) | HELP@MIMEO.COM

This report was produced and distributed by Mimeo. Find out how your organization can distribute content more efficiently by visiting www.mimeo.com.