

Using FranklinCovey Online Training Courses in Place of Classroom Training

Prepared by John Gagnepain

November 22, 2014

Research in Information and Learning Technologies - INTE 6720

Introduction and Problem Statement

Throughout my eighteen years in the training department for JMG Solutions, I have seen a variety of training methods and philosophies introduced to our employees. I am in the unique position of being a Training Manager for an individual location, while also playing a large role in the development of the online training curriculum for all of our sixteen locations across the country.

Over the last eight years, our seasonal staff has utilized online training courses to learn a variety of basic skills. In 2014, we attempted to bring an online library of more advanced courses to our full time management staff. We purchased approximately 80 online courses from FranklinCovey to use as a substitute for face-to-face classroom training. Each person can now select from the available on-demand FranklinCovey course library.

Participation levels, however, were not what we expected. While some of our locations took advantage of the program, many did not.

Purpose and Intended Audience

Because our FranklinCovey contract renews annually, the purpose of my research was to gauge the effectiveness of the online courses and determine whether to use future training funds on a continuation of the program. For the purposes of this project, I defined training effectiveness as having two parts. The first is successful transfer of learning to the workplace, and the second is personal satisfaction with the training experience.

Two groups actively participated in this study:

- **Participants** – This term describes someone who is eligible to take part in the FranklinCovey library, but it does not differentiate between those that have or have not actually taken any of the courses.
- **Trainers** – This term describes individuals responsible for administering the FranklinCovey program at their location.

In addition to these two groups, the other group reviewing this research is the **Decision Makers**. These individuals are General Managers and Human Resources Directors at each location as well as our Corporate Human Resources and Training Directors. Ultimately, they are responsible for making the final decision on which of the following directions we take for 2015 which could include any combination of the following:

1. Continue with the FranklinCovey InSights program
2. Explore a new online content provider
3. Continue with only face-to-face classroom courses
4. Develop a blended learning approach using both online and face-to-face courses

Research Questions

In order to gather the necessary data, I selected the following research questions.

- 1. To what extent did JMG Solutions employees use the FranklinCovey online library?**
In order to create a working base of information, I reviewed usage across the company from our learning management system.
- 2. Of those that did not participate, why did they choose not to use the online library?**
By seeking input from those that did not participate, my goal was to determine what factors lead to that decision, and then decide how to reasonably accommodate those factors going forward.
- 3. Of those that did participate, why did they choose to use the online library?**
This question helped identify the motivating factors that caused them to take the online courses.
- 4. Of those that did participate, how did they rate the effectiveness of the content?**
As previously defined, my goal was to determine whether there was sufficient transfer of learning from their desk to their on the job performance as well as gauge their enjoyment of the training experience.
- 5. What is the preferred method of taking courses among the staff at JMG Solutions?**
This question was to determine if a mindset against online training in general existed within the company and if that influenced the participation level.
- 6. How did each location administer the FranklinCovey online library at its location?**
My goal was to determine if the methods each location used to administer the program, including communication and expectations, had an impact on their participation numbers.

Context of Study

JMG Solutions employs approximately 35,000 people across sixteen locations throughout the United States. Of that number, however, only about 5% are full time employees. We provide an array of training programs for the staff including customer service, safety, management skills, department specific skills, on the job trainings, and more.

For our seasonal staff, we are currently serving about 70% of our trainings in the classroom with the remaining 30% available online. For the full time staff, historically, we only offered a few online courses all of which were to meet compliance rules, specifically safety guidelines and payment card industry regulations.

In addition to annual safety trainings and business update seminars, our full time staff receives one to two personal development classroom trainings each year. Trainers from each location attend a train-the-trainer session and bring the material back to their respective locations to instruct. These courses have ranged from 90 minutes to 8 hours in length. Depending on the location, these courses take place in our various training centers. In some cases, we have brought in outside consultants to handle facilitation, but that is not the norm.

The introduction of the FranklinCovey online library is the first attempt to bring soft skills trainings in an online environment for our full time staff. The courses we have licensed are from the FranklinCovey InSights program.

From the FranklinCovey official site: "InSights are short web-based, video-rich modules based on 15 core competencies. Courses are ... accessed individually on demand for a self-paced learning experience. The growing InSights library of over 80 titles allows organizations to assess their learners and prescribe courses to meet their needs. InSights are a perfect option for a blended-training approach, to reinforce learning initiatives or as stand-alone training." (FranklinCovey InSights," n.d., para. 1)

Each course contains a brief introductory or set up video followed by the InSight itself. These are videos ranging from three minutes to fifteen minutes. After viewing the InSight, the participant completes two to five short answer questions about the material. There are also downloadable takeaway files that participants can use to follow up with the content objectives on the job. See Appendix A for more information on the program.

The program includes an online assessment that recommends which of the 80 courses may be best suited to each person's needs.

Our technological infrastructure has sometimes caused problems for our online training goals. For example, some of our desktops are still running Internet Explorer 7, which is not compatible with some of the features in our courses. In addition, internet speeds at some locations are very slow. In some cases, learners had to stop streaming training content because the bandwidth use was interfering with other operational internet based needs.

Literature Review

As part of my research, I conducted a literature review. The intention of a literature review was to identify previous areas of research related to my own current study that may enhance my outcomes.

Literature Review Questions

During the literature review, my expectations were to find answers to the following questions:

1. What motivates learners to take online courses?
2. What are some ways to evaluate the effectiveness of an online training program?
3. Which training method is more effective: online or classroom?
4. What is the general effectiveness of FranklinCovey courses?

Literature Search Procedures

I conducted my literature search in three ways.

1. **Auraria Library Website:** The Auraria Library website contains a research search engine that became my main source of articles.

2. **Google Scholar:** While it did not deliver the same quantity of high quality results as the Auraria Library, Google Scholar did provide some assistance in choosing keywords from which to search.
3. **Librarian Chat:** The last search method came from two librarian chats: one from “AskAcademic” and the other from “AskAuraria”.

During my search, I primarily used results from the following keywords:

- “online training” effectiveness
- Defining “effective training”
- “online training” vs “classroom training”
- Preferred training method online classroom
- FranklinCovey training results
- “Stephen Covey” critique

During this search, I identified nine relevant sources to use as part of my research.

Literature Review Findings

After reviewing these sources, I divided the information into three categories:

1. Learner Motivation to Participate in Training
2. Evaluating Training Effectiveness
3. Online vs Classroom Training

Learner Motivation to Participate in Training

In 2009, Long, Dubois, and Faley conducted a survey of 375 online learners providing some insight into the motivations of learners to complete online training voluntarily (Long, Dubois, & Faley 2009). The table below highlights the top four reasons learners chose to complete or not complete a training course (shown in the order of importance).

Table 1 – Online Training Motivators and De-motivators (Long, Dubois, Faley 2009)

Items Determining the Likelihood of Learners Completing an Online Training Course	Reasons Learners Did Not Complete An Available Training Course
Personal Motivation	Insufficient Time
Interesting Learning Interactions	Instructional Design-Related Factors
Mandatory Company Completion Policies	Mismatched learning style
Instructor Follow Up	Already learned why they needed to know

Based on their results, the study suggested ways to increase participation. First, companies should ensure that employees are dedicating adequate time for online training. Additionally, managers need to actively take part in the process and help frame the reasoning behind taking courses. The courses themselves should be easy to navigate and provide a support contact (Long, Dubois, & Faley 2009).

To supplement these findings, Allen states organizations themselves have a major role to play when introducing online training programs particularly when it comes to rolling out, implementing, and ensuring ongoing use. This includes changing learning behavioral patterns, providing a vision for expected performance changes, and motivating learners (Allen, 2003).

Another motivating factor to consider is how the needs of the individual learner align with those of the organization. A positive alignment results in better participation, but when they do not align, it can lower participation in the program (Knowles, Holton, & Swanson, 2005).

In a separate study also conducted by Long, Dubois, and Faley, they surveyed 75 employees at a Midwest landscaping company. During this study, they discussed the significant correlation between the learner's pre-training motivation and the learner's intent to take additional courses. Not surprisingly, they found that individuals who are motivated to learn are more likely to complete additional courses than those who are less motivated to learn (Long, Dubois, & Faley 2008).

Evaluating Training Effectiveness

In pursuit of studying the effectiveness of training, scholars in the field point out that while proper evaluation is important, they acknowledge it is often difficult to obtain (Lim, Lee, & Nam 2007).

A study by Lim, Lee, and Nam surveyed 151 employees across three Korean companies (Lim, Lee, & Nam 2007). They stated researchers often cite two indicators when gauging training effectiveness.

1. **Learner Reaction** - Attitudes toward content, methods, and trainers
2. **Learning** - Measured by improvements in knowledge, skills, abilities and attitudes

Similarly, Yang argued effective training should include learner satisfaction. Having completed any course, learners should have acquired the course-targeted knowledge and believe their personal expectations were met. He goes on to say the overall quality of the students' learning experience is the most obvious measure of effectiveness (Yang 2011).

In 1993, Kreiger, Ford, and Salas argued (as cited in Lim, Lee, & Nam 2007) these two factors are not the only appropriate indicators. Instead, transference of learning to the job is also a key. Thus they recommend measuring changes in job performance compared to learning goals be included.

Based on this, Lim, Lee, and Nam recommend trainers identify the effectiveness of training by evaluating these two things:

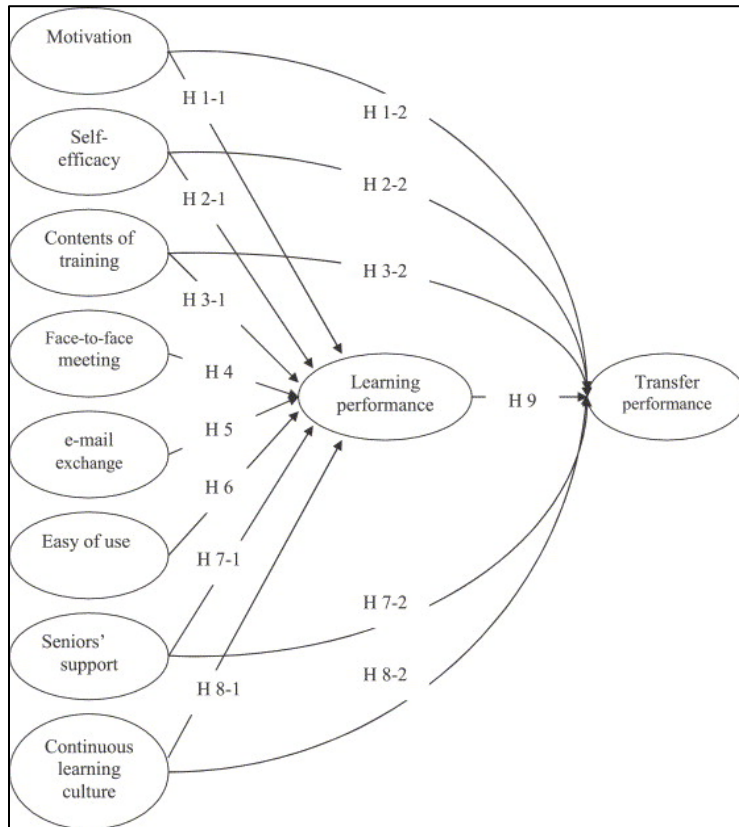
1. Learning Performance
2. Transfer Performance
(Lim, Lee, & Nam 2007)

In 1988, Baldwin and Ford (as cited in Lim, Lee, & Nam 2007) presented findings on their hypothesis that "The higher the trainees' learning performance, the higher their transfer performance".

They demonstrate this in Figure 1 by stating:

“The trainees’ personal characteristics and organizational environments affect both learning performance and transfer performance. However, the design and methods of training, composition of materials, and learning theories affect only learning performance. Learning performance, in turn, affects transfer performance (as cited in Lim, Lee, & Nam 2007).”

Figure 1 – Baldwin and Ford (1988)



To connect this with my previous category on motivation, Lim, Lee, and Nam (2007), argue that motivation directly affects transfer performance in both online and traditional classroom training. Their study showed that effective online learning is dependent on ensuring “ease of interaction, computer self-efficacy, and efficient communication in the virtual perspective as well as institutional factors such as support of seniors and continuous learning culture.”

When dealing specifically with evaluating the effectiveness of online programs, Nord (2011) argues that evaluators will need to address two different levels.

1. A micro level focused on the individual learner
2. A more broad level on how the training affects the entire organization

To do this evaluators will need to review utilization data including when courses were taken, what courses were taken, how many courses were taken, and how many courses were actually completed (Nord 2011).

Nord, however, acknowledges taking this data driven approach to courses that already have limited to no human oversight could leave evaluators in a difficult position. They may be able to review all of the data outcomes without really knowing the transference outcomes. For this, they will need a deeper understanding of the course material to develop appropriate evaluation criteria (Nord 2011).

Finally, in their 2009 study, Long, Dubois, and Faley determined beyond their recommendation that management invest money for quality course development and implementation, that investment must also be made to evaluate the success of those training programs (Long, Dubois,& Faley 2009).

Online vs Classroom Training

When reviewing literature on the debate between online learning and classroom learning, I have divided the findings into two subcategories:

- Is online training a comparable substitute for classroom training? (Does it work?)
- Are learners satisfied with online training experiences? (Do they like it?)

Does It Work?

I reviewed two separate studies for this subcategory.

Yang conducted his study in Taiwan and China. It contained two groups of participants totaling 27 people: one group received face-to-face classroom training and the other received online training. Both groups covered the same material and took the same posttests. His study contained several hypotheses, but his findings suggested there was no significant difference in learning achievement between employees who received online learning and employees who received face-to-face instructions (Yang 2011). See Table 2 for his findings.

Table 2 – Online vs Classroom Results (Yang 2011)

Group	Pretest Mean Scores	Posttest Mean Scores
Online Learning	44	79
Classroom Learning	51	79

In a 2009 study, Pang studied 38 participants from varied backgrounds, companies, and positions. The results supported her hypothesis that an interactive online learning environment “is pedagogically equivalent...to traditional, live training.” By reviewing post-training scores, she also determined that learners compared the two styles favorably. See Table 3 on page 8 for her findings.

Table 3 – Online Learning and Live Program Posttest Survey (Pang 2009)
1=“Strongly Disagree” to 5=“Strongly Agree”

Learning Type	Survey Question	Mean Score
Online	“The videos in the elearning instruction enhance my knowledge of the instructional content.”	4.3
Classroom	“The White Board used in the live program facilitates my learning.”	2.7
Online	“The Handout provided in the elearning program enhances my understanding of the instructional content.”	4.4
Classroom	“The Handout provided in the live instruction enhances my understanding of the instructional content.”	2.9
Online	“The interactivity in the elearning instruction enhances my understanding of the instructional content.”	4.5
Classroom	“The interactivity in the live instruction enhances my understanding of the instructional content.”	3.5
Online	“The multimedia environment in the elearning program facilitates my learning.”	4.5
Classroom	“The live program is an effective instructional tool.”	3.9
Online	“The online program enhances my problem-solving skills.”	3.5
Classroom	“The live program enhances my problem-solving skills.”	4.0

Based on these findings, Pang concluded “that video, a multimedia environment, and interactivity” are critical to deliver effective online development programs (Pang 2009).

Do They Like It?

This subcategory is important because it connects to whether or not learners are motivated to take courses or continue taking additional courses.

In 2000, Morgan and Casper (as cited in Long, Dubois, & Faley 2008) argued that in classroom environments, satisfaction with the instructor carries a large portion of the burden when it comes to a trainee’s overall satisfaction. Thus when a physical instructor is not present, as is the case in online courses, the strength of the content and delivery mechanism becomes all that more important.

Returning to Yang’s study, the results of his fourth hypothesis indicated there is no significant difference in satisfaction between employees who received online instruction and those who received face-to-face instruction (Yang 2011). See Table 4 for his findings.

Table 4 – Satisfaction Scores by Group (Yang 2011)

Group	Satisfaction Mean Score
Online Learning	87
Classroom Learning	88

Yang also cited two other studies:

- Sahin indicated that online students had a high level of satisfaction.
- Drennan, Kennedy, and Pisarski conducted a study with students who had minimal prior experience with online learning. Their results also showed the course was successful, but also cautioned students were still likely to prefer their familiar classroom setting particularly if there was a good instructor (Yang 2011).

K.G. Brown argued (as cited by Long, Dubois, & Faley 2008) that learner reactions are important because they determine future motivation to take similar courses when offered the opportunity in the future.

They also noted, however, that computer anxiety and pre-training motivation had a negative relationship that affected trainee satisfaction (Long, Dubois, & Faley 2008).

Finally, they tied in future motivation to current satisfaction. As learners take and enjoy online content, they are likely to share those positive experiences, thus encouraging other co-workers to participate as well (Long, Dubois, & Faley 2008).

Quality of Literature

While reviewing the available literature, one of my main concerns involved the timeliness of the study. I found hundreds of articles about online training, but a large portion of them were studies conducted over ten years ago. Because online training and the internet on a whole has evolved so much in the last decade, I was worried using any studies prior to that would not be useful to the 2014 landscape. For example, one study I reviewed admitted they intentionally designed their courses poorly, using only very simple text and bullets and foregoing any images or videos, because learners were predominantly using dial up to access the internet.

Of the articles I did select for this study, all appeared to be of high quality in terms of methodology with several of them conducting studies on their own, while some used other studies to support their own work. Generally, I believe their results are sound and valid, but I do have two concerns.

The first concern is that at least two of the studies, Yang and Lim, Lee, and Nam, conducted their surveys in Asian countries. I am not an expert in the learning cultures of those countries so there may be some differences in learner attitudes in terms of satisfaction and motivation. I am less concerned, however, about their results when it comes to actual learning. Specifically, I believe while learners in the United States and in Asia may feel differently about online training methods, their abilities to get positive learning results from a specific training method should translate between countries.

The other concern I have relates to sample size. Two of the studies (Yang and Pang) had less than 40 participants. When those numbers are further split into sub-groups of online vs classroom training, the samples become even smaller. While I do not think this invalidates their results, it did cause me to consider if there were other factors that could have skewed the opinion of even a few people in their study. For example, Yang had groups of 13 and 14. One or two participants in either group could dramatically affect the results.

Regardless, I am confident the results of these studies remain valid and hypothesize many of their results will compare favorably with my own data collection.

Gap in Literature

My purpose in this research is to help determine the validity of our continued use of FranklinCovey to provide online training to our staff. The company made a significant investment in the courses in 2014 and it is important to ensure we are spending our training funds correctly.

The information I gathered in the literature review in many ways supports the goal of using online training while suggesting ways to increase participation. It also showed methods to determine effectiveness.

I was unable to find, however, any research related to my final review question on whether FranklinCovey is the right vendor to meet our needs. I tried several different search methods and directories and did not find any legitimate studies on their effectiveness.

After my own attempts failed, I turned to outside sources for assistance. The “AskAcademic” chat was unproductive as she only provided me with links to BusinessWire press releases about a variety of awards that FranklinCovey has received. The “AskAuraria” chat provided sources that were slightly more helpful, but in the end did not produce anything of use. “AskAuraria” did suggest additional keywords I could use during my own search. Some of them lead me to other articles (albeit unrelated to FranklinCovey specifically).

Instead, what I found were a multitude of opinion columns on the “Covey way”. The vast majority of these covered the man himself or his son. There was also a great deal of information about the company itself, but neither of the librarians I solicited for help nor myself uncovered quality studies on their courses.

My study focuses on whether online training is effective and the whether FranklinCovey is the correct vendor to provide those courses. The literature I have reviewed lends credence to the first goal (effectiveness), but the data I collect during my own study will fill the gap left by the lack of information on the second (FranklinCovey).

Literature Review Summary

This literature review confirmed several things I expected to learn during my own research.

First, I expected many of the findings on learner motivation would match up with those in my own results. Specifically, I anticipated our employees’ motivations to line up with those listed here: personal drive for improvement or company mandated completion guidelines.

Secondly, it confirmed my working definition of “effective training”. The definition consists of measuring both transfer of knowledge and learner satisfaction.

Finally, I learned very little information exists on the effectiveness of FranklinCovey online courses and planned to help fill this gap of knowledge with my own research.

Methods

I used an action research approach for this project to ensure all stakeholders, from learners to trainers to decision makers, could find value in the results. The necessary research information came from several different methods including interviews, specifically semistructured questioning procedures (Stringer, 2014, p 106), online surveys, and a literature review. The resulting data contains both qualitative and quantitative responses.

Site Selection and Sampling

In order to ensure a cross sampling of voluntary participants I identified two locations with very low participation and two locations where employees did participate in the program. It was important both groups felt represented in the process. Had I included only one of the groups, those reviewing the report and the participants themselves could have viewed the research as bias.

Because many view me as a champion of online training within the company, the fact that I solicited feedback from those who openly rejected the FranklinCovey program helped temper any concerns I may have skewed the findings.

Once I identified the locations, the trainers at each one supplied me with the names of those that were eligible to participate in the FranklinCovey program.

In addition to the employees, the trainers at each identified location participated in the interview phase of the research. It is worth noting the trainers were also eligible to take part in the participant portion of the study as they had the opportunity to take the courses themselves, but because the survey was anonymous, I am unaware if any actually took part.

Upon reviewing the data, it was evident that my location fit the criteria I had established for inclusion in the study. This placed me in the position of having to become an active participant in the research. In the next section, I address any concerns this may bring up.

Consent and Ethical Procedures

It was vital to this project's success to ensure all participants felt comfortable expressing their views without fear of future considerations.

After selecting locations, my initial contact was to their respective trainers. I wanted to ensure they agreed with my conducting research at their location. I asked them to allow me to contact their team members as well as answer a few basic questions themselves. See Appendix B for a sample email.

For the voluntary participant online survey, I did not seek a consent form because each person could have decided on his or her own whether to participate and I did not have knowledge of which specific people took the survey. I opted for an email confirmation stating they understood that nothing they submitted could tie back to them in any way. See Appendix C for a sample email.

For the trainer interview phase, I also opted for an email consent form. Unlike the participant survey, the trainers I interviewed provided facts over personal opinion. The other factor to consider was my

prior working relationship with all of the trainers in the company so there was a comfort level that facilitated the interview.

As mentioned, based on the data, I included my location in the study and thus I needed to collect interview data from myself. Because the trainer interviews are designed strictly for fact based information gathering and not, as is the case with other data sources, opinion based, I do not believe there is a conflict in this situation.

Finally, in both cases, I assigned every location in the company a generic identifier (Location A, Location B, etc.) to ensure individual locations were also anonymous in the findings.

Because of these plans, the research upheld the following ethical procedures: (Stringer, 2014, p. 89)

- Anyone contacted about a survey had the right to refuse to participate
- They had the opportunity to withdraw from the study at any time
- Data related to their participation was available to them upon request
- I did not reveal any personally identifying information without their explicit and written consent
- Locations were not specifically identified in the research

Data Collection Methods

There were four phases to data collection in this research project.

Review of Training Records

In order to identify the two locations with the most and the least amount of usage, as well as answer my research question regarding companywide usage, I utilized our LMS for data retrieval. Researchers can obtain a great deal of significant information by reviewing documents and records (Stringer, 2014, p. 115).

Our LMS contains a Course Summary Report designed to generate the number of learners who completed any particular course. I ran the report for each of our eleven locations.

Participant Survey #1

Participant Survey #1 was a voluntary study intended for all eligible participants of the FranklinCovey online training library at the four selected locations. This survey addressed four of my research questions. I created the survey using LimeSurvey. Based on responses to certain questions, participants branched to additional targeted questions.

Once I received the list of names from the trainer at each location, I sent an introductory email to the mailing list (Appendix C). In the email, I described the reasons why I was conducting the research and invited them to take the voluntary anonymous survey. I included a deadline of one week to complete the survey, but followed it up with a reminder on the deadline day and kept the survey open for an additional week.

Here is a breakdown of how the survey functioned:

To identify why a participant choose not to use the Franklin Covey library, when someone selected they had completed zero FranklinCovey online courses, the survey presented them a set of questions to determine why they did not participate. Questions included what factors contributed to them not participating and then identifying the single most important factor to their decision. There was also an open-ended question soliciting open feedback on this topic.

To identify why a participant choose to use the Franklin Cover library, when someone selected they completed one or more FranklinCovey online courses, the survey presented them a set of questions to determine why they chose to participate. Similar to those that choose not to participate, they also selected the single most important factor to that decision. Again, there was also an open-ended question soliciting open feedback on this topic.

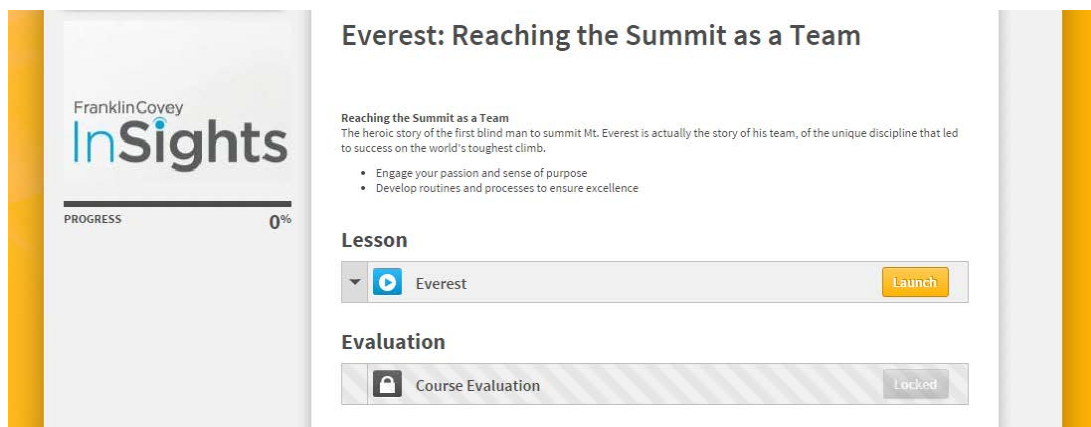
To identify how participants rated the effectiveness of the FranklinCovey content, when someone selected they completed one or more FranklinCovey online courses, the survey presented them with a set of questions to determine what their reactions were to the content itself. There was also an open-ended question soliciting open feedback on this question.

The final section of this survey intended to determine participants' preferred method of taking courses. Everyone taking the survey received these questions. Other questions included determining the reasons why they prefer one to the other. There was also a question soliciting open feedback on this question. See Appendix D for the complete list of questions.

LMS Course Evaluations

My second data source is part of a larger ongoing survey within our LMS. Every course, including all of the FranklinCovey courses, has a built in voluntary evaluation at the end. Participants have the opportunity to give their opinion on the course's effectiveness among other things.

In this case, there was nothing special needed as the data has been collecting since the program launched. It gives an overall impression of how participants feel about each individual course. The image below shows how we present the evaluation within each course. Note that learners cannot access the evaluation until the course is 100% complete.



Once a learner completes the content, the evaluation becomes available for them to select if they choose to do so. See Appendix E for the full list of questions.

This information is available to all LMS administrators; however, most can only view the survey data from their own location. For this study, I accessed all of data for the company.

Trainer Interviews

Establishing every trainer as a stakeholder in the process and outcome was a critical component for the long-term success of this program. I hypothesized that one of the main contributing factors to the usage at any given location was how trainers communicated the FranklinCovey program to potential participants. To understand what methods they used, I choose to interview trainers at the selected locations over the phone. By using an interview, I allowed the trainers to describe their situation in their own terms as Stringer suggests (Stringer, 2014, p. 105).

As stated previously, the main difference between the trainer interviews and the participant surveys was rather than giving an opinion; they only reported facts about how they administered the FranklinCovey library at their location.

Since I was also at a selected location, I completed the questionnaire prior to sending it to any other trainer. I used myself as a test case for the questionnaire in case it was lacking any key pertinent information.

Prior to the interviews, I sent all of the questions to the trainers so they had time to prepare their responses before actually participating. Topics included communication methods, background information given to participants, and completion expectations (if any). This also gave them an opportunity to opt out.

Each phone interview lasted approximately 10 minutes and I documented the conversations by typing the information into a document for later review. See Appendix B for a complete list of questions we discussed.

Data Analysis Methods

After collecting the data, I analyzed the results using the following methods.

Review of Training Records

I collected all of the Course Summary Reports from our LMS for each location and combined them in Microsoft Excel. To analyze this information, I turned the usage data into a table displaying the total number of courses completed by location and the number of individual participants at each location. After my trainer interviews, I added a column with the number of eligible participants at each location. From there I calculated the percentage of eligible participants who took at least one course.

Participant Survey #1

I exported the data from this survey into Excel for analysis. I then broke the questions into four categories:

- A. **Questions Answered By Everyone** – These questions included location information and training method preference. I looked at whether participants at each location were predisposed to liking a certain method of training over another. Within that data, I looked to see if there were correlations to the locations that participated and those that did not.
- B. **Did Not Participate Questions** – These questions focused on why individuals chose not to participate and from them I identified the main reasons behind those decisions.
- C. **Did Participate Questions** – These questions focused on why individuals chose to participate and from them I identified the main reasons they chose to participate.
- D. **Effectiveness Questions** – These questions asked about the effectiveness of the courses, how well they transferred their knowledge to the job, how much they enjoyed the course, what they did with the application questions, and whether they utilized the course resources section.

Once in Excel, I broke out each question and the potential responses in one column and then the corresponding data for location in the adjacent columns. I calculated the total responses for each as well as the percentages or averages depending on the question type.

For several questions, I also displayed the data as a chart. I used pie charts for any data in the form of a percentage. For numerical averages or totals, I used either data tables or column charts.

LMS Course Evaluations

Like the Course Summary Reports, our LMS has a Course Evaluation Report. I exported the data for all 89 FranklinCovey courses. I combined all of the data into one sheet and calculated the averages for all of them individually as well as generating overall averages for all courses combined.

I then looked at the total number of responses to determine a grand total as well as calculate the average number of evaluations per course and the overall percentage of courses learners evaluated after completion.

Trainer Interviews

After interviewing the three other trainers, I combined all four sets of responses into one document. I organized the responses by question so I could compare each question rather than look at all of the questions for a single location. By doing this, I was able to identify similarities in the responses. I then created a data table with headings containing the two types of answers I received for each of the main questions. I placed the location names into each column that best described their actions.

As noted, I also received the total number of eligible participants at each location from the trainers. Since this data did not relate to the rest of the interview, I immediately placed those numbers with the LMS Course Summary Report data a noted above.

Schedule

My timetable for this project followed the timeframes shown in Table 5.

Table 5 - Research Schedule

Timeframe	Action
September 23, 2014	Quantitative Survey Created
September 30, 2014	Qualitative Interview Questions Created
October 1, 2014	Online Survey Built in LimeSurvey
October 8-31, 2014	Interviews Conducted and Online Surveys Completed
October 10, 2014	Literature Review Completed
November 8, 2014	Research Findings Completed
November 22, 2014	Final Report Submitted

Checks for Rigor

Checks for rigor ensure that researchers have rigorously established the veracity, truthfulness, or validity of the information and analyses that have emerged from the research process (Stringer, 2014, p. 92).

My reputation as a veteran training professional who has facilitated classroom trainings for years as well as designed online courses enhanced the credibility of the research for those receiving the results and those participating. In addition, all research data is available to anyone wishing to see it (Stringer, 2014, p. 92).

By detailing each step of the research process, the recipients of the report judged the dependability of the results accurately (Stringer, 2014, p. 94). I also left an audit trail that includes the survey results and interview notes. All course evaluations are currently accessible by numerous LMS administrators. Both of these items ensure conformability.

Findings

After two weeks of data collection, Table 6 shows the number of responses I received from each source.

Table 6 - Data Source Totals

Data Source	Responses
Participant Survey #1	114
LMS Course Evaluations	827
Trainer Interviews	4

Given the short time frame, I was pleased with the number of responses I received.

Overall Participation

Prior to engaging in this research study, I was already aware of the approximate usage between locations. As noted in the introduction, the low participation numbers were the instigator of this study. As you can see from Table 7, my findings confirmed this initial assessment.

Table 7 – Participation by Location

Location	Eligible Participants	Learners Who Took At Least One Course	% Who Participated
Location A	41	2	5%
Location B	61	2	3%
Location C	53	2	4%
Location D	62	14	23%
Location E	76	0	0%
Location F	71	10	14%
Location G	42	3	7%
Location H	75	8	11%
Location I	50	2	4%
Location J	58	55	95%
Location K	56	17	30%
Average	59	10	18%
Total	645	115	18%

The average participation was 18%, but if you remove Location J, which had 95%, the overall percentage drops to 10% of eligible participants taking any courses at all.

Based on their levels of participation, I selected the four highlighted locations to participate in this study. Locations J and K were selected because they had the highest participation. I did not choose Location E since there were no classes taken at all. This indicated to me that the program was not attempted. Further investigation could determine the reasons for this, but it disqualifies them for this study. I selected Locations B and I for having the lowest participation at locations that introduced the program.

While this information confirms the need for this study, it does not answer the questions as to why some locations had better participation than others did.

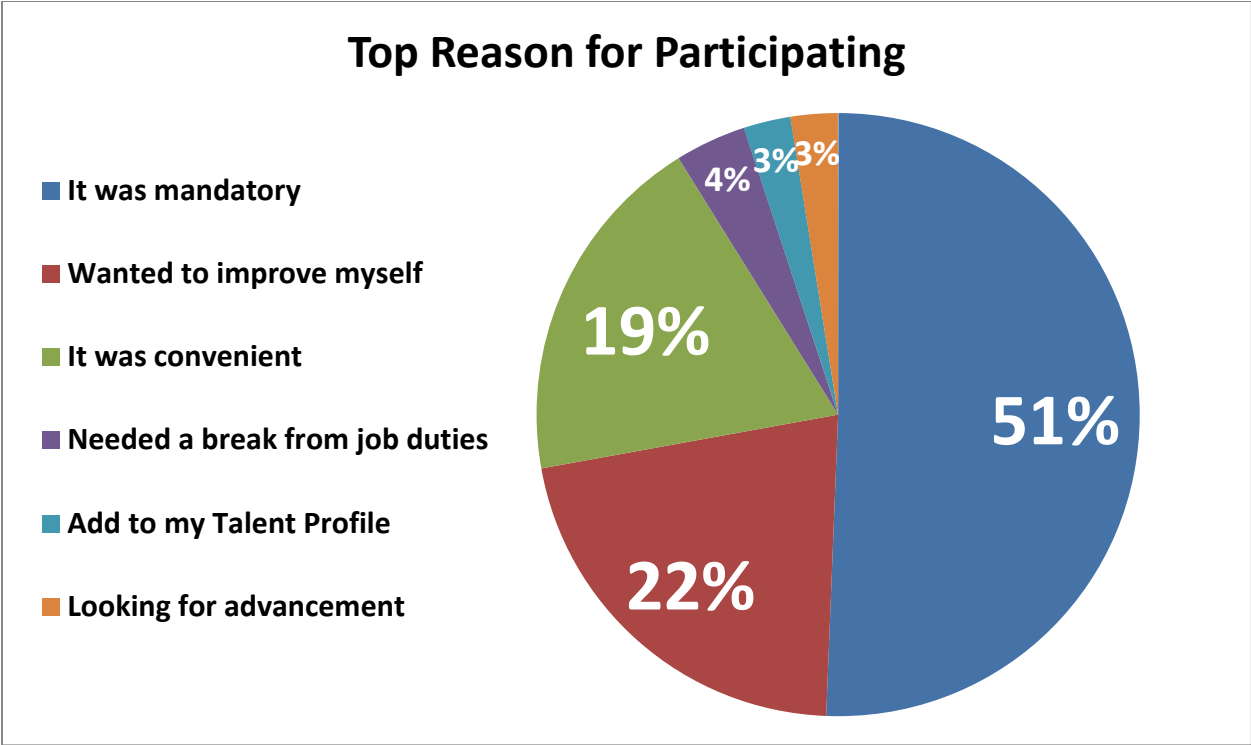
Reasons for Participation

In Participant Survey #1, 79 people indicated they had taken at least one course. When given the opportunity to select all of the reasons they participated, 84% said because it was mandated. The next most popular selections were “convenience” at 63%, and then “self-improvement” at 57%.

At Locations B and I, the two lower participating locations, no one selected “mandatory” as a reason they participated.

When asked to choose the single most important reason, the same three stood out significantly over the other responses. Figure 2 shows the breakdown of the responses.

Figure 2 - Most Likely Reason to Participate



This is our first indicator that how each location administered the program played a role in the participation level.

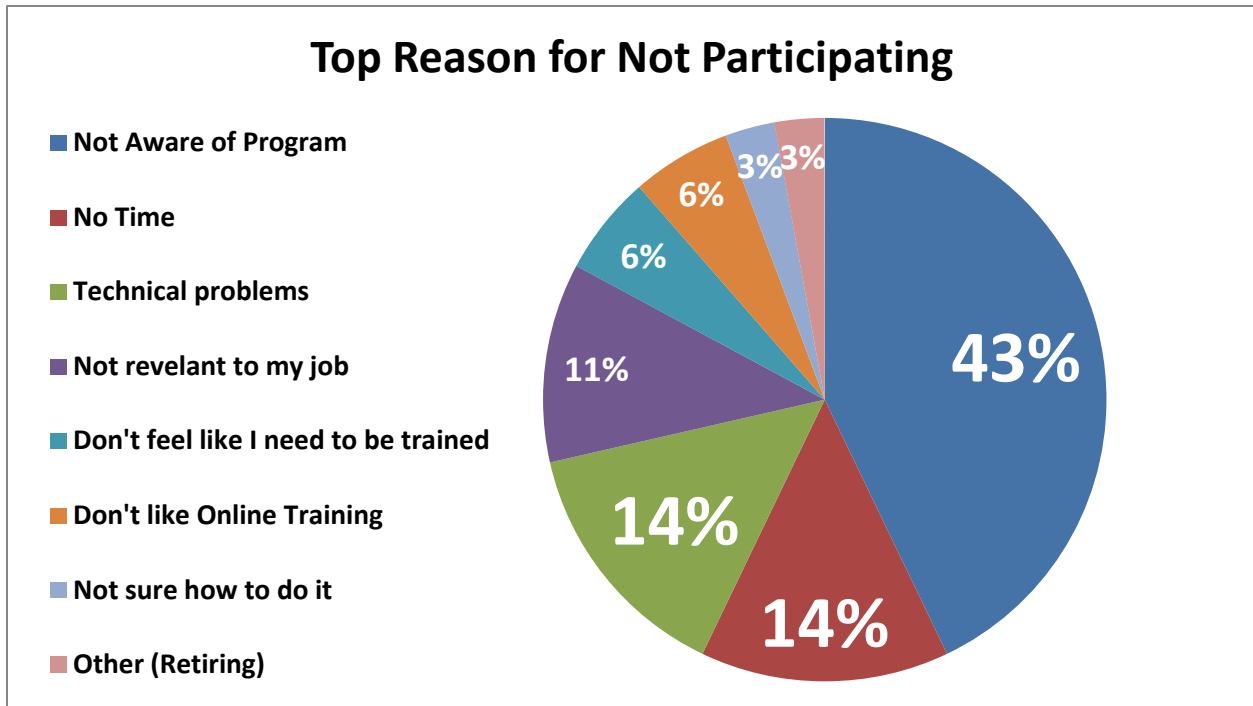
Reasons for Lack of Participation

In Participant Survey #1, 35 people indicated they did not take any courses. When given the opportunity to select all of the reasons they participated, 40% said they were not aware of the program followed by 37% who said they did not have time. Another 26% responded that the content was not relevant to them. Finally, 23% said they had technical problems.

At Locations J and K, the two highest participating locations, no one selected “not aware of program” as a reason for their lack of participation.

When asked to choose the single most important reason, “not aware of program” was by far the largest reason. Figure 3 on page 19 shows the breakdown of the responses.

Figure 3 - Reason for Not Participating



This is our second indicator that program administration played a key role in participation.

The other noteworthy answer is “technical problems”. This indicates that these individuals at least attempted to participate but did not because they had a problem of some kind. This category is worthy of further investigation to determine how many others across the company may have had similar concerns, but time prevents that investigation in this report.

Preferred Training Methods

Another hypothesis for low participation was a preference of classroom training to online training. In the previous Figure, only 6% indicated a dislike of online training as the main reason they did not participate.

Participant Survey #1 asked everyone about his or her training method preference. While “classroom” was favored heavily over “online”, “online” had enough support to indicate that people are willing to try it. Table 8 shows the responses.

Table 8 - Preferred Training Method

Response	Location J	Location K	Location B	Location I	Average
Online	28%	26%	17%	17%	24.6%
Classroom	57%	61%	61%	75%	60.5%
No Preference	15%	13%	22%	8%	14.9%

Interestingly, in a question about why they preferred one to the other, both cited convenience as a

reason. Those preferring online appreciated the opportunity to complete the courses on their timetable. Those preferring classroom training liked having a set time to, as several stated, “get it over with.”

While online may be the preferred method, when asked about their overall perspective on our entire training curriculum, as Table 9 shows, every location agreed we should employ a blended curriculum.

Table 9 - Preferred Curriculum Arrangement

Response	Location J	Location K	Location B	Location I	Average
Blended	70%	68%	61%	50%	66%
Classroom Only	19%	19%	33%	42%	24%
Online Only	11%	13%	6%	8%	10%

Even at Locations B and I, despite their lack of participation, had at least 50% select “blended”. When asked why I received a range of answers, but two themes came through.

One participant summed up one theme with this response, “Sometimes it’s just nice to do something different. When we are in our busy season it is difficult to get everyone into a classroom so online makes more sense, but I also like being in a classroom to interact.”

Another participant stated, “I personally prefer classroom training, but I understand that others would go the other way so I’m willing to mix it up.”

This section does not give a strong sense of why some locations had lower participation. What it does show is we should review our overall curriculum and determine how much of a blended training environment we currently have, and then look for areas where we can make adjustments. I also believe it indicates we should offer the same programs in both formats to allow participants to choose their training method. We currently offer very few courses in both formats.

Training Effectiveness

The findings in this category come from both Participant Survey #1 and from our LMS Course Evaluations. Both provided similar results.

It is important to note here that learners at every location completed the LMS Course Evaluations. Because they are anonymous, it is not possible to distinguish responses from any one location. The LMS provided 827 total evaluations. This averages to just over 13 evaluations per course. Of every course taken, 47% had the evaluation completed afterwards.

On a 1 to 5 scale, the overall average rating was 4.09, which indicates that most learners found the information useful for them. See Table 10 on page 21 shows the full results.

Table 10 - Results of the LMS Course Evaluations

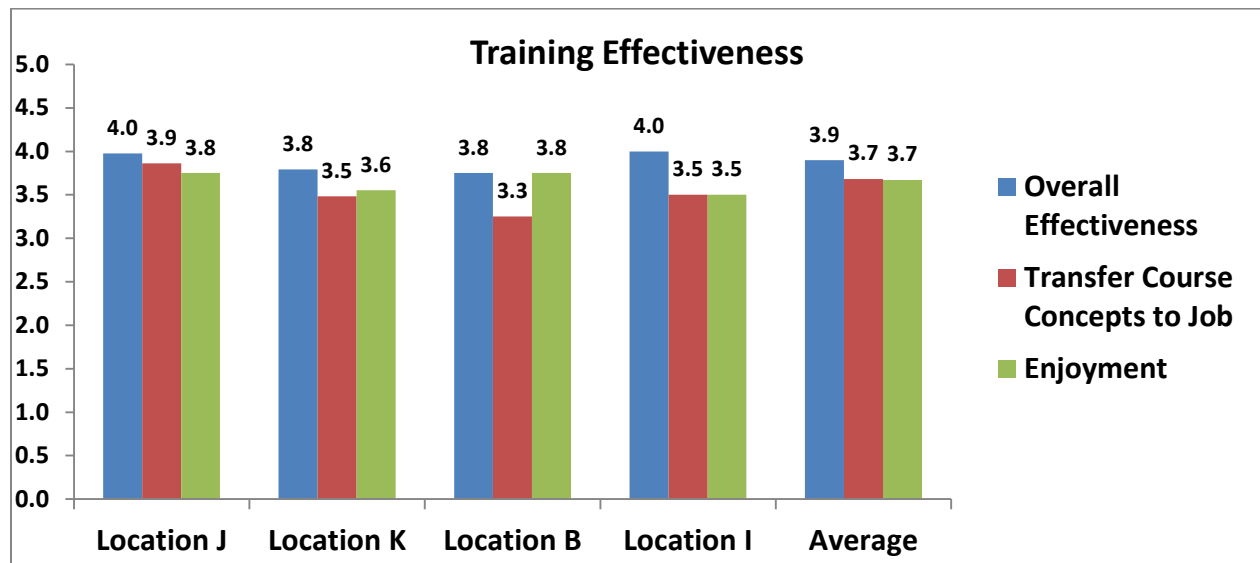
Question	Average Rating
Q1 Overall rating of course	4.09
Q2 Pace of the course was comfortable	4.24
Q3 Materials were helpful to learning	4.07
Q4 Knowledge was valuable to job/professional development	4.15
Q5 Course clearly communicated objectives/concepts	4.15
Q6 Course generated enthusiasm in the subject	3.99
Q7 Course was well organized	4.14
Q8 Course delivery was convenient	4.23
Q9 Course delivery was conducive to learning	4.08

In terms of my definition of effectiveness (transferability to the job and enjoyment), while there are no questions specifically mentioning those topics, the results are still valid and useful. Question 4 “Knowledge was valuable to job/professional development” is closely related to transferability. Learners rated it 4.15 indicating they felt the material bettered their work. Questions 2, 3, 6, 7, and 8 relate to the material itself. Combined, they averaged 4.13 indicating the content itself was not a barrier to their enjoyment and likely enhanced it.

It is interesting to note here that only two questions (6 and 9) rated lower than the “Overall Rating”. I am unsure of the reasons why, but when thinking about the overall course learners rated it lower than the individual aspects in questions 2-9.

Participant Survey #1 does not follow this same trend. In fact, every location rated the “Overall Effectiveness” higher than either transferability or enjoyment with one exception. Look at Figure 4 for the full results.

Figure 4 - Participant Survey #1 Effectiveness Results



There is no correlation between levels of participation and perceived effectiveness. Location J and I are the two highest for overall effectiveness, but they are significantly different when it comes to participation. This also indicates that how the location administered the program did not affect participants' outcomes. For example, even though we established that Locations J and K felt the courses were mandatory, that aspect did not lessen their evaluation of the course. On the other hand, Locations B and I did not feel the mandatory push, but they still rated the courses similar to J and K.

It is noteworthy that Location J's score for "Transfer Course Concepts" is significantly higher than the other locations.

It is important to remember Locations B and I only had 4 and 2 people complete a course respectively. Thus, their individual averages do not weigh as strongly in the overall average score.

Administration Methods

Having reviewed the reasons behind participation and the effectiveness of the content, in this category I review the steps taken to administer the FranklinCovey program at the four locations. The findings in this category come from my interviews with trainers at the each location. As previously mentioned I am the trainer at one of the locations so I filled out the questionnaire myself as well.

As Stringer suggests, I broke this qualitative information into categories based on the six interview questions we covered (Stringer, 2014, p 139). The first two questions dealt with communication and instructions. The third question addressed the handling of the course application questions. The fifth question asked about whether they chose targeted courses for their audience. The final question asked about deadlines. These areas became the basis for how I compared the locations.

In Figure 5, I compiled a grid of how each location administered the program. The higher participating locations are in green and underlined and the lower are in red and in italics.

Figure 5 - Administration Methods Comparison

Included Objectives and Instructions	vs	Made Them Available with No Guidance	Focused on Specifically Targeted Courses	vs	Made the Entire Library Available	Established Completion Deadlines	vs	Had Open Ended Use	Followed up on Course Application Questions	vs	Nothing Done with Application Questions
<u>Location J</u>		<i>Location B</i>	<u>Location J</u>		<i>Location B</i>	<u>Location J</u>		<i>Location B</i>	<u>Location J</u>		<i>Location B</i>
<u>Location K</u>		<i>Location I</i>			<i>Location I</i>	<u>Location K</u>		<i>Location I</i>			<i>Location I</i>
					<u>Location K</u>						<u>Location K</u>

In every case, the locations that utilized the method on the left had higher levels of participation than those using the methods on the right. For example, Locations J and K sent an email to each participant explaining our new partnership with FranklinCovey and explaining what the goals were. Location J also created an instructional guide on how to get the most out of each course.

While three locations made the entire library available, Location J created a small grouping of courses targeting areas identified through employee work reviews as areas of weakness among the staff. This

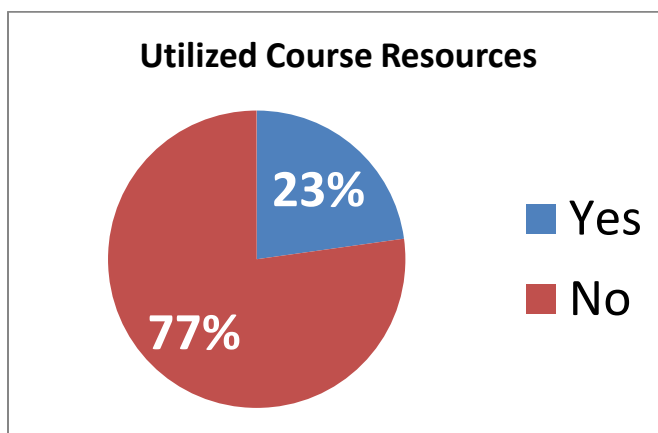
allowed the General Manager at the location to reinforce the program with the employees with fundamental reasoning behind his words.

Locations J and K both set deadlines and goals for number of courses to complete by a certain date. Locations B and I made the library available and told employees they could take the courses at any time.

At the conclusion of the material in each course are two sections to help reinforce the objectives. The first are application questions that can be completed and printed or emailed. Location J required employees to email their responses to their immediate manager who then had discussions with them about how they could use the information on the job. If you recall the previous section, Location J's score for "Transfer Course Concepts" was significantly higher than the other locations. It is possible this level of follow up on the application questions could have affected that score.

The other reinforcement section contains printable takeaways containing key concepts. Figure 6 shows the percentage of participants who utilized these.

Figure 6 - Course Resources Utilization



From this chart, it is clear every location was deficient in helping participants understand the value of these materials as a reinforcement tool. Going forward participants should receive further information to increase utilization.

Comparison of Research to the Literature Review

When comparing my research to findings from my literature review, there are many similarities. In this section, I review a few of my sources and discuss how my findings coincide with theirs.

Participation

In the literature, Long, Dubois, and Faley highlighted in their 2009 study reasons why learners were more likely to complete an online training course. Their top reason was personal motivation and their third was mandatory completion policies. My research showed similar results with mandatory completion policies being the top choice followed by motivation to improve. Their study also indicated that insufficient time was the reason most often given as to why training was not completed. Similarly,

my findings showed that to be the most likely reason other than lack of awareness. Thus, time was the top reason of those that were aware of our program (Long, Dubois, & Faley, 2009).

In the same 2009 study, they found managers needed to actively take part in the process and help frame the reasoning behind taking courses. This matches my research as well. From my findings, Location J had the highest participation and deemed the courses most effective. Location J was the only location that required learners to send their application questions to their managers for follow up (Long, Dubois, & Faley, 2009).

Company's Role

In Allen's 2003 study, he stated that organizations themselves played a major role when introducing online training programs particularly in the roll out and implementation. Similarly, in my trainer interviews, locations that explained the program's objectives and established goals had a higher level of participation (Allen, 2003). This is likely due to participants understanding the program's objectives.

As noted previously, in the 2009 study of Long, Dubois, and Faley, another of the reasons that determined the likelihood of participation was instructor follow up. Only Location J utilized any sort of follow up to the Application Questions. In this case, it was not the instructor that followed up, but their direct manager.

Effectiveness

My findings were also similar to those of Lim, Lee, and Nam from 2007. Both their findings and my own showed effective online learning was dependent on, among other things, efficient communication of the program and support of senior leadership. During my interviews, both Locations J and K had the full support of their senior leaders and, in the case of Location J, their General Manager was an active participant in ensuring the program's success by helping to identify course topics to focus on.

Both Nord's 2011 study and my own suggest a potential limitation when studying the effectiveness of online training. My findings suggest a high level of effectiveness based on Participant Survey #1 and the LMS Course Evaluations, however, as Nord suggested, these are only data points and do not require human oversight. In order to determine if there is a true transference of learning additional research is required that is outside the timeframe of this project.

Preference

My findings suggested that while some learners will accept online training as an alternative to the classroom, when given the choice, many would still choose a classroom setting instead. This is similar to Yang's 2011 findings stating there may still be a classroom preference particularly in locations where they had good instructors.

Filling the Gap

When conducting my literature review, I was unable to find any legitimate studies on whether FranklinCovey is an effective provider of online training content. My findings fill that gap. Not only did I have 79 respondents in Participant Survey #1 who rated the effectiveness of the material, but I also included the results from 827 FranklinCovey course evaluations.

Along with the other findings, I believe this is a sufficient amount of data to meet this study's goal of determining whether FranklinCovey should remain our online content provider in the future.

Limitations

Despite collecting an adequate amount of data from each of my sources, I acknowledge that my findings have some limitations.

The largest limitation is the amount of responses from people who did not participate in the program. Getting responses from people who did not participate in the program proved difficult. Only 30% of my survey respondents did not take a course. This number is not surprising when you consider the likelihood that someone would take the time to fill out a survey about a program they had never heard of. In the case of Locations B and I, with so little actual participation (3% and 4%) the motivation to fill out the survey was probably lacking. Because most of those invited to participate do not know who I am, I felt that I could only send one reminder to them for fear of becoming a nuisance.

Regardless, I believe the number of participants that fit this criteria still warrant inclusion. In reality, their participation only covered one aspect of the research whereas those that took courses possessed more of the information I was investigating.

As noted in my findings, the questions in the LMS Course Evaluation do not specifically align with my goals for this study. I would like to have had the opportunity to revise the questions to get feedback that is more specific, however, the evaluations have been ongoing over the last eleven months and I could not have duplicated that amount of data in the time I had for this study.

Another potential limitation that can affect any surveys is that only those that felt strongly one way or another were motivated to participate. I do not think this played a large factor in my findings, but I acknowledge it as a possibility.

Finally, I should have asked how many participants had ever taken an online class prior to the FranklinCovey courses. It is possible this could have affected the responses of some people. Perhaps it influenced whether someone participated or how he or she answered questions about preferred training methods.

Regardless of these limitations, my findings remain valid. They are still able to answer all of my initial research questions as well as provide guidance on future directions for our training programs.

Findings Summary

The findings within the report provide answers to many of the questions I proposed. In this section, I present a few of the significant findings as they relate to my research questions.

By looking at course completion data, we confirmed that a vast majority of eligible participants are not utilizing the FranklinCovey library. In fact, only one location shows any significant use. In total, only 18% are making use of the library, and that number decreases to 10% if you remove the top performing location.

When reviewing reasons for the lack of participation, the overwhelming response was the general lack of knowledge about the program (43%). While there were other responses given, the lack of information received four times more responses than the next closest reason.

On the other hand, I identified the main motivators for completing courses were mandatory expectations (51%), followed by self-improvement (22%), and convenience (19%). Clearly, setting mandatory goals makes a difference as the locations surveyed showed dramatic participation levels depending on that one element.

Participants who completed courses found them to be effective, rating them approximately four out of a possible five. There is some concern about the measurability of this information, but that goes beyond the scope of this research.

While 60% of those surveyed preferred classroom training over online training, 66% of respondents across all locations said they were open to the idea of creating a blended curriculum using both online and classroom courses.

Finally, during the trainer interviews, it was clear that communication methods and completion expectations played a large role in the participation at each location. In fact, locations that did not provide clear objectives and directions or set minimum completion expectations averaged 60% less participation than those that did.

Implications

My purpose for completing was to gauge the effectiveness of the online courses and determine whether future investment warrants a continuation of in the program. Based on this study, I have developed the following four actions.

First, we should continue our further investment in the FranklinCovey InSights program. While I do not believe we should make a long-term commitment just yet, my findings suggest that those who participated in the program took value from it. Once the program is more widely adopted across the company, we should conduct an additional round of study with significantly more participants across more locations. Having established our employees can accept online training in general, I also believe it is in our best interest to review other online content providers to establish relationships for potential future endeavors.

Secondly, we should develop standardized guidelines for the implementation and administration of the InSights program at each location. Based on the participant survey and trainer interviews, each location should provide clear objectives for the program, ensure that all technological needs are met, set minimum completion standards, and, when possible, tailor the assigned courses to the specific needs of the location on a whole or even the individual participant.

Third, while the current study suggests this type of training method is effective, I propose we undertake an additional round of study to look more directly at transferability of learning to the workplace. This

additional study should include not only online training initiatives, but also our classroom courses as well (as that aspect of research was not the focus of this particular study). Based on the time limitations of this current survey, I believe we can explore this topic more thoroughly as the program becomes more widely used.

Finally, because participants across all locations believe blended learning, with both classroom and online material, is their preferred training environment, we should undertake a review of our curriculum to determine what changes are necessary and feasible to meet that expectation.

Conclusion

At the close of this report, I believe the findings within this report have met my intended purpose. It demonstrates our annual relationship with FranklinCovey has merit and is worthy of renewal with the caveat that additional research be conducted once participation increases.

This report also provides answers to questions that were instigators of this research including, why our participation in the program was low, what are some ways we can increase participation, and is the content effective enough to make participation worthwhile in the first place.

The company has made significant financial investment as well as an investment of employee time completing the courses. While the company may not have received full return on its financial investment in the first year, employee time was not wasted. In all likelihood future investment will be proven worthy as participation increases. Perhaps most importantly, this report provides a roadmap for success with our FranklinCovey InSights program, other future online training initiatives, as well as our overall training objectives.

References

- Allen, M. (2003). *Michael Allen's guide to e-learning: Building interactive, fun, and effective learning programs for any company*. Hoboken, NJ: John Wiley & Sons.
- Brown, K.G. (2005), "An examination of the structure and nomological network of trainee reactions: a closer look at 'smile sheets'", *Journal of Applied Psychology*, Vol. 90 No. 5, pp. 991-1001.
- FranlinCovey InSights. (n.d.). . Retrieved from <http://www.franklincovey.com/tc/solutions/online-learning/franklincovey-insights/>
- Hyochang Lim, Sang-Gun Lee, Kichan Nam, Validating E-learning factors affecting training effectiveness, *International Journal of Information Management*, Volume 27, Issue 1, February 2007, Pages 22-35, ISSN 0268-4012
- Knowles, M., Holton, E., & Swanson, R. (2005). *The adult learner: The definitive classic in adult education and human resource development*. New York, NY: Elsevier.
- Long, Lori. Dubois, Cathy. & Faley, Robert, (2008) "Online training: the value of capturing trainee reactions", *Journal of Workplace Learning*, Vol. 20 Iss: 1, pp.21 – 37
- Long, Lori. Dubois, Cathy. & Faley, Robert. (2009). A Case Study Analysis of Factors that Influence Attrition Rates in Voluntary Online Training Programs. *International Journal on E-Learning*. 8 (3), pp. 347-359. Chesapeake, VA: AACE.
- Nord, D. (2011). Online learning programs: Evaluation's challenging future. In S. Mathison (Ed.), *Really new directions in evaluation: Young evaluators' perspectives*. *New Directions for Evaluation*, 131, 129–134.
- Pang, K. (2009). Video-Driven Multimedia, Web-Based Training in the Corporate Sector: Pedagogical Equivalence and Component Effectiveness. *International Review Of Research In Open & Distance Learning*, 10(3), 1-14.
- Stringer, Ernest T. (2014). *Action Research* (Third Edition). London: Sage Publications, 279pp (pb), ISBN: 978-1-4129-5223-1
- Yang, Shu Ching (03/01/2011). "The Effect of Online Training on Employee's Performance". *Journal of computers* (1796-203X), 6 (3), p. 458.

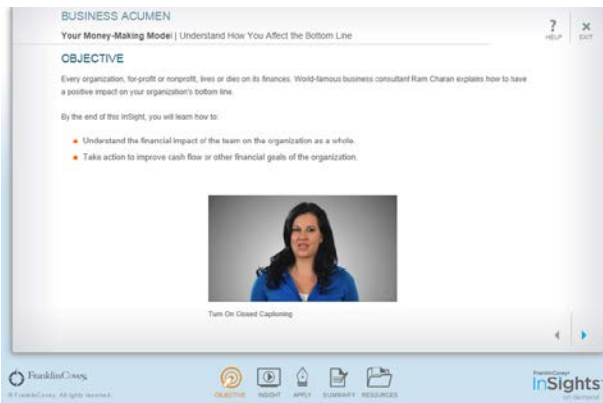
Appendix A – Additional Information on FranklinCovey InSights Listing of the FranklinCovey InSights

Competencies

1. Business Acumen
2. Communication
3. Conflict Management
4. Customer Focus
5. Innovation/Creativity
6. Execution
7. Managing Change
8. Performance Management
9. Personal Productivity
10. Problem Solving
11. Strategic Leadership
12. Talent Development
13. Team Building
14. Trust/Integrity
15. Vision/Purpose

Screenshots from FranklinCovey InSights Course

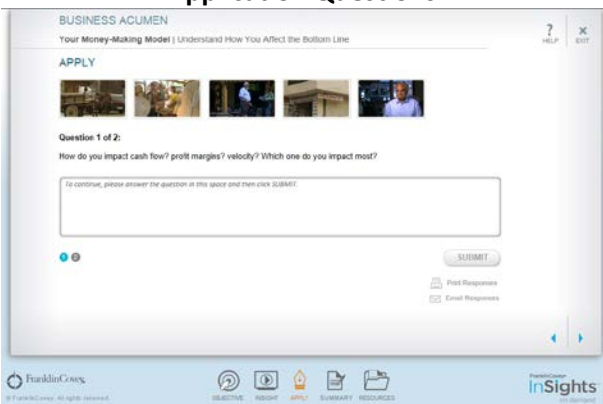
Introduction



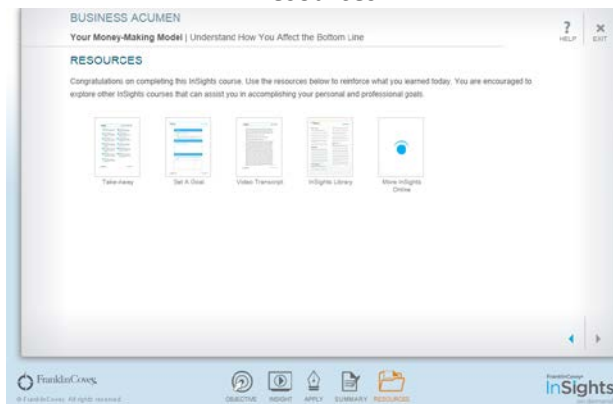
InSight Video



Application Questions



Resources



Appendix B – Email Sent to Trainers at Selected Locations

Good afternoon,

I wanted to send you a message about a research study I am conducting as part of Master's Program.

You are familiar with our FranklinCovey InSights program, but you may not be aware that our license renews annually. Before we renew in 2015, we are hoping to collect some data from select locations across the company.

Your location has been selected to participate. Don't worry, this will not be a time consuming process for you or anyone at your location. In addition, your locations participation is voluntary. You are under no obligation to take part in this study.

Should you choose to participate, as I hope you will, here is what I need from you.

First, I need a list of the names of those employees at your park that are eligible to take courses from the FranklinCovey library. I will be contacting each of them and requesting that they take a very short survey about their thoughts on the program.

Second, I would like to speak with you directly about how the program is being administered at your location. This will happen in the form of a 10-15 minute phone interview with me. To help you decide if you'd like to participate, here are the questions I will be asking you.

- What communication methods did your location use to introduce the FranklinCovey program at your location?
- Was anything done to train the staff how to use the courses?
- Did you include any special instructions regarding the Application Questions in each course? If yes, what were they?
- Did you set a requirement on how many courses they should complete? If so, how many were required?
- Were all courses made available or were only certain targeted courses released?
- Did you set a completion deadline? If yes, how long was the timeframe?

Thanks in advance for you time. Please let me know by October 12 if you agree to participate.

John

Appendix C – Invitation Email Sent to Eligible Participants for Survey

Good afternoon,

My name is John Gagnepain and I am the Training Manager at our St. Louis office. In addition to my local responsibilities, I also oversee the Learning Management System for our company.

As you may or may not be aware, we recently licensed a selection of over 80 online courses from FranklinCovey for use by all Full Time Employees within the company. We pay an annual license fee for the use of these courses.

Before we decide whether to continue this relationship with FranklinCovey in 2015, we are conducting a research study on their use.

You have received this email because you are eligible to participate in the FranklinCovey program. We are inviting all eligible participants to take a very short voluntary survey on the program.

Here are few things to keep in mind:

- Even if you have not completed any of the courses, we want your opinion about the program.
- All information collected is completely anonymous.
- I will make all information collected available to anyone who requests it from me. Your local Training Manager will also have a copy of the data.

We hope you will let your voice be heard by spending 5 minutes on this survey anytime between now and October 21. I provided the link the survey below.

(Link Removed for this Report)

If you have any questions about this study, you are welcome to contact me directly.

Thank you for your time.

John Gagnepain
Training and Development

Appendix D – Participant Survey #1

I conducted this survey using LimeSurvey.

A. Basic Information (All Respondents See These Questions)
<ol style="list-style-type: none">1. What location do you work at?<ol style="list-style-type: none">a. Location Bb. Location Ic. Location Jd. Location K2. How many FranklinCovey online courses have you completed?
B. Participation = No (These two questions appear if the answer to A2 is 0)
<ol style="list-style-type: none">1. From the list below, select all of the factors that contributed to your decision not to participate in the FranklinCovey program.<ol style="list-style-type: none">a. Dislike of training in generalb. Don't feel like I need to be trainedc. Don't like Online Trainingd. Forgote. No incentivef. No Timeg. Not Aware of Programh. Not Interested in Contenti. Not relevant to my jobj. Not sure how to do itk. Technical problemsl. Other2. Using the same list, which single factor most contributed to your decision not to participate?<ol style="list-style-type: none">a. Dislike of training in generalb. Don't feel like I need to be trainedc. Don't like Online Trainingd. Forgote. No incentivef. No Timeg. Not Aware of Programh. Not Interested in Contenti. Not relevant to my jobj. Not sure how to do itk. Technical problemsl. Other3. Are there other considerations you would like to add as to why you did not participate?
C. Participation = Yes (These questions appear if the answer to A2 is 1 or more)
<ol style="list-style-type: none">1. From the list below, select all of the factors that contributed to your decision to participate in the FranklinCovey program.<ol style="list-style-type: none">a. Add to my Talent Profileb. Interested in trying something newc. It was convenientd. It was mandatorye. Looking to advancef. Needed a break from regular workg. Want to improve myselfh. Other2. Using the same list, which single factor most contributed to your decision to participate?<ol style="list-style-type: none">a. Add to my Talent Profileb. Interested in trying something newc. It was convenientd. It was mandatorye. Looking to advancef. Needed a break from regular work

<ul style="list-style-type: none"> g. Want to improve myself h. Other <p>3. Are there other considerations you would like to add as to why you decided to participate?</p>
<p>D. FranklinCovey Effectiveness (These questions appear if the answer to A2 is 1 or more)</p> <p>For these questions, think back to your experience with all of the FranklinCovey online courses you have completed.</p> <ol style="list-style-type: none"> 1. Using the following scale, please respond to these statements. (1-Strongly Disagree, 2-Somewhat Disagree, 3-Neutral, 4-Somewhat Agree, 5-Strongly Agree) <ul style="list-style-type: none"> a. The FranklinCovey courses were effective b. I was able to transfer the courses concepts and objectives to my daily work. c. I enjoyed participating in the online courses. 2. At the end of the main content were anywhere from two to five Application Questions. You had the option of printing them, emailing them, or doing nothing. What did you do with your answers to the Application Questions? <ul style="list-style-type: none"> a. Nothing b. Email Them to Manager/Director c. Printed or Emailed to myself for personal use later 3. Following the Application Questions were printable Course Resources for you to use to reinforce the course concepts later on. Did you print out or refer to the Course Resources at any time? <ul style="list-style-type: none"> a. Yes b. No 4. Please enter any other information you would like to add about the overall effectiveness of the courses.
<p>E. Preference (All Respondents See These Questions)</p> <ol style="list-style-type: none"> 1. Do you generally prefer taking courses online or in a classroom? <ul style="list-style-type: none"> a. Online b. Classroom c. No Preference 2. Why did you choose that response? 3. Which of the following types of courses do you think the company should use? <ul style="list-style-type: none"> a. Classroom Only b. Online Only c. A Blend of Both Types of Courses 4. Why do you choose that response? 5. Of these three options, which do you think is the most effective for your personal development? <ul style="list-style-type: none"> a. Classroom Only b. Online Only c. A Blend of Both Types of Courses 6. Please provide any other thoughts you have about your preference of training methods.

Appendix E – LMS Course Evaluation

Below is a screenshot of the Course Evaluation that is available upon completion of a FranklinCovey online course.

Evaluation ✕

Pace of the course was comfortable	★ ★ ★ ★ ★
Materials were helpful to learning	★ ★ ★ ★ ★
Knowledge was valuable to job/professional development	★ ★ ★ ★ ★
Overall rating of course	★ ★ ★ ★ ★
Course clearly communicated objectives/concepts	★ ★ ★ ★ ★
Course generated enthusiasm in the subject	★ ★ ★ ★ ★
Course was well organized	★ ★ ★ ★ ★
Course delivery was convenient	★ ★ ★ ★ ★
Course delivery was conducive to learning	★ ★ ★ ★ ★
Please enter any additional comments	
<input type="text"/>	