

# LMS Trends 2015: Is It Time for Something Different?

## Industry Perspective



Brandon Hall Group Research Team  
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## NOTABLE INSIGHT

*Only 64% of organizations said they were likely to renew their current LMS contract, and 20% confirmed that they will not renew. Perhaps worse, 31% indicated that they would not recommend their current solution to a colleague.*

## Executive Summary

Learning Management System (LMS) solutions continue to underperform across a wide swath of metrics, according to the organizations that use them. The average satisfaction score for any of the 17 aspects of the LMS measured in Brandon Hall Group's latest research never surpasses 3.5 on a 5-point scale. This is not exactly a ringing endorsement of a market estimated to reach \$7.83 billion by 2018.

This dissatisfaction has not changed significantly since 2012. This is especially concerning when you consider that organizations spend an average of 18% of their overall training budget on learning technologies. Only 64% of organizations said they were likely to renew their current LMS contract, and 20% confirmed that they will not renew. Perhaps worse, 31% indicated that they would not recommend their current solution to a colleague.

This leads to a climate of change in the LMS space, where 38% of companies are actively looking to replace their current LMS. Despite flat satisfaction ratings, this number is actually down considerably from the previous study, when 48% of companies were looking to make a switch. However, in the 2014 study, 75% of the companies looking to make a switch said they were going to do so within 12 months, so it is very likely that a majority of them have already switched and are still in early days with their new providers. In aggregate, this represents some pretty aggressive turnover.



## NOTABLE INSIGHT

*ROI satisfaction scores are on average worse for those companies paying more per user. This quickly dispels any arguments around “you get what you pay for” and paints a picture of something far more systemic.*

There are many reasons that drive organizations to make a wholesale change of their LMS, and some of the top reasons identified in Brandon Hall Group’s 2015 LMS Trends Study include:

- Poor customer support
- Desire to move to the cloud
- Lack of social/collaborative tools
- Difficult to use
- Outdated appearance

For years, learning organizations have been challenged to prove return on investment, or “justify their existence.” It has always been difficult for learning leaders to draw a straight line from their investments in learning to a bump to the bottom line thanks to a wide array of variables. But these demands have only increased over time, and companies clearly do not believe they are getting their money’s worth from their learning platforms. The ability of the LMS to meet ROI expectations scored an average of 2.92 on a 5-point scale. ROI scored more 1s and 2s than 4s and 5s. Essentially, far too many organizations feel they are paying too much for systems that are difficult to use, out of date and do not provide the data and analytics the companies need.

Also consider that these satisfaction scores do not change regardless of what an organization may be paying for their system. Those companies spending more than \$15 per user annually are just as unhappy as those paying less than \$5. In fact, ROI satisfaction scores are on average worse for those companies paying more per user. This quickly dispels any arguments around “you get what you pay for” and paints a picture of something far more systemic.



## NOTABLE INSIGHT

*While the LMS market has been successful over the last 15 years and technology continues to advance, it seems we are hitting a point of diminishing returns.*

When we take a holistic look at learning technology, including what companies are dissatisfied with currently, what they want from future systems and the trends in learning and technology in general, perhaps the solution is not to be found in a newer, better LMS. Perhaps it is time to start thinking outside of the LMS box toward something altogether different.

There are many demographic and cultural shifts occurring that are changing the learning landscape:

- Brandon Hall Group's 70-20-10 Learning Framework research tells us that 57% of learning now involves on-the-job activities and informal learning, while 43% involves formal learning.
- The power and ubiquity of mobile devices grows at an unrelenting pace.
- People are continually finding new and different ways to connect and share thoughts and experiences.
- Millennials, a completely digitally native generation, are poised to take over the workforce.

All of these things are causing organizations to take a serious look at the ways in which they deliver learning. The truth is, for all the features and functions of the modern LMS, it is still a technology rooted in serving a very traditional purpose.

While the LMS market has been successful over the last 15 years and technology continues to advance, it seems we are hitting a point of diminishing returns. Companies are demanding more new features, and ignoring much of the functionality that has been built into the systems in the past. The average satisfaction rating for feature sets has dropped consistently from 3.01 in 2012, to 2.95 in 2014, to 2.82 in 2015. There are changing attitudes about how to approach learning, and the traditional LMS is falling short.

**NOTABLE INSIGHT**

*This may be the point in time where simply switching to another LMS is not the answer.*

*Instead, companies seem to be longing for a different strategy altogether.*

Brandon Hall Group's 2015 LMS Trends Survey indicates that companies are dissatisfied with basically every aspect of the systems they are using and are looking for better options. However, this may be the point in time where simply switching to another LMS is not the answer. Instead, companies seem to be longing for a different strategy altogether.

## Critical Calls to Action

This study – along with LMS Trends studies from previous years, and discussions with learning leaders, technology professionals, and LMS providers – has highlighted some critical calls to action to help organizations rethink their approach to learning technologies.

**Figure 1****4 Learning Technology Critical Calls to Action**

- 1** Use Technology to Support the Learning Strategy, not Dictate it
- 2** Solve Today's Challenges, but Plan for the Future
- 3** Leverage Technology for a Truly Blended Learning Experience
- 4** Realize the Potential in Mobile, Collaborative and Cloud Technologies

Source: Brandon Hall Group 2015



## NOTABLE INSIGHT

*Organizations often are driven to select new technology -- any technology -- to address a specific and immediate set of challenges. That often causes a lack of foresight into the organizational needs beyond the immediate future, which in turn leads to a whole new set of challenges that will need to be addressed.*

## ***1. Use Technology to Support the Learning Strategy, not Dictate it***

Too often, organizations develop a learning strategy, but once the LMS is in place, the features and functionality tend to dictate the way the strategy is executed. Companies may have plans for the way they want to develop their people, but eventually find themselves constrained by the limitations of the LMS. For the 43% of companies that do not have a formal learning strategy to guide them, the influence of the technology is even stronger.

With the resurgence of the 70/20/10 Learning Framework, companies are keen to focus their energy on the 70:20 piece, which involves collaborative/social, experiential on-the-job, and informal learning. In most cases, however, the majority of time and resources is spent on the 10% of learning that is formal. A big reason for this is because the LMS has traditionally been designed to support this type of learning. This disconnect is partly responsible for the poor satisfaction ratings explored later in this report.

## ***2. Solve Today's Challenges, but Plan for the Future***

Organizations often are driven to select new technology – any technology – to address a specific and immediate set of challenges. That often causes a lack of foresight into the organizational needs beyond the immediate future, which in turn leads to a whole new set of challenges that will need to be addressed. We see this over and over again in our LMS research. In fact, the area in which LMS solutions receive the poorest satisfaction rating is the ability to meet future needs, scoring an average of 2.57 on a 5-point scale.



## NOTABLE INSIGHT

*The top 10 reasons companies want to switch (technology) includes challenges such as a wish to move to the cloud, a lack of social/collaborative features, an outdated appearing system, and – at number one – that the organization’s learning needs have changed.*

More than 38% of companies that use an LMS are actively looking to replace their current solution and this failure to plan ahead plays a large role. The top 10 reasons companies want to switch includes challenges such as a wish to move to the cloud, a lack of social/collaborative features, an outdated appearing system, and – at number one – that the organization’s learning needs have changed. The fact that an LMS cannot adapt to meet a company’s changing learning needs is a clear indication of a poor initial decision.

### ***3. Leverage Technology for a Truly Blended Learning Experience***

Despite being around for the better part of two decades, organizations are just now coming around to the 70:20:10 concept. Organizations need to embrace technology that allows them to focus on the 80% of learning that is not formal classroom or web-based training. And that’s not to say that this functionality does not already exist within many of the LMS platforms available. Instead, companies have been obsessively focused on creating courses and filling classrooms that the learning function simply isn’t designed to do anything else. The learning strategy itself needs to recognize the existence, strengths and value of informal and experiential learning and technology must be used to execute.

Companies often provide classroom training and web-based training and call it blended. But a truly blended approach involves multiple modalities that can meet the various needs of a diverse learning audience. The technology available today allows organizations not only to provide necessary formal training, but expand and enhance that experience with collaboration, mobility and context. An embrace of a blended environment is the foundation for changing learning from a disconnected event to part of people’s everyday work.





## NOTABLE INSIGHT

*Social and collaborative tools within learning technologies allow companies to promote and leverage the 20% of the 70/20/10 model and make collaborative learning easier, more effective and more impactful.*

#### ***4. Realize the Potential of Mobile, Collaborative and Cloud Technologies***

In order to execute on a more expansive learning strategy, new technologies need to be leveraged. There is no doubt that mobile devices are going to continue to play an integral role in how people live, work and learn. The potential for someone to have everything they need to know at their fingertips is a quantum leap forward for performance support. Even in the simplest use, mobile devices provide learners with the opportunity to interact with learning when, where and for as long as they want. The personalization of the mobile device also provides new possibilities for more contextual, relevant learning.

As multiple studies have shown, people learn more, are more engaged and retain knowledge longer, when they are able to collaborate. Schools and universities are embracing this concept even more so than corporations, providing students with both physical and digital spaces to work together and learn from one another. Social and collaborative tools within learning technologies allow companies to promote and leverage the 20% of the 70/20/10 model and make collaborative learning easier, more effective and more impactful.

As for the cloud, companies that are using a cloud or SaaS model for their LMS have higher satisfaction scores than those with installed solutions in every single category we measure. This relates very closely to the call to plan for the future. Organizations that use installed solutions typically find themselves customizing and modifying the solution to meet their needs. While this seems ideal and addresses changing needs, over time the customizations can become cumbersome. When a new version of the platform becomes available, these companies have actually locked themselves into using the older system because an upgrade would undo all the customization. Eventually, they will be stuck using an unsupported version of the software. And while

some organizations may not be able to move to the cloud as easily as others due to security and regulatory concerns, technology providers are addressing these concerns by creating secure cloud models.

## Our Research: 6 Top Findings

This turning point in learning technology is embodied in the key findings, and subsequent analysis, from our research.

Figure 2 Top Research Findings

- 1 Only about one-third of companies are absolutely sure they will renew with their current LMS provider, and **38% are actively looking to replace their solution.**
- 2 On average, companies are **not overly satisfied** with any aspect of their current LMS solution.
- 3 Perceived deficiencies with learning technology runs far and wide, **including ease of use and vendor support.**
- 4 Companies that spend more per user for their LMS are actually **less satisfied.**
- 5 The longer a system has been in place, the **less satisfied** organizations become.
- 6 Cloud deployments deliver **significantly higher satisfaction ratings.**

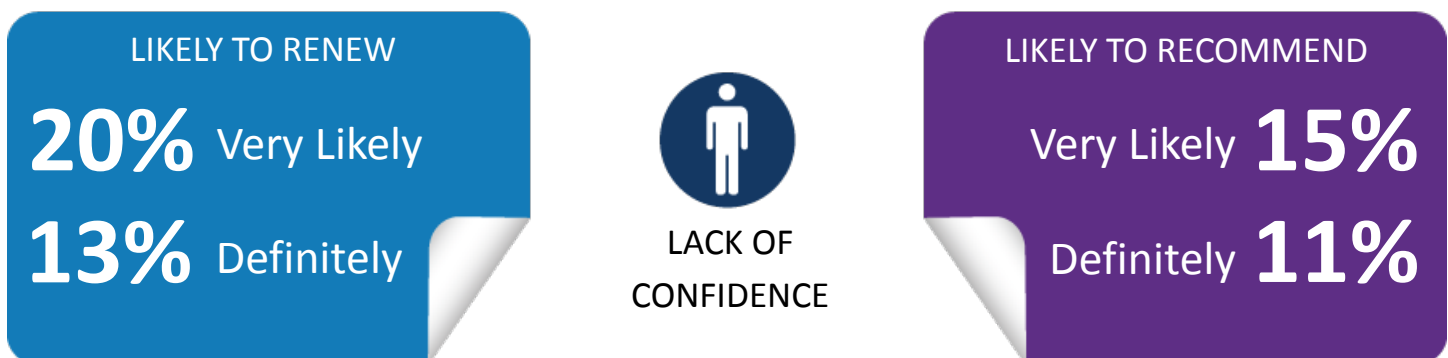
Source: 2015 Brandon Hall Group LMS Trends Study, n=283

## Change is Coming

As cited earlier, 38% of companies are actively looking to replace their current LMS. Anyone who has been through a technology platform change knows just how big an undertaking this can be. In each of our previous studies, a significant number of companies said they were looking for a replacement solution, peaking in 2012 at 48%. Given that the majority of these changes were slated to occur within 12 months of each survey - that represents some astounding turnover. This means that it is not the same companies saying they want to switch every year but not actually doing it. Rather, the results show that each year, a whole new crop of companies are so dissatisfied that they are looking for new technology.

This dissatisfaction has a direct impact on the LMS providers. Renewals and recommendations are the lifeblood of the market, and providers just aren't doing well enough to earn them. One-fifth of companies said they were not at all likely to renew their provider contract and 31% said they were not at all likely to recommend the vendor to colleagues. Even among those that indicated they might renew and/or recommend, there is clearly a lack of confidence.

**Figure 3** Likelihood to Renew with, or Recommend, Current LMS Provider



Source: 2015 Brandon Hall Group LMS Trends Study (n=283)



## NOTABLE INSIGHT

*The highest satisfaction score was 3.48 for system reliability, meaning the system simply works the way it is supposed to. It goes pretty much downhill from there.*

## What's Going Wrong?

In a nutshell, pretty much everything.

We measured LMS satisfaction across 17 different factors on a scale from 1 to 5, with 5 being the best. The highest score was 3.48 for system reliability, meaning the system simply works the way it is supposed to. It goes pretty much downhill from there.

It's important to understand why organizations are generally not very satisfied with their LMS. To that end, the survey asked companies to rate their satisfaction with their LMS across 17 different factors. The results are astonishingly mediocre. On a scale from 1 to 5, with 5 being the best, the highest score was 3.48 -- and that was for system reliability. System reliability has had the highest satisfaction scores in each of the previous surveys, but for 2015 even this measurement is down from 2014. Simply working when it is supposed to is probably the least a company could ask from its LMS, yet clients are not impressed. Let's take a closer look and see why these results point to a need for something new.

**Figure 4 Rating the LMS**

Factor	1 to 5 Scale	1 to 100 Scale	Traditional Letter Grade
System reliability	3.48	70	C-
Meets our current needs	3.18	64	D
Ease of use by learner	3.15	63	D
Client service support	3.14	63	D
Ease of navigation	3.12	62	D
Implementation execution	3.08	62	D
Technical support	3.07	61	D-
Ease of administration	3.03	61	D-
Training support	2.92	58	F
Met ROI expectations	2.92	58	F
Ease of configuration	2.89	58	F
Feature set	2.82	56	F
Modern look and feel	2.79	56	F
Ease of data migration	2.76	55	F
Reporting and analytics	2.70	54	F
Ease of integration	2.62	52	F
Meets our future needs	2.57	51	F

Source: 2015 Brandon Hall Group LMS Trends Study (n=283)



## NOTABLE INSIGHT

*Meeting future needs scores at the very bottom with 2.57. There is no clearer indication that organizations are desperate for some new technology solutions to execute their future vision for learning.*

## ***Meeting Current/Future Needs***

Perhaps nothing encapsulates the theme of this report than companies' opinions on how well their LMS meets their needs. Meeting current needs ranks second, but only scores 3.18. In other words, LMS platforms are barely doing the job they were designed to do. In the eyes of many organizations, their LMS is already behind the times and unable to execute against their current learning strategy. As companies look ahead to their future learning needs and how they will change, there is basically no confidence that their systems will be able to do what they want. Meeting future needs scores at the very bottom with 2.57. There is no clearer indication that organizations are desperate for some new technology solutions to execute their future vision for learning.

## ***Ease of Use***

Organizations have been complaining about ease of use for years, but the satisfaction scores never go up. For learners it earns a score of 3.13 and for administrators it earns a 3.03. These results point to change because this ease-of-use frustration comes from LMS platforms not behaving in a way that is natural and conducive to how people want to learn. Ease of navigation rates a 3.12, which indicates that companies do not find the platforms intuitive. It is highly likely that the over-packing of features that not everyone wants can lead to these challenges.

## ***Feature Set***

Speaking of features, despite the time and effort providers put into their solutions to include all the bells and whistles they believe customers are looking for, clients either believe there are not enough features, too many features, or just not the right features. This speaks to an

**NOTABLE INSIGHT**

*Companies are beginning to see the things they want and/or require from learning technology less as features of an LMS and more as components of a new, more modular approach.*

environment in which the LMS providers are trying to be many things to too many people, but at the same time, the execution is lacking. Companies are beginning to see the things they want and/or require from learning technology less as features of an LMS and more as components of a new, more modular approach.

### ***Modern Look and Feel***

This rating is relatively self-explanatory, and has historically been near the bottom of the satisfaction ratings. Despite saying for years that they want their LMS to look and behave in a modern way, companies still don't think their solutions are there. This might seem like a trivial point, but it feeds into the larger idea that the LMS as a concept might be outdated. In fact, a system that appears outdated is one of the top five reasons companies decide to switch providers. Perhaps an LMS will never have the modern look and feel an organization wants, because the organization wants something completely different.

### ***What's not to Like?***

To get a more general sense of what companies think of their LMS, the survey asked companies to select the three things they liked least about their system. The results are in line with the satisfaction scores seen earlier. Here are the most selected responses:

- Ease of use of the system
- Ability of the system to adapt to changing needs
- Reporting features
- Analytics features to measure return on investment
- Social learning features
- Ability to integrate with other enterprise software
- Quality of customer support provided by the vendor
- Mobile learning features



## NOTABLE INSIGHT

*Even the LMS that is the easiest to use may be too complex for what organizations want to accomplish in learning. Perhaps the answer to the ease-of-use challenge isn't an LMS at all.*

Again, ease of use plays a huge role. Year after year it is in the top three of things least liked. It is not as though the LMS providers have simply ignored calls to make the platforms easier to use. Quite the opposite is true. The vendors have spent vast amounts of time, energy and resources focusing on this very challenge – making what are at its heart a large, complex system with many moving parts easy to use. But maybe that's the problem. Even the LMS that is the easiest to use may be too complex for what organizations want to accomplish in learning. Perhaps the answer to the ease-of-use challenge isn't an LMS at all.

If we look at some of the other things on the list, we start to see a clearer picture that companies may be looking to a post-LMS world. There is concern over a lack of social and mobile learning features. In many cases, the providers have fumbled their way through the advent of these technologies. Vendors will add a chat feature to the platform and call it social learning. Others say their system is mobile friendly, but the platform is not responsive to different device types. Organizations are looking for solutions that embrace these concepts because they are the technological embodiment of how people learn.

These dislikes could be written off as annoyances that can be addressed, but they have real impact. Many of them appear on the list of reasons why that 38% of companies is actively looking for a new solution. Here are the top reasons for switching:

- Poor support from vendor
- Wish to move from installed system to the Cloud
- Platform lacks the social learning features we need
- System is difficult to use
- System appears outdated
- Inability to integrate with other enterprise software
- Our learning needs have changed

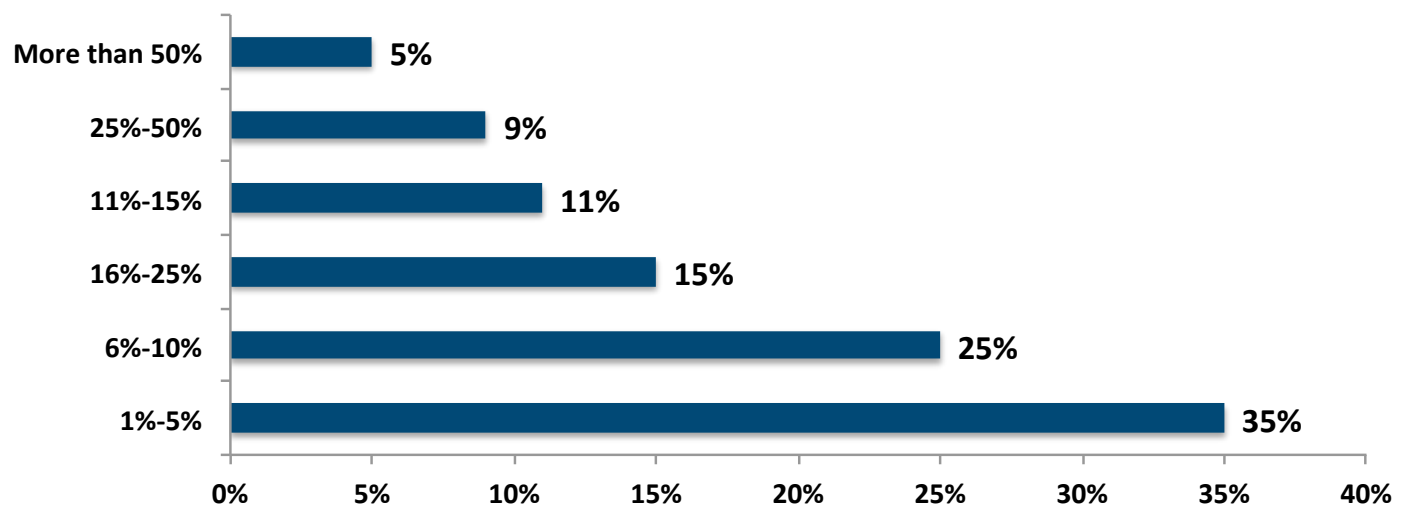


The same themes we saw earlier continue. Almost everything points to the future: A move to the cloud, social learning, modern looking systems, changing needs.

### *Money Can't Buy Happiness*

Often the first reaction to poor satisfaction scores with any technology is the old adage, “you get what you pay for.” The learning budget is constantly under scrutiny. According to a Brandon Hall Group/Starr Conspiracy Study, 44% of companies cite “not enough budget” as a top learning management technology challenge, making it the number one hurdle. As seen in Figure 5 below, there is only so much of the already constrained learning budget that is allocated to the LMS.

**Figure 5** LMS Budget as a Percentage of Learning Budget



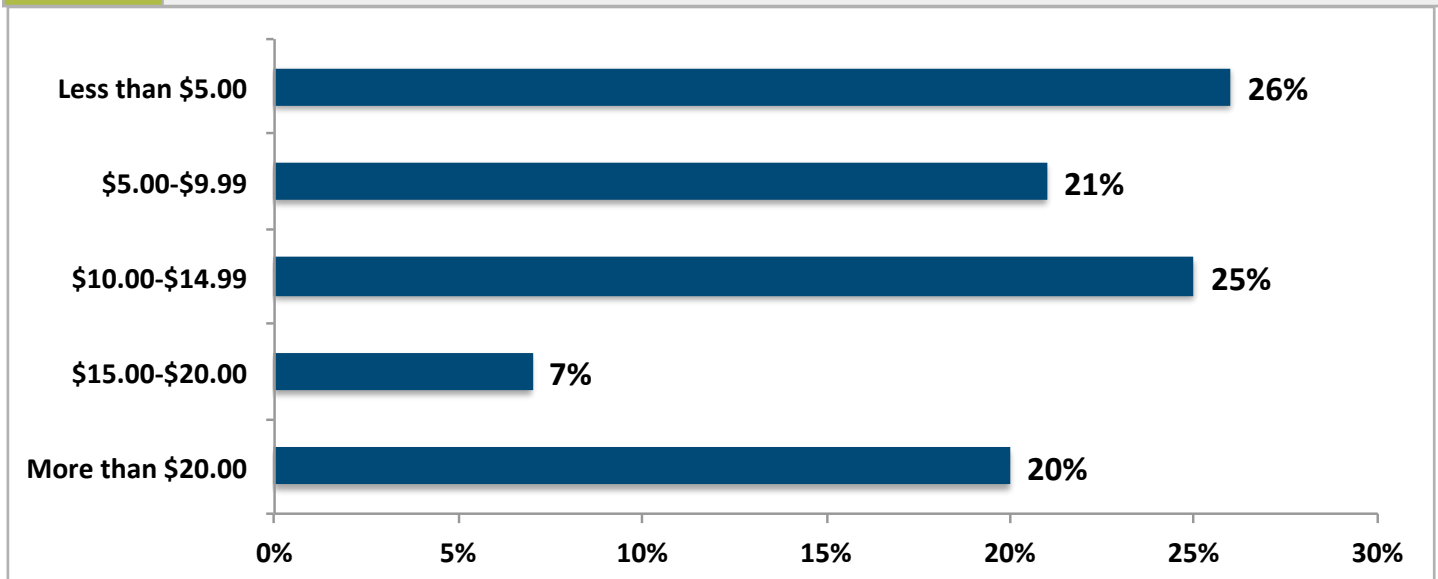
Source: 2015 Brandon Hall Group LMS Trends Study (n=283)

At the same time, ROI is always challenging with learning. Referring back to the satisfaction scores discussed earlier, the ability of the LMS to meet ROI expectations rated a rather poor 2.92. In this kind of environment, it would be easy to assume that organizations are simply going for the cheapest solution

and suffering buyer's remorse down the road.

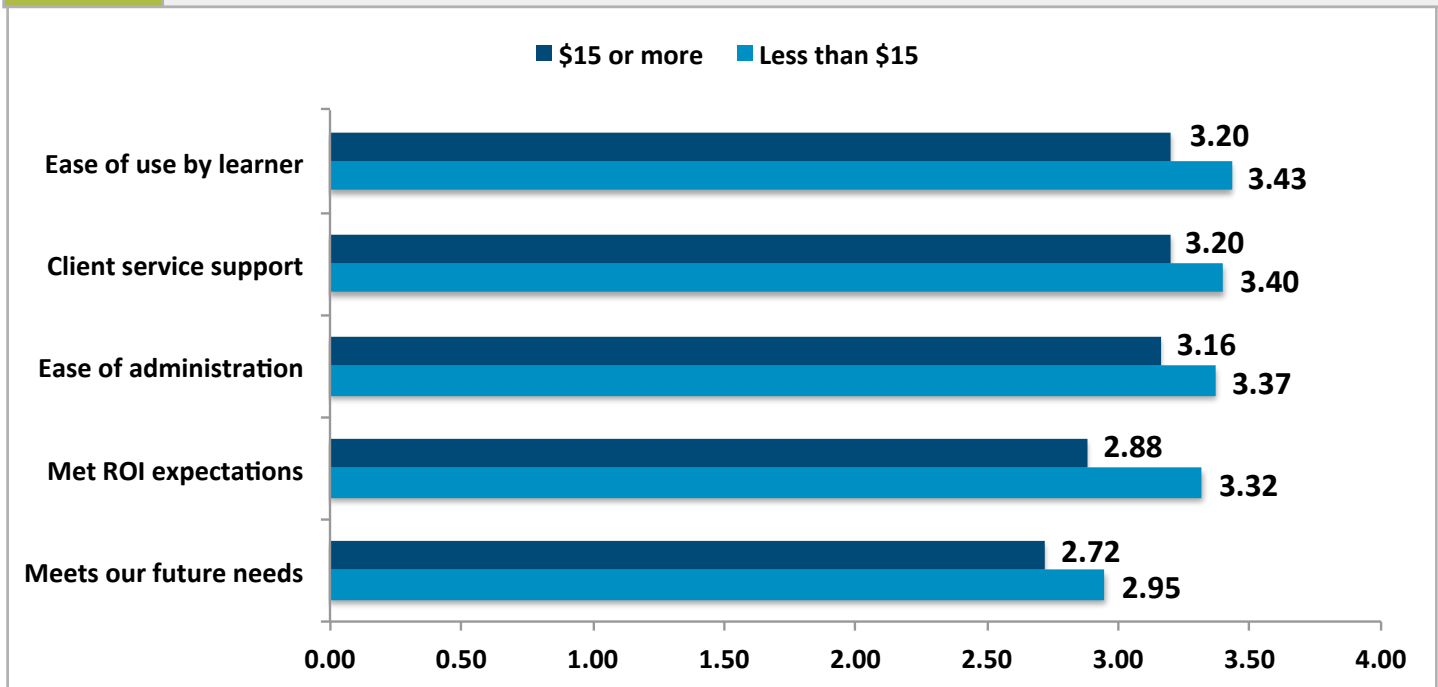
However, for companies looking for a new system, cost is fifth on a list of influential factors. Organizations are more concerned with getting a system that is easy to use, can adapt to changing needs, and can provide personalized learning experiences. Also, the study looked at the amount companies are spending per learner annually on their LMS to see if that had an impact on satisfaction.

**Figure 6** Average Cost per User



Source: 2015 Brandon Hall Group LMS Trends Study (n=283)

It turns out that there are only a couple of places where the more expensive systems score better than their more economical counterparts. The first is with reporting and analytics. Those companies spending \$15 or more per learner gave their systems an average score of 3.08, versus 2.83 for those spending less. The companies spending more also feel they are getting better training support from their vendor, scoring 3.28 vs. 3.05 for the less expensive systems. On the other hand, the less expensive systems outperform the pricier options in multiple categories.

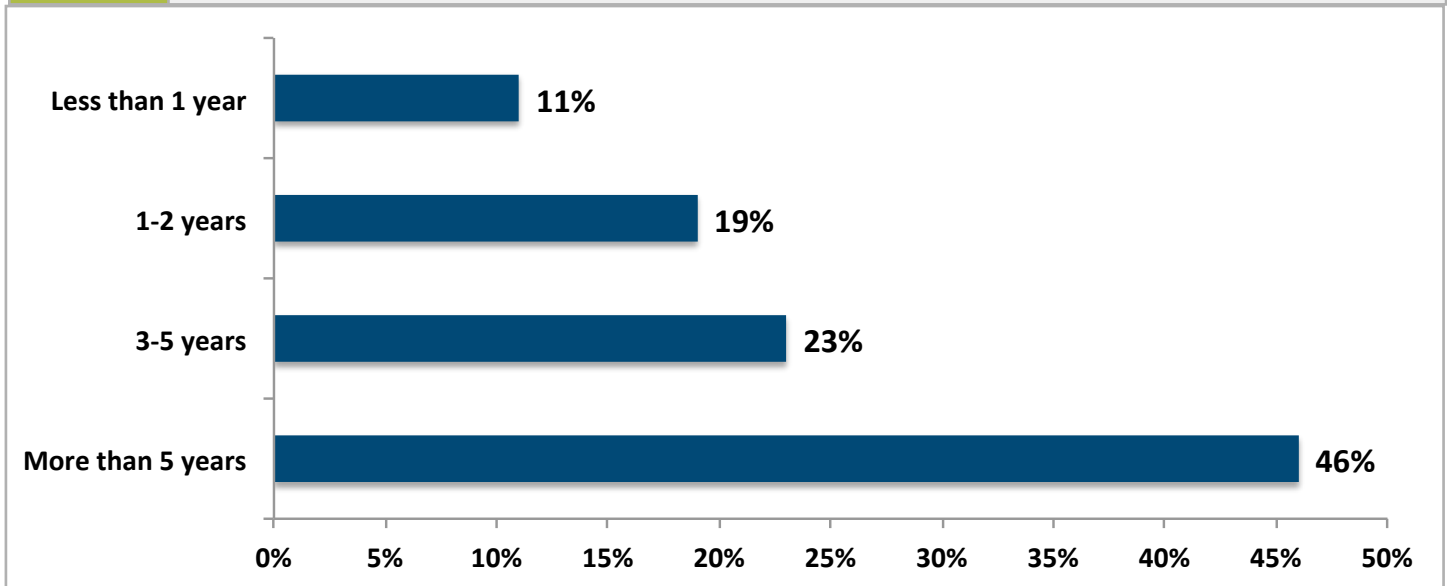
**Figure 7 LMS Satisfaction Ratings by Cost per User**


Source: 2015 Brandon Hall Group LMS Trends Study (n=283)

Companies spending less per learner find their systems easier to use for both learners and administrators, and they say they get better support overall. Perhaps more telling, though, is that they say they are getting both a better ROI as well as a system that is better able to carry learning into the future.

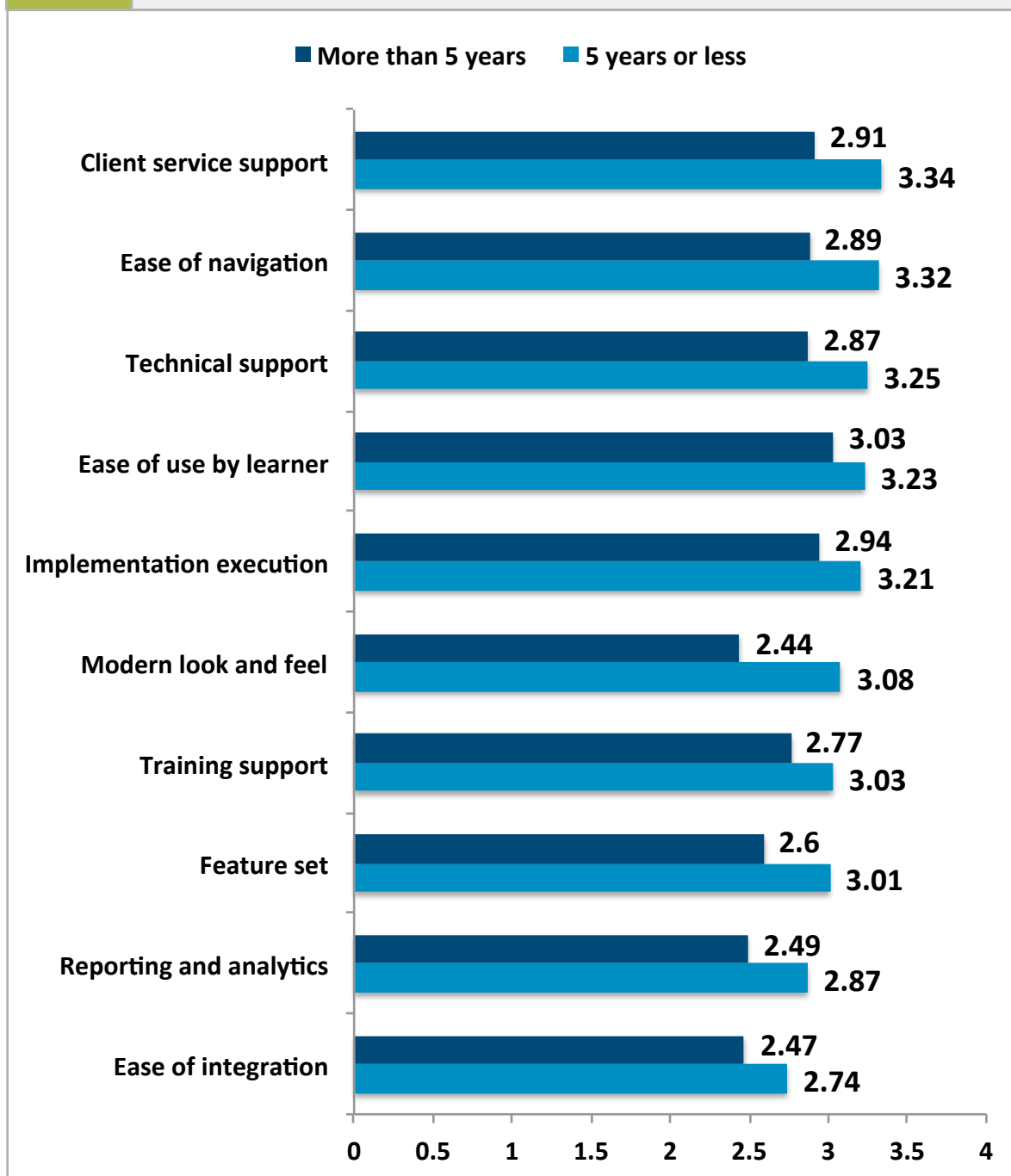
### ***Time is Not on Your Side***

An LMS implementation is no small feat. A company putting a platform into place would expect to be using that platform for at least a few years. In fact, 60% of companies have contract terms of three years or more. The hope is that any issues an organization may face in the first year or so will get ironed out as time goes by, making for a more satisfactory LMS experience. Nearly half of existing implementations (46%) are more than five years old.

**Figure 8** Age of System Deployment


Source: 2015 Brandon Hall Group LMS Trends Study (n=283)

It turns out that experience with a particular platform does not translate to higher satisfaction. In fact, the only area in which older systems do better is in system reliability, where they score an average of 3.63 compared to 3.36 for newer implementations. Beyond that, however, the more recent deployments out-perform the older ones in every area and in many cases by a significant margin.

**Figure 9 LMS Satisfaction Ratings by Length of Deployment**


Source: 2015 Brandon Hall Group LMS Trends Study (n=283)

Unsurprisingly, those systems in place for five years or less scored far better for a modern look and feel (3.02) than those that have been in place longer (2.67). Five years is an eternity



## NOTABLE INSIGHT

*Providers are making incremental improvements toward what organizations are looking for, but aren't really getting there. ... It's like jumping halfway to the goal line over and over. No matter how many jumps are taken, you will never get there.*

in technology and the older implementations just can't seem to keep up. Interestingly, the newer systems even outperform when it comes to ease of navigation. After five years, learners should know their way around the system pretty well, yet the newer systems do better here and in ease of use.

One way to look at this is that organizations that made a technology selection one year ago is getting all the latest bells and whistles compared to a company purchasing a solution seven years ago. But that assumes the vendors are static with their solutions and never update them. We know this is not the case. Patches, updates and upgrades continually flow from the vendors and, aside from a few stubborn installed clients who won't update, everyone should be working with the same types of technology.

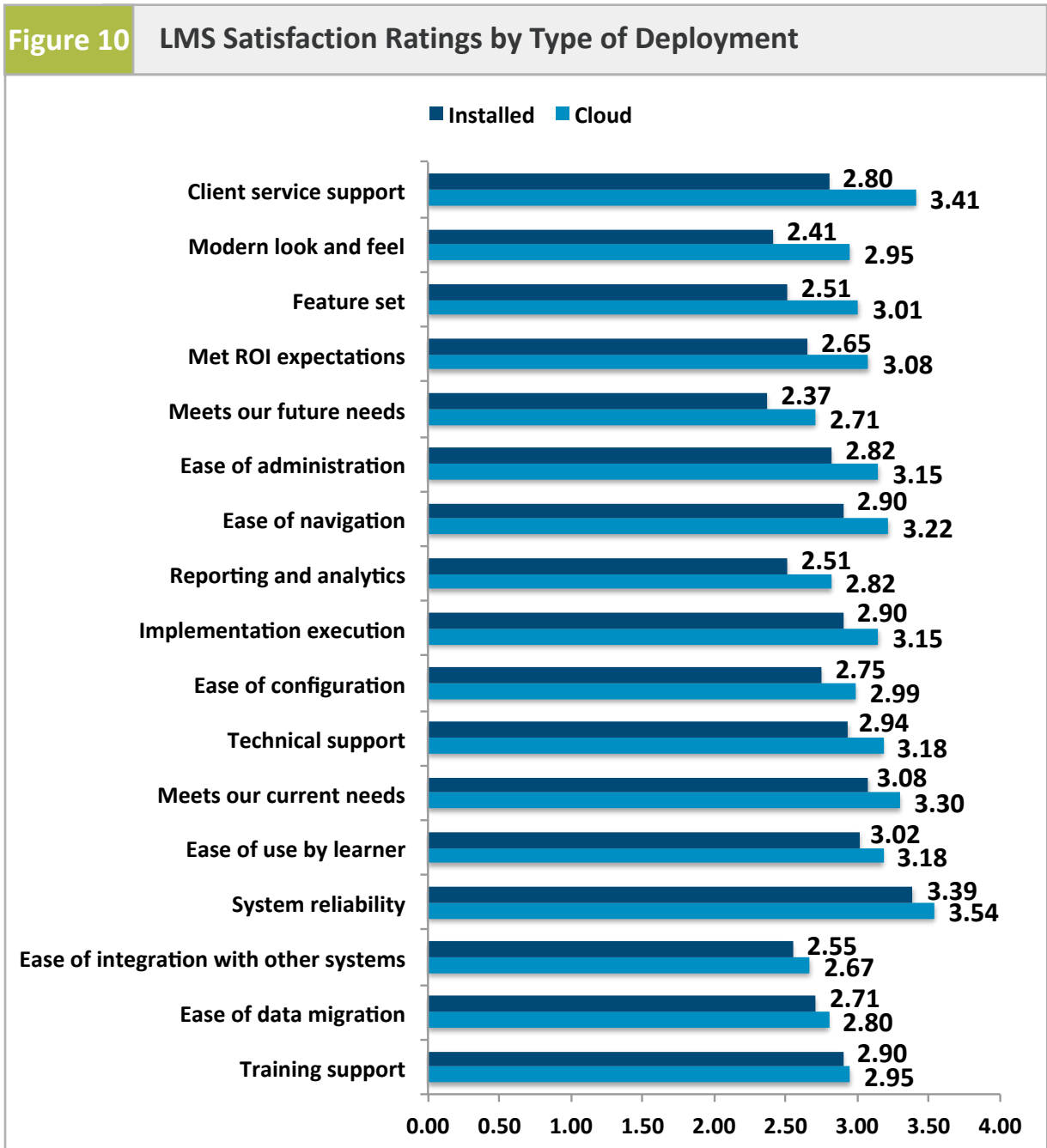
Instead, the indication here is that whatever challenges an organization is facing early on, the vast majority of them will not improve over time and many may even get worse. This could lead to companies pushing for shorter and shorter contract terms so they are not saddled with a clunky, hard-to-use system five years down the road. As part of the broader picture, it shows that providers are making incremental improvements toward what organizations are looking for, but aren't really getting there. Again, the challenge may be that any and all of these improvements are occurring within the defined space of what an LMS is; and perhaps an LMS is not the answer. It's like jumping halfway to the goal line over and over. No matter how many jumps are taken, they will never get there.

### *Is the Answer in the Cloud?*

As referenced earlier, many organizations have their LMS installed on their own servers. In fact, nearly one-third of organizations have their LMS installed behind the firewall. This number has dropped over the years as companies become more comfortable with running software as a service in the cloud, but there are still many organizations that won't or simply can't

move to the cloud.

To hear software companies tell it, the cloud is the answer to all of your problems. According to the survey, they may just be on to something. Companies that have their LMS deployed in the cloud give higher satisfaction scores across the board than those with installed solutions and in most cases it is not even close.



Source: 2015 Brandon Hall Group LMS Trends Study (n=283)

One of the main reasons companies install solutions is so they have complete autonomy over the infrastructure to ensure the system operates reliably. Yet, cloud systems actually get higher satisfaction rates in this area. Some of the biggest satisfaction gaps between installed and cloud solutions include:

- **Client Service Support.** Since installed solutions rely more on internal resources for support, it is unsurprising that they give much lower marks to their vendors for client support. More than one-third (36%) of companies with installed solutions say their system requires high or very high IT involvement, compared to 17% for those with cloud solutions.
- **Modern Look and Feel.** Cloud-based solutions are a relatively new concept in the LMS market, so the likelihood that these systems are more modern looking than installed solutions makes sense. These systems are also much easier to update and upgrade, so clients are always running the latest version. There are installed clients who might be running anywhere from one to three versions behind, if not more.
- **Feature Set.** Similar to modern look and feel, cloud-based customers are assured they will always have the latest and greatest the system has to offer. New features are easier to deploy and they roll out more frequently than they do to an installed base.
- **Met ROI Expectations.** This is an area, similar to system reliability, where one would expect the installed base to do better. Installed customers are generally paying less per user than the cloud customers, so ROI should theoretically be easier to achieve. However, given all of the other shortcomings with the installed solutions, it becomes clearer as to why cloud solutions do better here.



## Learning Technology Leading Practices

Based on our years of research in this area, as well as countless technology selection engagements with companies of all sizes and industries, we have identified a list of learning technology leading practices.

### EXISTING SYSTEMS

Make sure you are taking full advantage of the features and functions of your current solution.

Work with your vendor to develop a road map for future needs.

An LMS is not the only learning technology solution. There are many other tools that work in conjunction with an LMS to greatly expand functionality, including LCMS, LRS, authoring tools, gamification platforms, and social and collaborative tools.

Re-examine your reporting and analytics. Are you really getting the data you need and are you making the most use of the data available?

### NEW SYSTEMS

Prioritize your organization's technology requirements based on the learning strategy and its relation to the overall business strategy.

Use challenges with previous systems as use cases for new systems. Developing use cases ensures a new platform can meet your organization's specific needs.

Demos should be scripted by your organization, not the vendor. Vendors know how to demo their products to put them in the best light. You want to see how they perform against your requirements and use cases.

Do not get caught up in cost, which typically dominates the decision process. Be sure to take into consideration things such as global needs, installed vs. cloud, data migration, customization and other items that can effect cost outside of the per user price.

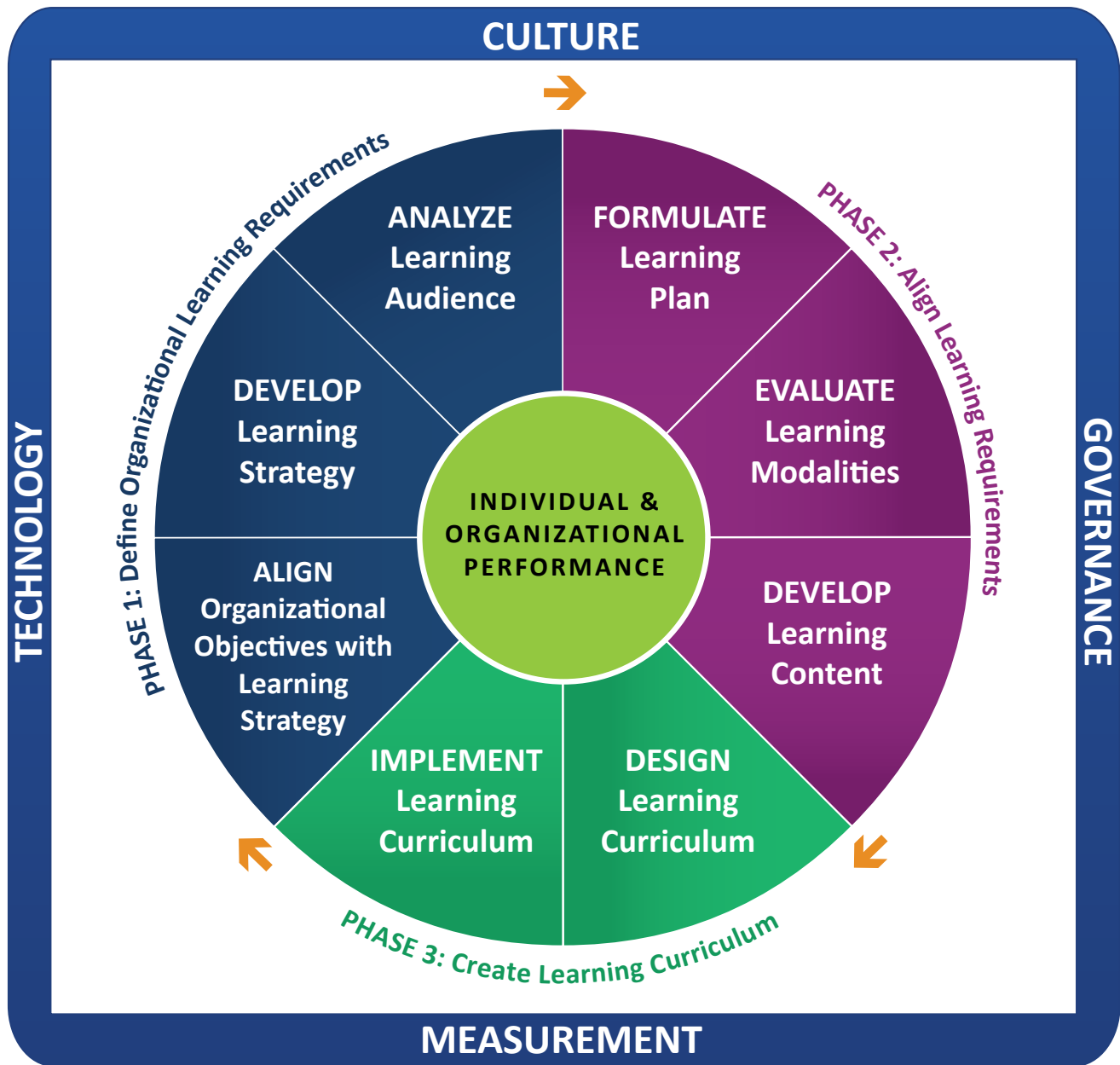
Sources: 2015 Brandon Hall Group

To plan for future technology selections, you can use this selection worksheet available in the [Brandon Hall Group Member Center](#). We have also included it as an Appendix to this report.

## The High Performance Learning & Development Framework

It is imperative to get the technology piece of Learning and Development right, as it is often the means by which the entire strategy is executed. All the due diligence, care and effort put into developing a learning strategy can be undone by technology that cannot execute that vision. A look at Brandon Hall Group's Learning and Development Framework (next page) shows the pivotal role technology plays.

**Figure 11 High-Performance Learning and Development Framework**



**PERFORMANCE ANALYTICS AND REPORTING & ORGANIZATIONAL LEARNING OBJECTIVES**

External Influencers	Strategic Alignment	Stakeholder Experience	Executive /BU Engagement	Talent Needs	Relationship Centered Learning	Relevant & Accessible	Global & Agile	Scalable	Multi-Modal (Social, Mobile, Gaming, etc.)
<b>S U C C E S S                      L E V E R S</b>									



## NOTABLE INSIGHT

*There is a wide variety of learning technology solutions available to meet any need an organization may have. While some companies may only need one, others use multiple solutions and platforms to aid in the development, delivery and measurement of learning.*

## Technology as Part of the Contextual Frame of L&D

Technology is a large piece of the learning puzzle for any organization, whether it is developed in-house or comes from third-party providers. In fact, learning technology represents about 28% of the average overall learning budget, more than anything except for internal headcount. There is a wide variety of learning technology solutions available to meet any need an organization may have. While some companies may only need one, others use multiple solutions and platforms to aid in the development, delivery and measurement of learning. Besides the LMS, which we have already explored in depth, here are some of the technology solutions that can meet specific needs:

- **Learning Content Management System (LCMS).** While companies may have resources to acquire and create content, and perhaps an LMS to deliver the content, managing the content once it exists is an entirely different matter. Organizations often build their own tools on a content management platform like SharePoint. But these types of solutions aren't designed specifically to meet the unique needs of the learning environment. About 61% of companies use an LCMS and one-quarter of them use a system they developed in-house. A true LMS, however, provides organizations with a means to not only create learning content, but manage it in ways that are more flexible and user-friendly than the typical content management system.
- **Content Authoring.** While there are resources out there for generic learning content that can apply to almost any organization, just about every company has a need for content specific to their business and how they do it. There are vendors that can build that content for them, but often organizations choose to create the content themselves. In fact, 89% of companies use at least one of the myriad authoring tools

available. These tools allow users to create almost anything: enhanced PowerPoint presentations, click-through storyboards, videos, games, simulations and more. Two-thirds of companies employ two or more tools, and two-thirds of large companies (more than 10,000 employees) use three or more tools. While most LCMS platforms have content authoring features, many organizations look for other providers in the authoring space.

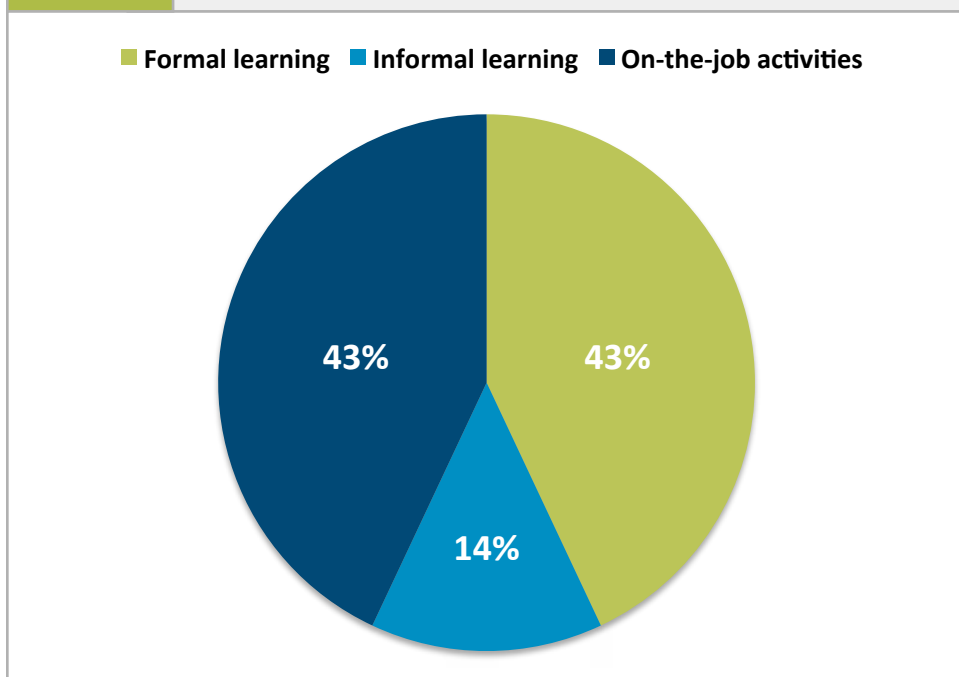
- **Social/Collaborative Tools.** According to Brandon Hall Group's 2014 Social & Collaborative Learning Study, 61% of companies say that their employees need to connect with learning resources either weekly or daily to be effective at their job. In an environment that focuses heavily on formal learning, that can be nearly impossible. Despite the research behind the 70/20/10 learning model, which indicates only 10% of organizational learning takes place in a formal setting, companies spend a huge amount of their time and resources on formal learning content and tools. There is clearly a seismic shift underway, however. Brandon Hall Group's research into the 70/20/10 model found that 43% of learning takes place in a formal setting, with the rest being informal and on the job.



NOTABLE INSIGHT

*We now see learning environments complete with blogs, shared media, discussion boards, and multiple communication tools designed to keep learners connected to learning and to each other.*

Figure 12 Formal vs. Informal Learning



Source: 2014 Brandon Hall Group 70/20/10 Framework Study (n=248)

Less than half of the learning going on within organizations is now formal. While not near the 10% of the official model, it is a far cry from just a few years ago, when it was more difficult to create, deliver and manage informal learning.

A wealth of social and collaborative tools allows companies to facilitate and encourage the type of informal and on-the-job learning that was previously taking place simply by chance. We now see learning environments complete with blogs, shared media, discussion boards, and multiple communication tools designed to keep learners connected to learning and to each other. Social and collaborative learning is all about the wisdom of the crowds. Here are some of the most effective tools:

- **Discussion forums.** Learners are able to ask each other questions about courses, content, or just about how things get done. While this activity may have previously taken place in a hallway or a break room, now everyone can contribute and benefit simultaneously.

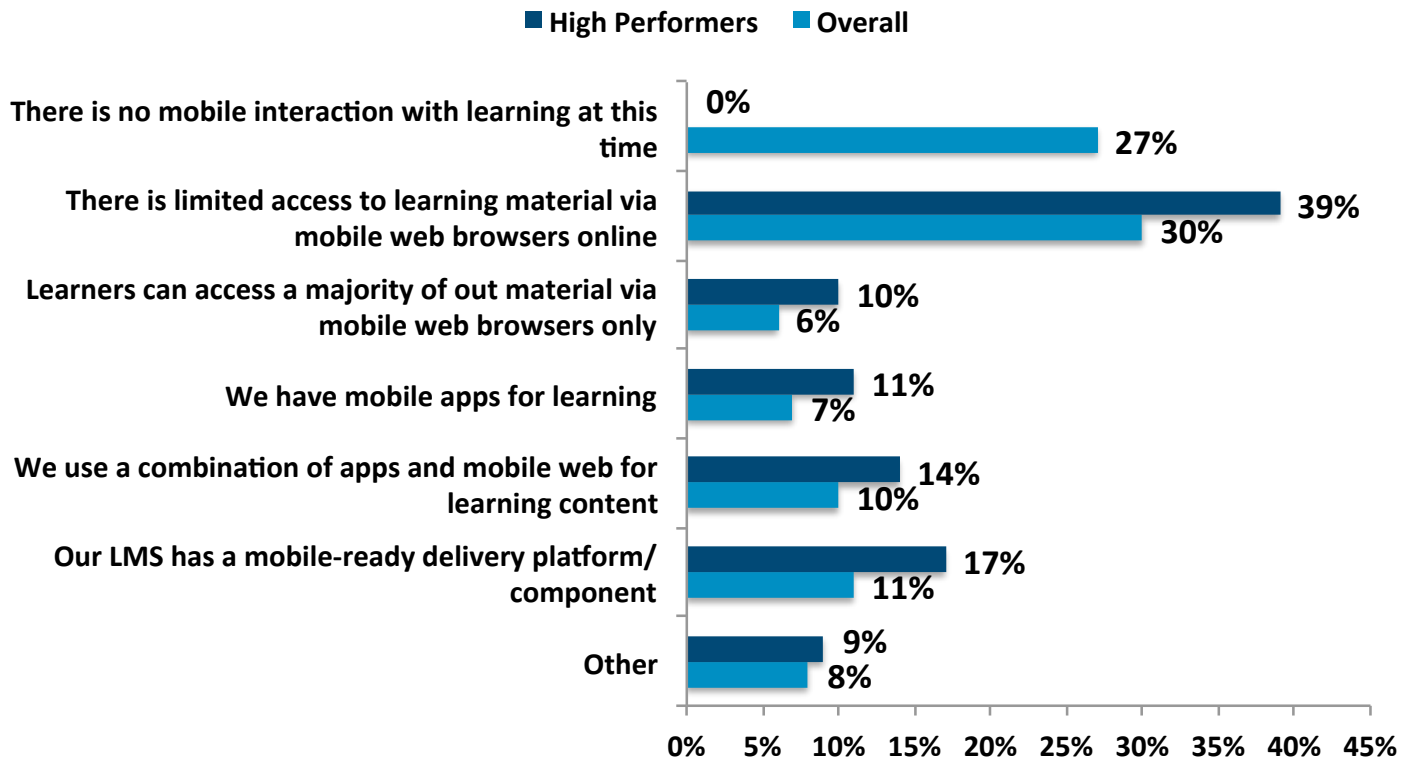


## NOTABLE INSIGHT

*Video provides a platform for learners to share their successes and best practices in a medium that is easy to access and understand. This particularly appeals to Millennials, who will soon comprise the majority of the workforce.*

- **Learner comments.** Allowing learners to comment on courses, content and curricula provides the kind of context that was previously unavailable. People like to hear what their peers have to say on a subject and value those opinions. Comments also give great insight into the quality of the material.
- **Expert directory.** Having a resource that enables people to find experts is invaluable. A directory that includes the expertise of its members means that people can quickly find the people who know the answers without spending time hunting someone down.
- **Learner-generated video.** Video is always considered one of the more effective learning tools, and having learners create their own how-to videos adds a new level to that. It provides a platform for learners to share their successes and best practices in a medium that is easy to access and understand. This particularly appeals to Millennials, who will soon comprise the majority of the workforce.
- **Mobile Delivery Tools.** In an increasingly mobile world, it is imperative that organizations figure out what role mobile learning plays in their overall learning strategy. The answer is not simply allowing access via mobile devices. The depth and complexity of the mobile strategy depends greatly on organizational goals, learning objectives, and audience preferences. Despite the ubiquity of mobile devices and the potential they have for learning, we are still in the early stages of mobile learning.

Our Mobile Learning Survey found that 27% of organizations report there is absolutely no mobile interaction with learning. And among those companies that have delved into mobile learning, only about 58% are doing anything beyond limited mobile web access. What is telling, however, is that among high-performing organizations, not one single company indicated they hadn't begun at least exploring mobile learning.

**Figure 13**
**Mobile Learning Maturity**


Source: Brandon Hall Group Mobile Learning Study

As for the direction mobile learning is headed, there are a few common characteristics to effective mobile strategies:

- **BYOD.** Companies used to issue devices like Blackberries to employees to maintain control of the technology. However, we have moved into more of a bring-your-own device (BYOD) environment, where some people prefer an iPhone, others an Android, and still others a tablet. A mobile learning strategy that is married to one platform may address a specific issue or two, but cannot grow and adapt with the workforce.
- **Responsive design.** Because of the BYOD shift, the design of mobile content needs to be responsive. In other words, build it once and have its display behave properly on just about any device. As more designers move away from Flash and use of HTML5 becomes more common, this becomes less of



an issue. The goal is to provide a seamless experience for users on any device, mobile or otherwise.

- **Smaller bites.** Just like the screen is smaller, so too should be the content. Learners do not want 60-minute videos or decks with 45 slides in them on their mobile device. Mobile learning is different from traditional methods and should be handled as such. Shorter, smaller, just-in-time learning for those moments of need are the most effective.

## Conclusion

The Brandon Hall Group/Starr Conspiracy study found that organizations believe the following to be the greatest opportunities facing learning management technology:

- Informal and continuous learning
- Social/collaborative technologies
- Integration with other talent technologies
- Mobile technologies

These are all areas where the LMS is currently struggling mightily. But maybe it is not the job of the LMS to meet these and other challenges. It may be time for a new learning technology paradigm to rise and turn the learning ecosystem on its ear.

Even the developers of the mighty SCORM standard – which is heavily responsible for how learning management systems behave – have seen the light and continue to develop xAPI, also known as the Tin Can API. This new standard is designed specifically to shatter the box that SCORM had built around learning content and open the environment to just about any learning experience imaginable. And that's the point. We recognize the realities of how people learn. Our own research into the 70/20/10 framework shows that companies recognize that the majority of learning takes place outside of formal channels.

The LMS, despite all of its advances over the years, is built around a traditional model in an environment that is clearly poised to change.

## Research Methodology

The online survey was conducted in the second quarter of 2015, and garnered a total of 283 responses from a wide variety of industries and company sizes. The survey included 37 questions, including demographic questions. Respondents were almost evenly split between small, mid-sized and large organizations, as shown in Figure 1. The survey was supplemented with interviews with selected respondents who agreed to be contacted (See next page for further methodology details).

## Authors and Publication Team

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# Brandon Hall Group's Research Methodology



## Client-Centered Business Goals



### Evaluation of Business and Talent Landscape

We study current trends to hypothesize about how they might influence future events and what effect those events is likely to have on your business.



### Quantitative Surveys

To test our hypothesis, we gather empirical insights through formal and informal surveys completed by Executives, Chief Human Resources Officers, VPs of Talent and other business leaders as well as HR, Learning and Talent Leaders and employees.

### Qualitative Interviews

To check assumptions generated from surveys and to add context to the empirical survey data, we talk to Executives, Chief HR Officers, VPs of Talent and other business leaders as well as HR, Learning and Talent Leaders and employees.



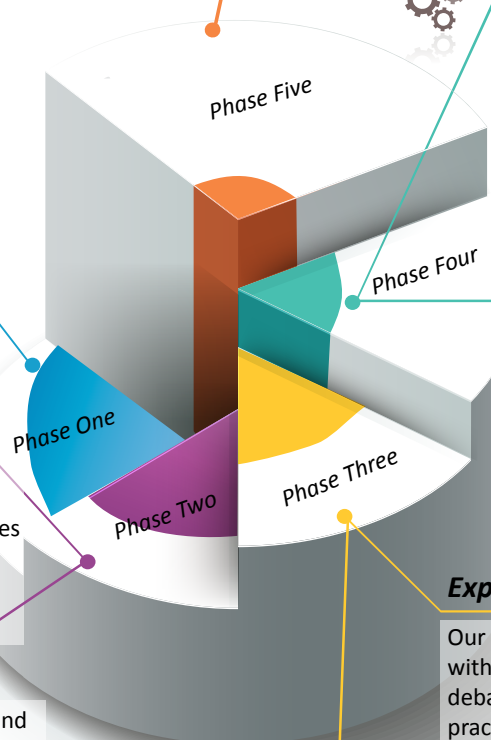
### Analytics-Based Reports and Tools

After verifying our position internally, in alignment with scholarly research, and the market and completing rigorous peer reviews, our position is documented and published, made available to our members, in the form of reports, tools and online searchable databases.



### Market Testing

We fortify and validate our initial findings, leading practices and high impact processes within the analyst environment, our own Advisory Board and select other clients and prospects that offer fair assessment of the practicality and usability of our findings, practices, and processes. Again we add new perspectives as appropriate before readying the research for publication.



### Emergent Trends

After studying and analyzing all collected data, we see and document patterns emerging within high performing companies. We create initial drafts of our findings, leading practices and high impact processes.

### Expert Resident Knowledge

Our quantitative and qualitative findings are shared within our internal research community and rapidly debated in peer review sessions to test validity and practicality.

### Scholarly Reviews

We study and analyze renowned academic research comparing and contrasting their findings to our own and again engage in rapid debate to ensure our findings and analysis stand the tests of business usability. New perspectives are shaped and added as appropriate.

## Appendix

### Technology Selection Tool

#### Directions for Filling out Document

This form is an upfront tool to help you identify the most critical requirements for your Learning Management System selection process. Please consider the individual answers to each question and your priority settings carefully. If everything is listed as important, it will be difficult to select the correct system.

This document can be filled out as a team or by forwarding this document to individuals who continually add comments or make changes to the sections within their expertise areas. Furthermore, you may have each individual fill out a document and have a team-member aggregate a final document.

#### STEP ONE

Please complete the alignment questions on the next page by filling in the Commentary column with as much written detail as possible.

#### STEP TWO

Complete each applicable Requirements page. Rank each element based on its initial priority to your organization. Using the third column, choose the stakeholder who is driving the requirement.

Only "High Priority" items are deal breakers. They will disqualify a system from the selection process – so select these carefully. These will also be the primary discussion topics during your on-site session. You may also capture notes on specific requirements in the NOTES column.

## Alignment Questions

#	Alignment Questions - Fill in the Blank Questions	Status	Commentary
1	Identify at least three business goals that will be supported through the LMS implementation?		
2	Provide a range of total annual expected system users that are expected to use the system over the next 3 to 5 years?		
3	Identify the range of total number of expected annual system administrators who are expected to use the system over the next 3 to 5 years?		
4	Identify the range of total number of internal employees who will need to access the system annually over the next 3 to 5 years?		
5	Identify the range of total number of external contract employees (clients/contractors/channel partners) expected to annually use the system?		
6	Identify the range of total external users (clients/channel partners/ or others) who will be expected to use this system annually?		
7	Identify the most likely locations end-users will access the system (desk-top, laptop, kiosk, mobile phone, etc)?		
8	Identify the number of departmentally maintained learning portals with different business needs (requiring multiple domains)?		
9	The vertical industry your end-users will most likely aligning with?		
10	Identify required languages needed for the end-user system? Please list		
11	Identify required languages needed for the administrative users? Please list		
12	Average date your organization would like to see the implementation efforts completed?		
13	Identify the 1 year budget range you want to work within?		
14	Identify the 3 year budget range you want to work within?		
#	Alignment Questions - Yes or No	Status	Commentary
15	Do you have the resources and want to locally install an LMS solution?		
16	Do you plan on internally creating at least 80 hours (seat time) of e-learning content across the entire enterprise each year?		
17	Are you already using, or have plans to use, e-learning content from third-party e-learning providers (such as SkillSoft, Open Sesame, etc.)?		
18	In addition to e-learning, do you have plans to manage classroom instruction (registration, tracking, etc.) through a central scheduling system?		
19	Do you currently have enterprise competency models and are they used in support of learning in your organization?		
20	Do you have a mandate to perform regulatory or compliance tracking of enterprise learning?		
21	Do you have plans to track knowledge as well as learning objects?		
22	Do you plan to use this system as a primary method for human capital management (conducting performance reviews, using for hiring decisions, etc.)?		
23	Do you hope to facilitate collaborative interaction among learners?		
24	Do you have plans to use live, virtual classroom as part of your learning strategy?		
25	In order for the project to be successful, is it necessary for the learning system to communicate with central employee records found in an ERP system (e.g., PeopleSoft, SAP, Lawson, etc.)?		
26	Is it part of your plan to charge for consumption of learning material, either through e-commerce transactions (such as a credit card purchase), subscription pricing, or through departmental charge-backs?		
27	Do you need to deliver training to some people who may be offline - not connected to the central system?		
28	Have you obtained all key stakeholders buy for the LMS selection and purchase?		

## 1. Technical Systems Requirements

#	Technical System Requirements	Priority	Stakeholder Alignment	NOTES
<b>Delivery Models Required</b>				
1	The ability to be Installed behind our company firewall			
2	The ability to be delivered in SaaS (True Multi-Tenant) format			
3	The ability to be delivered via Third party hosting (Single-Tenant Hosting)			
<b>Technical Support Services Required</b>				
4	Offers end user (learner) phone-based technical support			
5	Oferrs end-user (learner) e-mail based technical support			
<b>Prioritize Supported Server Platforms</b>				
6	Windows 2000			
7	Windows NT			
8	Windows XP			
9	UNIX			
10	Sun Solaris			
11	IBM AIX			
12	LINUX			
13	HP-UX			
14	Apple			
	Other (please List)			
<b>Prioritize Supported Databases</b>				
15	Oracle			
16	Microsoft SQL			
17	IBM DB2			
18	Access			
19	MySQL			
20	Other (please List)			
<b>Prioritize Technology and Code Requirements</b>				
21	NET			
22	.ASP			
23	J2E			
24	Server-side JavaScript			
25	Other (please List)			
<b>Prioritize System Integration Requirements</b>				
26	Batch process loading of data from ERP's, CRM's, etc.			
27	Real-time data synchronization from ERPs, CRM's, etc.			
28	Actual shared databases with businesses data			
29	Other (please List)			
<b>Prioritize Specific System Integrations</b>				
30	Oracle EBS			
31	Oracle/PeopleSoft			
32	SAP			
33	Lawson			
34	Halogen			
35	Ullimate			
36	ADP			
37	Accero			
38	SilkRoad			
39	Workday			
40	Other (please List)			
<b>Prioritize General Technical Requirements</b>				
41	Ability to be able to migrate data out of and into the system			
42	Ability of the system to scale with growth			
43	The pre-go live testing process			
44	The reliability (i.e. up-time statistics) of the system			
45	The ability to handle heavy loads of concurrent users			
46	Other (please List)			

## 2. Standards and Integration Requirements

#	Standards and Integration Requirements	Priority	Stakeholder Alignment	NOTES
	<b>Standards</b>			
1	AICC Compliant			
2	SCORM 2004			
3	SCORM 1.2			
4	SCORM 1.1			
5	SCORM 1.0			
6	Section 508 Compliance			
7	Section 508 tested with JAWS reader			
8	Section 508 tested with Bobby			
9	Section 508 tested with LYNX			
10	21 CFR part 4 compliant			
11	Others please list			
	<b>Available Content Libraries offered in the system or tested in the system</b>			
12	SkillSoft			
13	ElementK			
14	MindLeaders/ThirdForce			
15	Others please list			
	<b>Priority of 3rd Party Desk Top Authoring tools that have been tested for interoperability within the system</b>			
16	Flash			
17	Dreamweaver			
18	LectoraPublisher			
19	Articulate			
20	Captivate			
21	Camtasia			
22	FlyPaper			
23	Others please list			
	<b>Priority of 3rd Party LCM's or Content Management systems tested for interoperability with the system</b>			
24	Outstart			
25	Xyleme			
26	SharePoint			
27	Others please list			
	<b>Priority of 3rd Party Video Conferencing tools tested for use with the system</b>			
28	Cisco Webex			
29	GoToMeeting			
30	MicroSoft Live Meeting			
31	Adobe Connect Pro			
32	Infinite Conferencing			
33	Intercall			
34	Others please List			

### 3. Learning, Administration, and Domain Requirements

#	Learning, Administration, and Domain Requirements	Priority	Stakeholder Alignment	NOTES
	<b>Local Content Requirements</b>			
1	The need to launch and track CD-ROM, DVD, or other locally stored content			
	<b>Learning Environment Features</b>			
2	Secure logon with valid authentication			
3	Advanced search capabilities (keywords, delivery, format, etc.)			
4	Creation of unique individual learning plans based on need gap analysis			
5	Creation of unique individual learning plans based on job roles, positions, or functions			
6	Support for multiple learning catalogs			
7	Support for mutiple delivery mode asset tracking, i.e., eLearning, books, videos, activities, events, etc.)			
8	Pre-login catalog search capabilities			
9	Self-registration			
10	Telephone registration (IVR)			
11	Ability to download and take courses offline and upload completion information			
12	In course note-taking capabilities			
13	Ability to search for content based on performance support needs			
14	Learner viewable progress reports, showing scores, dates, course history, etc.			
	<b>Administration Features</b>			
15	Automated system to help with lost or forgotten passwords			
16	Batch registration capabilities			
17	Ability to set pre-requisites for courses or events			
18	Ability to disable a course without removing it from the system catalog			
	<b>Managing Multiple Domains and Security Levels</b>			
19	Ability to provide multiple learning portals each supporting a different department or line of business from a single instance			
20	Ability to customize look and feel for each learning portal within a single instance			
21	Each portal can have different feature sets, i.e., one portal may have a collaborative tool turned on – while another doesn't want it to show up, with a single instance.			



## 4. Classroom, Content, and Testing

Classroom, Content, & Testing	Priority	Stakeholder Alignment	NOTES
<b>Classroom Management Capabilities</b>			
Administrative Calendar for scheduling instructor-led events			
Learners Calendar for viewing and registering for instructor-led events			
Wait Listing			
Supervisory and/or Instructor approval process			
Instructor scheduling tools			
Facility or room scheduling tools			
Equipment and resource scheduling tools			
Automatic resolution of scheduling conflicts			
Automatic e-mail messaging and notification			
Customizable notification messages			
Course attendance reports			
<b>Content Development and Management Capabilities</b>			
Full features built into content authoring tools, requiring no third-party tools			
Novice authoring tool usage capabilities			
Templates and wizards available for rapid content development			
Basic test question capabilities in authored content (multiple choice, true/false, fill-in-the blank)			
Advanced test question capabilities in authored content (multiple-choice, true/false, fill-in the blank)			
Advanced question types (matching, hot-spot, drag-and-drop, etc.)			
Software simulation development tool available			
Support for rich-media content (Streaming audio, video, or animations)			
Ability to create complex, variable-based branching schemas (conditional branching)			
Ability of authoring tool to support desktop, stand-alone development of online learning content without accessing a central server.			
Authoring tools support collaborative, groupware authoring, sharing content from a central location.			
Authoring tool creates standards compliance learning content (SCORM or AICC)			
Content storage space, capability, and or services available			
Full content storage space and content management tools			
Central "learning object" repository where learning content can be searched and organized for maximum reusability and repurposing			
Content delivery engine - automatically provides navigation controls for content in learning object repository without having to author each "NextButton" or "CourseMenu" manually			
The ability to swap out skins (look and feel) of online learning modules, without re-authoring			
Metadata tagging for individual, reusable learning objects			
Workflow tools - to manage the courseware development process			
Adaptive learning - Ability to link test questions to learning content, allowing system to dynamically create new versions of the course based on pre-test performance.			
LCMS handles versioning of learning content and maintains archival versions of content			
Import utilities to repurpose Microsoft Word content			
Import utilities to repurpose Microsoft PowerPoint content			
Individual document management			
Multi-format delivery of all created content (i.e. word, power point, e-learning course, etc.)			
<b>Testing and Assessment Capabilities</b>			
Built in utility for creating separate test, exams, and quizzes from content			
Ability to draw questions from a pool of test questions			
Ability to randomize test questions upon delivery			
Individual answers can be automatically randomized upon delivery			
A number can be set for attempts per test question			
Automatic feedback can be provided during the assessment			
Timed test questions			
Timed tests			
Summary screens show test scores and other performance indicators			
Test performance data is automatically linked to learning performance reports			
Dynamic prescriptive pre-testing that can adapt course content based on gap analysis			
<b>Measurement and Testing</b>			
Built in utility for "smile sheet", Level 1 Kirkpatrick assessments			
Automatic summary report of level 2 feedback			
Special functionality for assessing Kirkpatrick level 3 (ability to apply learning).			
Ability to integrate with third-party assessment tools			

## 5. Virtual Classroom, Collaboration, and Mobile

Virtual Classroom, Collaboration and Mobile				
#	Mobile	Priority	Stakeholder Alignment	NOTES
<b>Virtual Classroom</b>				
1	Built in virtual classroom capability			
2	Ability to work with third party virtual classroom solution providers with a single login authentication			
3	Ability to work with third party virtual classroom solution provider and share scores and polling information with the system			
4	Ability to work with third party virtual classroom solution provider and track completion status for live and non-live events			
5	Ability to work with third party virtual classroom solution provider and obtain attendance reports for live events			
<b>Collaboration and Social Learning Tools</b>				
6	Learner to Learner E-mail			
7	Learner to Instructor E-mail			
8	Standard Threaded Discussion			
9	Moderated Threaded Discussion (with oversight on posting)			
10	Live instant-messaging			
11	Live group chat			
12	Ability to cluster learners into workgroups or study groups			
13	Live Voice Over IP			
14	Internal Webcasting			
15	Global broadcast messaging			
16	Virtual whiteboard (free -form drawing)			
17	Virtual power-point presentations			
18	Application sharing			
19	Learners can add comments to course materials and save them as individual study resources			
20	Blogs			
21	Wikis			
22	Media Sharing			
23	Peer rating of content or information (stars or ranking)			
24	Informal collaboration spaces			
25	Team Calendar			
26	Subject Matter Expert exchange/locator ability			
27	Collaborative content development tools			
28	Customized search engine tools			
29	Tagging and bookmarking abilities			
30	Private messaging			
31	Survey/polling tools			
32	RSS Feeds/Readers			
33	Other, please list			
<b>Mobile Learning</b>				
34	Ability to author for mobile devices?			
35	Ability to deliver to Blackberry			
36	Ability to deliver to Android			
37	Ability to deliver to iPad			
38	Ability to deliver to other?			
39	Other, please list			

## 6. Certification and Competency Management

#	Certification & Competency Management	Priority	Stakeholder Alignment	Notes
	<b>Certification Management</b>			
1	Keeps an archive of 7+ years of archive materials			
2	Keeps track of update requirements or expired certifications and sends notices			
3	Manages required certification audit trails			
4	Automatically issues printed certification upon completion			
5	Tracks certification deadlines and reports on missed deadlines			
6	Built in tools for conducting on-line proctored exams (signature gathering capability)			
	<b>Competency Management</b>			
7	Provides a comprehensive skill gap analysis based on either personally selected competency ratings or manager rated competencies			
8	Can locate profiles for a particular position or project based on defined skill requirements			
9	Can import third-party competency models			
10	Ability to link specific test questions with specific competencies			
11	Can create a many to one relationship among test questions and competencies			
12	Can modify or customize competency types, proficiency scales, or rating levels			

## 7. Reporting, Analysis, Language

#	Reporting, Analytics, Language	Priority	Stakeholder Alignment	NOTES
<b>Reporting</b>				
1	Automatically captures launch date/time and duration for elearning content			
2	Automatically captures test item analysis data (every answer given on every question, versus composite test scores only)			
3	Provides reports showing which test items were mist most often			
4	Provides standard report templates			
5	Provides dynamic (ad-hoc) report creation			
6	Provides drill down capability in reports			
7	Provides a standard dashboard			
8	Provides dashboard creation tools for administrators			
<b>Analytics</b>				
9	The system has built in, automatic metrics for showing the cost and impact of learning			
10	The system keeps track of the cost of development for all courses			
11	The system keeps track of training delivery and deployment costs			
12	Course performance data can be linked with financial information to automatically assess the Return on Investment (ROI)			
13	Analytic data can be shared through a dynamic dashboard "Real Time"			
14	The system connects to 3rd party analysis tools (Crystal Reports, Kognos)			
<b>Localization and Multi-Lingual Support</b>				
15	On-screen text is centrally located and isolated for easy language translation in the system			
16	The system can manage multi-byte support (complex characters sets for Chinese and Korean languages)			
17	The system has <i>right to left</i> script support (i.e. Hebrew)			
18	The system can manage multiple time zones			
19	The system can support multiple currency			
20	Language can be dynamically changed based on learner profile and login			
21	Language preferences can be set by the learner			
22	Language translation services			

## 8. Performance and Talent Management (Abridged)

Performance and Talent Management (Abridged)				
#		Priority	Stakeholder Alignment	NOTES
<b>Performance Management Requirements</b>				
1	The ability to keep performance records for all training events			
2	The ability to assign and keep track of job related tasks associated with learning courses			
3	Built in incentive tools, offering rewards or incentives for meeting learning goals			
4	Ability to manage goal setting process			
5	Ability to cascade goals			
6	Ability to manage the performance appraisal process workflow			
7	Ability to support multi-rater assessments			
8	Ability to assign individual development plans and connect those with learning recommendations			
<b>General Talent Management Requirements</b>				
9	Ability to manage Succession Planning/Talent Planning			
10	Ability to manage Career Development/Career Planning			
11	Ability to manage Compensation Planning Process			
12	Ability to manage Incentive Plans			
13	Ability to manage Workforce Management Requirements			
14	Ability to manage Talent Acquisition and Recruiting Requirements			
15	Ability to conduct and manage the Employee Survey Process			
16	Other, Please list			

## 9. eCommerce and Customer Service

#	eCommerce & Customer Service	Priority	Stakeholder Alignment	NOTES
	<b>eCommerce</b>			
1	Ability to handle credit card transactions without manual effort			
2	Track and report departmental charge backs			
3	Automatically provide customer billing reports			
4	Provide commerce transactions for items other than courses, such as books, tapes, and other items			
5	Automatically maintain order status information for transactions			
6	Ability to be configured to support a commercial learning portal enterprise, such as a content provider who wants to set up a store front for selling their e-learning courseware			
	<b>Customer Services Requirements</b>			
8	24/7 customer service offering			
9	Live telephone customer service support			
10	Live online chat person-to-person technical support			
11	E-mail support			
12	Active user support groups			
13	Online newsgroups			
14	Getting started tutorial comes with the tool			
15	Product conference (live event)			
16	Vendor-offered training classes on the product available			
17	Third-party (training partners) classes available			
18	Third-party tutorials or books on how to use the tool			
19	Vendor supplies project mentoring services (help with development)			
20	Vendor offers full outsourced courseware development services			

## 10. Other Items (List Additional Requirements)

Other Items (List Additional Requirements)	Priority	Stakeholder Alignment	Notes
Please list and rank additional items not previously captured			

## About Brandon Hall Group

Brandon Hall Group is a HCM research and advisory services firm that provides insights around key performance areas, including Learning and Development, Talent Management, Leadership Development, Talent Acquisition and HR/Workforce Management.

With more than 10,000 clients globally and 20 years of delivering world-class research and advisory services, Brandon Hall Group is focused on developing research that drives performance in emerging and large organizations, and provides strategic insights for executives and practitioners responsible for growth and business results.

At the core of our offerings is a Membership Program that combines research, benchmarking and unlimited access to data and analysts. The Membership Program offers insights and best practices to enable executives and practitioners to make the right decisions about people, processes, and systems, coalesced with analyst advisory services which aim to put the research into action in a way that is practical and efficient.

### *The Value of Membership*

The Brandon Hall Group Membership Program encompasses comprehensive research resources and an array of advisory services. Our Membership Program provides:

- **Cutting-Edge Information** – Our rigorous approach for conducting research is constantly evolving and up-to-date, providing your organization with current and future trends, as well as practical insights.
- **Actionable Research** – Your membership includes advisory services and tools that are research-driven and provide you a breakthrough approach to addressing immediate challenges and opportunities inside your organization.
- **Customizable Support** – Whether you are an executive or entry-level practitioner, our research and analyst insights can be leveraged at an individual level and across the entire organization. We realize that every organization has unique needs, so we provide multiple analyst and research access points.
- **Community of Peers** – We realize the value of connecting with your peers and being part of a community that is focused on continuous improvement. Your membership provides you with personal connections to fellow professionals.
- **Unlimited Access** – Every member of your team has the ability to utilize research, best practices, and advisory services when they need it most.

To learn more about Brandon Hall Group, please call us at (561) 865-5017 or email us at [success@brandonhall.com](mailto:success@brandonhall.com).