



WHITEPAPER

Overcoming the Online Trainer's Dilemma

**Finding Balance through a
Proper Mix of Specialized
Real-Time and On Demand
Web Conferencing Tools**

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Executive Summary

Today, training organizations are facing a number of complex demands. They must be more flexible than ever before, are being asked to support planned and ad hoc activities, and are expected to handle more content in as reusable a fashion as is possible. In organizations with formal training departments, it is the trainer who is expected to help support the mission of the organization (e.g., product rollouts, employee training, partner or customer training, etc.) *while also* incorporating the latest technologies *while also* addressing HR expectations. In smaller organizations that lack formal training departments, the job of training often falls upon the product manager, or the sales or marketing director, or whoever comes closest to fitting the bill to serve as the subject expert. And these individuals are no less responsible for supporting the respective missions of their organizations.

Web conferencing has been one tool that has appealed to organizations both large and small, for its ability to extend reach, improve productivity, cut travel costs, and lead to improved quality of life. Its impact on training organizations is indisputable. Yet its adoption has been marked by several “Waves,” beginning with basic meeting web conferencing used for training (Wave 1), custom-for-training, high-powered, and sometimes expensive platforms (Wave 2), and now a new mode that focuses on making Web conferencing a viable online training platform that is easy for *any* trainer and trainee to use (Wave 3). Even with the many training-oriented features made available in Wave 2, elementary capabilities were noticeably absent, while other features were over-abundant and distracting to trainers. The idea behind Wave 3 is that it balances simplicity with just the right mix of online training capabilities: 1) flexible scheduling and registration; 2) flexible materials delivery; 3) simple interactivity; 4) trainer- and learner-enabling features; and 5) easy archival and reuse of sessions and content.

This white paper explores how trainers feel about the many different types of tools available to them. Wainhouse Research interviewed a number of preview GoToTraining users for Citrix Online, sponsor of this white paper. These interviews led us to develop the concept of Wave 3 – the next phase of online training – as we heard directly from trainers who experienced the new platform. The interviews helped us to determine which features in particular lend themselves to training online, and how much more effective or productive a Wave-3 type tool can be for a majority of trainers.

Based on these and other interviews and surveys Wainhouse Research has conducted recently, it is clear that the market hungers for an affordable approach that does not penalize it for growth or limit trainers by steep pricing conventions. At the same time, trainers are loud and clear that they seek efficiencies and sensible solutions, not an overwhelming array of bells and whistles and complex user interfaces. Going forward, trainers will be seeking the flexibility afforded by balanced, Wave 3 platforms, which in effect add momentum to training programs by eliminating time-consuming activities and automating just what needs to be automated.

What we discovered in these interviews, however, comes best from the voices of the trainers, as provided throughout this paper.

The Evolution of Web Conferencing for Training

Since its early incarnations as a method of sharing PC content with others located far away, Web conferencing has always been appealing to trainers in the workplace. Early on the technology offered the promise to help trainers support remote workers, taking the already well-understood computer-based training (CBT) model and placing it within an online context, albeit with greater real-time interactivity. In many respects, however, no one could imagine as the millennium arrived just how much training would go online – and how, while Web conferencing would not completely supplant earlier technologies, it would sap certain approaches (e.g., CBT, videotapes, CD's, etc.) while opening up new possibilities for topics that traditionally were taught only face-to-face. A timeline of the evolution of training technologies might look like the following:

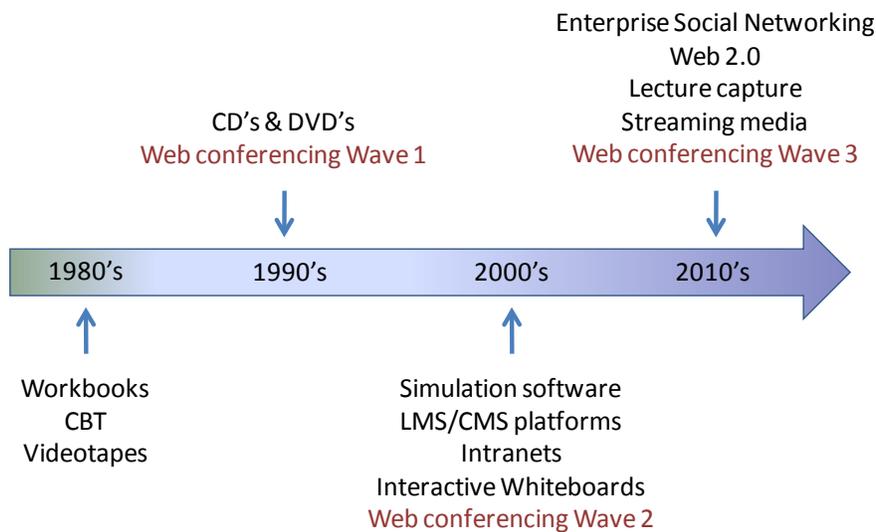


Figure 1 The Evolution of Training Technologies

The environment for training in 2010 looks far different from the past. Today, organizations must be more flexible than ever before, are asked to support planned and ad hoc activities, and are expected to handle more content in as reusable a fashion as is possible. In organizations with formal training departments, it is the trainer who is expected to help support the mission of the organization (e.g., product rollouts, employee training, partner or customer training, etc.) *while also* incorporating the latest technologies *while also* addressing HR expectations. In smaller organizations that lack formal training departments, the job of training often falls upon the product manager, or the sales or marketing director, or whoever comes closest to fitting the bill to serve as the subject expert. And these individuals are no less responsible for supporting the respective missions of their organizations.

Web conferencing has been one tool that has appealed to organizations both large and small, for its ability to extend reach, improve productivity, cut travel costs, and lead to improved quality of life. In general, the “Road Warrior Trainer” of years past has been somewhat replaced by today’s “Keyboard Warrior Trainer.” In fact, the evolution of online training has progressed through three distinct phases:

- Wave 1: Basic Web conferencing – simple screen and data sharing – for training and demonstration purposes. So far so good, though this simple sharing platform was something of a round peg/square hole combination because it was based on a meeting tool being adapted to training.
- Wave 2: Highly engineered and expensive Web conferencing solutions, adding pre-scheduled webinar and training sessions, integrated audio, chat and attention indicators, and many other bells and whistles. Some of the current aspects of Wave 2 have come with a price, however: high overhead, complexity, and expense. Thus some organizations stayed with their preferred Wave 1 because of Wave 2’s complexity and cost, while others successfully made the transition to Wave 2’s custom training platforms. Wave 2 was an important phase in the evolution of online training, as it allowed a type of “testing ground” in which trainers could determine which capabilities were necessary, and which just “window dressing.”
- Wave 3: A new sensibility that focuses on making Web conferencing a viable online training platform that is easy for *any* trainer and trainee to use, through streamlined services with just the right mix, or balance, of *training-oriented* capabilities at an affordable price.

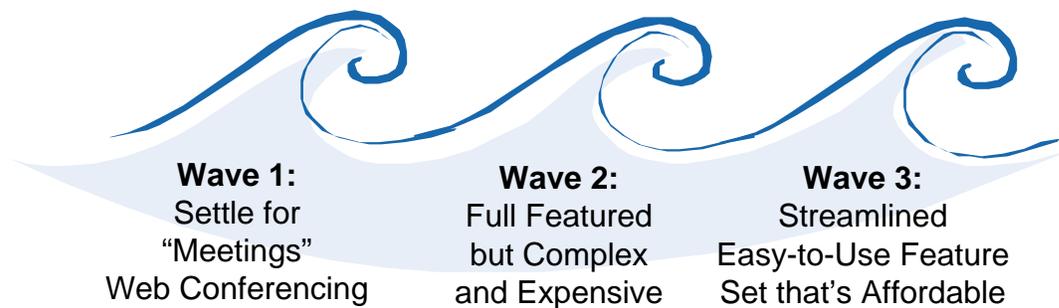


Figure 2 The 3 Waves in the Evolution of Web Conferencing

To answer some of our own questions concerning trainer-specific needs for Web conferencing, to explore how trainers feel about the many different types of tools available to them, and to gather their thoughts concerning their use of a new online training platform, GoToTraining, Wainhouse Research interviewed a number of preview GoToTraining users for Citrix Online, sponsor of this white paper. The goal of the interviews was to determine which features in particular lend themselves to training online, and how much more effective or productive a Wave-3 type tool can be for trainers. These interviews led us to develop the concept of Wave 3 – the next phase of online training – as we heard directly from trainers who experienced the new platform.

Methodology

Wainhouse Research conducted in-depth interviews (IDI’s) with nine respondents who were early preview users testers of Citrix GoToTraining services. Some of these respondents were familiar with other Citrix Web conferencing and Webinar services; almost all were equally or more familiar with competitor platforms such as WebEx, Microsoft Live Meeting, and Adobe Connect. Structured IDI’s were held with

each respondent for between 30 minutes and one hour, and were meant to explore not only particular feature sets, but also their particular climates and needs for training.

The respondent mix blends small-to-medium businesses with large companies. Interviewed were trainers from a variety of job functions (either full-time trainers, or sales/marketing/management involved in training). Three of nine respondent organizations are specifically in the business of training. Respondent organizations and individual titles consisted of:

Type of Organization	# of Employees	Title
Software applications development	< 5	VP Sales and Support
Project management training	~ 10	Chief Marketing Officer
Online software training	~ 12	Founder / Administrator
Commercial real estate development association	25	Education Manager
Web Development/training	< 50	President/Founder
Consumer technical services	~ 500	Operations Manager
Real estate sales	~ 800	Director, Projects and Agent Services
Medical transcriptions/health information management	1,000	Training Coordinator
Transportation	> 275,000	HR Advisor & Leadership Coach

Table 1 Respondent Demographics

Waves 1 and 2 Benefits and Challenges

Wave 1

The experience of using Web conferencing for training during its Wave 1 was a “learning experience,” to say the least. Trainers saw the pros from the start: it appeared to be simple to share a screen, speak to PowerPoint, demonstrate technology, or walk through documents. Often they jumped on the bandwagon and took advantage of corporate licenses of basic meeting technologies; other times they were the early adopters, pushing the collective envelope on early applications because they desired to reach more learners and improve their quality of life. And, for the most part, it worked.

Yet it is hard to believe, only ten years ago Web conferences could only be launched stand-alone, with audio conferences *always* initiated separately via audio bridges; and Web conferencing was far from the mainstream. Besides a comfort level not yet reached regarding the ability to be certain that learners were “getting it,” other challenges existed in the course of using what essentially were “meeting” tools for training.”

Some of these challenges included:

- Downloaded clients – at best an IT department irritant, at worst a deal breaker when software clients failed to work properly in the chaotic universe of varying PC operating systems, software applications, and hardware designs. This was a significant barrier when it came to inter-organizational trainings, where little could be done to manage attendee devices – or get past corporate firewalls.
- Lack of important management or interactivity features – the simple inability to schedule and invite learners, or automate the sending of reminder emails, or mute participants who were attending via unmanaged audio bridges, led to a sense of being hamstrung by a technology that had so much possibility embedded within it. The need on the part of more complex platforms that the instructor upload material prior to a meeting or class – The need to upload materials in advance for “pre-class processing” hampered flexibility and meant trainers lost the ability to be spontaneous with course materials.
- The inability to access multimedia files, websites, and the like – Trainers accustomed to drawing upon rich media like audio/video clips, web browsing, and other materials in face-to-face environments yearned for rich media online, and felt constrained when they found that absent.
- The need to email files to learners and concomitant inability to archive and reuse content – Early platforms either lacked the ability to archive a Web class, or lacked the ability to upload such archives to organization-wide platforms like Learning Management Systems, which themselves were in the early adoption phase. This severely limited the ability to reuse content.

[Our parent company) uses (another product) – it seems like it takes 10-15 minutes of housekeeping - audio issues, (work on) how to get the software going - before the meeting starts.

– Renee P., Dir., Coldwell Banker
Devonshire Realty

The result was that many trainers were forced to “shoehorn” training applications into Web conferencing platforms designed more for basic meetings. This left them happy if the shoe more or less fit, but more often frustrated if they felt results were sub-optimal – and seeking enhancements. Even with these limitations, Wave 1 remained attractive to many.

Wave 2

Wave 2 represents the period during which the use of Web conferencing for training came into its own. No longer was it considered exotic; no longer was it unusual to hear about regularly scheduled training events, or to deliver sophisticated polls and quizzes, or be able to chat online with trainers or other learners. The positives of Wave 2 are many. Rich feature sets enabled trainers to feel that finally someone had delivered platforms built for training. Bells and whistles like attention monitors, customizable screen layouts and “skins” and portals for organizational branding, and integrated audio empowered trainers to dig deeper into the possibilities of web conferencing. Recording and archiving became the norm, with on demand access especially attractive to busy adult learners.

On the positive side, Wave 2 has offered a rich feature set for those willing to invest the time to learn. Yet even with the mix of capabilities offered through specialized-for-training technologies found in Wave 2, some trainers have felt that for the higher prices and greater complexities involved, they were being handed more technology than they needed. So challenges have arisen.

These challenges include:

- Complex user interfaces for both instructors and learners, which sometimes have interfered with the notion of simple interactivity.
- Feature bloat, distracting at least, but resulting in the sense that some features that sounded good on paper were superfluous – or rarely used.
- The continued need for downloaded clients (although on the positive side, many vendors and service providers now offer more sophisticated tests to ensure PC's will work with their products). These clients sometimes are large and evolve so frequently they confuse their users.
- Separate tasks “kluged” together, such as multiple steps required to record, archive, and make available content to learners.
- Abuse of the Webinar concept, whereby the very interactivity appreciated in Wave 1 was removed as trainers embraced larger class sizes and events.
- Continued requirements for full-featured LMS platforms to enable uploading, archiving, and reuse of content.
- Some platforms continuing to require that PowerPoint files be uploaded for processing prior to an actual class session.

At a previous company, we had problems with (competitor product's) applet download. Anytime someone needed to use that product, IT had to allow it. That's why we stopped using it, and got out of the contract.

– Barb D., Education Mgr, NAIOP

With the costs associated with having to learn a complex Web conferencing training solution, if the adoption rates are low then an organization will have negatively affected its return on investment. This unfortunately has happened to too many training organizations in recent years. Yet even with the many features made available in Wave 2, some elementary capabilities have been noticeably absent, such as the ability to limit course registration sizes in scheduling/registration systems, or the inability to create waiting lists. The result of the overabundance of some features and the continued lack of other simple tools was that some training organizations have run away from Wave 2 due to its perceived costs and complexity – sticking with the basic meeting technologies of Wave 1 platforms.

The Ideal “3rd Wave” Web Conferencing Platform

The goal of an ideal online training platform should be to provide a balance of functionality and simplicity, while offering a basic set of trainer- and learner-centric capabilities. In this case, the 80/20 rule applies. Thus the ideal Wave 3 platforms will be crafted around a carefully considered set of essential features, resulting in a solution that is both easy to use (not always an easy feat) and affordable. The idea should be that, properly executed, “less is more.”

Wainhouse Research believes that five major factors are essential to a Web conferencing platform designed for corporate training: 1) flexible scheduling and registration; 2) flexible materials delivery; 3) simple interactivity; 4) trainer- and learner-enabling features; and 5) easy archival and reuse of sessions and content. All of these should combine into a single easy-to-use capability.

Many of the “3rd wave” quotes from trainers contained in this paper relate to their experiences as preview users of GoToTraining, provided by Citrix Online, sponsor of this white paper. Many of them have used other products besides GoToTraining, and their interview statements contributed to our sense that GoToTraining will be one of several competitive products that contribute to our definition of Wave 3 as the next desirable phase for online training.

Scheduling & Registration

Registration should be flexible enough to be full-service, partial-service, or self-service. Some organizations will have their own registration capabilities but want to utilize automatic reminder services, for instance; others will want a complete scheduling invitation and reminder package.

- Registration should be simple and “one-click.”
- Registration should be integrated with Outlook, such that one click on a scheduled event is all that’s necessary to authenticate and allow participation.
- An online course catalog to support scheduling and registration is a pre-requisite.
- The ability to copy and reuse existing training sessions, tests, materials and evaluations.
- Class sizes should be configurable, with alerts available to notify instructors or administrators of capacity issues, and waiting lists should allow individuals to sign up provisionally in case of cancellations.

We like being able to show our screen spontaneously with no uploading. You never know what you need to show - so having it preloaded loses flexibility.

– Jenina S., Chief Operations Officer, Solutions Cube Group

Agents can go online and sign up; they see all of our training in one place.

– Renee P., Dir., Coldwell Banker Devonshire Realty

Materials Delivery

Getting materials to learners seems like a pedestrian task, a “no-brainer,” yet when obstacles are placed in the process of delivering materials – such as the need to upload the same content repeatedly – trainers are distracted from what really matters: *training*. Wainhouse Research frequently hears complaints from training organizations about the need to upload and repeat uploading materials manually for every course they teach. (Not all organizations are in a position to afford to deploy LMS platforms or other types of content management systems.) Among the methods of delivering content that *should* be relatively painless:

- Simple content libraries, offering the opportunity to associate specific content once uploaded to certain classes to ease the delivery of materials to learners. The problem is that up to now, some vendors have focused on heavy-duty content libraries in LMS platforms, rarely on light-weight content management capabilities.
- Support for various types of uploaded content (e.g., docs, media files, Flash animations, Web links, images, etc.). Even in 2010 some platforms are relatively picky about types of files that can be stored for reuse.

We were creatively doing some of the GoToTraining features on our own, for example hosting materials and tests, but it’s much easier to have it integrated.

– John C., VP Sales & Support, Identi-Kit Solutions

- Support for the ability to share content on-the-fly, spontaneously, allowing trainers to deviate from pre-planned content. The last thing a trainer wants to do is to have to upload a file while in the middle of an interactive session.

This is a nice feature they added. I record and upload to GoToTraining, then create a link from my LMS for those who want to view the recorded class. I don't have to upload to my own server.

– Karen B., Founder/Administrator,
Digital Art Academy

Interactivity

The beauty of online training rests in the interactivity it fosters, and though we appreciate Webinars as an informational format with many benefits, we believe informational Webinars are far different from online training events. Online training events – whether highly instructor led or whether highly self-paced with moderate intervention – are built around an entirely different set of expectations for outcomes. Thus they should be built with a core set of tools:

- Application / Web sharing from *any* participant PC screen – This is essential in a world where learning, as in most other areas, is now understood to be as much about learner-to-learner interactions as about instructor-to-learner contact. Put simply, application sharing means others get access to PC software to *interact* around that software, while screen sharing means anyone with a good idea or clever content can contribute to collective learning.

- Ability to monitor learners with simple hand raising tools – After years of watching vendors produce a range of highly subtle to highly “cutesy” and distracting hand raising/attention seeking tools, we have come to believe that less is more when it comes to hand raising in online training classes. In other words, the act of hand raising needs to be simple for the learner and neither too obtrusive, nor too subtle, for the trainer.

The quizzing capabilities give presenters the tools they need to make the classes interactive – which is the most important thing for online learning.

– Jenina S., Chief Operations Officer,
Solutions Cube Group

- Ability to let trainers and learners present with simple annotation tools. Again, like hand raising tools, annotation tools can either be terribly misused, or simple and intuitive.

Trainer-Centric (and Learner-Enabling) Capabilities

At its core, online training should be about interactivity. Thus a trainer-centric Web conferencing platform should support an appropriate number of learners. No one needs 2,000 in a class – that calls for Webinar technologies. The light-weight, balanced Wave 3 trainer platform should include:

- Text chat and the ability to ask questions and reply to learners and instructors. Chat should support interactions between learners as well as learner-to-instructor.
- A mix of tests, ad hoc quizzes, and pre- or post-event polls – with the ability to review results after a class has ended. A poll, or evaluation, is different from a test, and should be a distinct feature to ensure that learner feedback is gathered.

- Simple tools that are built for the online classroom, e.g., break timers, which notify learners how long they have before a class resumes or a test ends.
- Strong reporting capabilities, including the ability to track attendance, tests, polls, and post-class reviews.
- Integrated Voice over IP (VoIP) or PSTN audio, which we began seeing in Wave 2 but which have become more reliable in recent years as Wave 3 approaches. Many smaller training organizations are finding that more and more of their learners are connecting via VoIP, and having the flexibility of connecting in either way is essential to reaching all possible class attendees.

I have to have tests. I'm explaining some complex, high-volume policy material and need to be sure that they know it inside and out.

– Ben W., Operations Mgr, Make It Work Inc.

Integrated VoIP and audio lets my learners attend either way; it's a great addition in GoToTraining. Everyone is budget conscious, so it offers a huge benefit.

– John C., VP Sales & Support, Identi-Kit Solutions

Easy Archival and Reuse of Content

Recording and playback are essential features of a training platform. Recording should be simple to launch, while playback should be simple to manage, using the video UI model (i.e., play, fast forward, rewind, and search) to support easy review. Thus table stakes for a Wave 3 platform include:

- Simple recording and playback capabilities
- Online archival catalog that need not be a full-scale LMS to “do the job” for most trainers and learners. Some organizations will want to use their LMS platforms to manage archived content; others will prefer a simple “storage portal” to provide later access.

I use recording all the time. This is perfect for new agents - everyone is at a different level. They can click and see what is available and catch up.

– Renee P., Dir., Coldwell Banker Devonshire Realty

Besides the five major areas Wainhouse Research believes are essential to Wave 3 training platforms, a few other “traits” are important.

1. Affordability and value – the price of online training platforms has become reachable by even the smallest of training organizations.
2. Ubiquity – the ability to reach a variety of platforms, e.g., PC's and Macs. That reach should also include ease of access: many of the beta-testers we interviewed indicated that they are seeking easy-access / launch Web conferencing.
3. Security, end-to-end 128 bit AES encryption, as it goes beyond SSL network security to provide true data security at the endpoint.
4. Scalability – the ability to grow with a training organization over time. The successful online training program needs room in which to grow; this calls for the ability to grow capacity, numbers of classes, numbers of trainers and learners served, and the like...done affordably.

The Potential Impact of Wave 3 on Online Training

Many organizations encounter difficulties in scaling their training programs because of complexity, cost, or the “Webinar” bias that says one-way delivery of content is enough. The fact is that two-way interactivity and “group collaboration” are essential to scaling training programs using web conferencing. So is ease of use, perhaps now more than ever, as online training becomes more ubiquitous and reaches more learners who may not be advanced PC users. That ease of use, however, applies to the basic tools placed at the fingertips of the trainer: they need to be comprehensive, yet not over the top.

I have seen some competing products - so I now appreciate GoToMeeting / GoToTraining even more. The user interface is not clunky, and one can do it all without it taking over your life (installing a big piece of software and taking the time to learn). It's very easy to use.

– Ben W., Operations Mgr, Make It Work Inc.

To some it may seem counter-intuitive: wouldn't interactivity require *more* in the way of resources, if one is attempting to touch all learners in as many ways as possible? But interactivity places a burden on the trainer to be efficient, which is where the *less* comes into play. Simpler, streamlined interactive features are essential to successful training classes online – learners come away better understood (and the trainer *knows* if the training was effective).

Interactive tools also lend themselves to ad hoc sessions after the scheduled, structured sessions – particularly if a learner needs assistance. A typical workflow is 1) trainer prepares for class; 2) trainer delivers interactive class real-time; 3) learner accesses archived session for review; and 4) learner reaches out to trainer or other learners for assistance, clarification, or some other type of support.

Thus, because interactivity *increases* when using real-time tools, it is even more important that a solution be streamlined. Balanced, blended online training tools, at the end of the day, can help create the ecosystem that drives program growth. Once trainers get the hang of streamlined tools, they become more efficient and productive. Thus trainers can then do more with less.¹

Conclusion

Perhaps because Wave 2 Web conferencing platforms designed for training were highly engineered – with relatively high price points when compared to basic meeting Web conferencing – the perception continues to exist in the general marketplace that online training solutions are expensive. Based on these and other interviews and surveys Wainhouse Research has conducted recently, it is clear that the market hungers for an affordable approach that does not penalize it for growth or limit trainers by steep pricing conventions. This is especially apparent in the market for trainers with small, independent organizations, who build their “for pay” training business on very specialized topics. Often they cannot afford to pay up front but can pay for a solution that accommodates their cash flow. Fortunately, trainers can leverage the efficiencies and scalability of Wave 3 Web conferencing tools to not just reach more learners, but address the business side of training. Whether one is with a small-to-medium business, or a large enterprise, training is often a cost center – and ideally a profit center.

¹ This path towards simplicity will run in parallel with – and counter to – another trend in web conferencing: delivery of tools that are part and parcel of more complex unified communications platforms.

Appendix – Additional Trainer Remarks

Because we could not include earlier in this paper all of the contributions we gathered from trainers who previewed GoToTraining, we have grouped some of the most compelling comments below to further the discussion – adding our own commentary where appropriate. Most of the discussion surrounds two points: What capabilities make a strong training platform, or what are the newfound benefits of Wave 3-style Web conferencing for training.

The Value of Interactive Tools

We like to use the drawing pen and the ability to give the pen to a student. It's just another way to make the experience interactive. We also do interactive questions and ask students to type in their answers. Students cannot fake it - they need to "be there" and be involved.

– Jenina S., Chief Operations Officer, Solutions Cube Group

The Value of Tests, Quizzes, and Polls

I love being able to download post-event surveys, see the overall satisfaction level (of my trainees).

– HR Advisor and Leadership Coach, Transportation Firm

I had a partner who offered exam prep on-site. GoToTraining now allows us to teach online. What made this possible is the need for testing -- I have 54 quizzes to give in a 6 week course.

– Jenina S., Chief Operations Officer, Solutions Cube Group

The Value of All-in-One, Balanced, Easy-to-Use, Integrated Services

I like the ease of set-up. My experience with other products is that they are much more complicated. I really like being able to easily set up, copy, and change the date and time of a class but don't have to change anything else. Also, other products don't have a way to provide materials participants can download.

– HR Advisor and Leadership Coach, Transportation Firm

The Benefits of Easily Managed Courses and Content

I love the fact that we can now upload materials to the classroom. That's neat to have. I also like flexibility in scheduling sessions, and the copy feature. Often I have to set up a meeting once a week, at the same time, so I just select the copy function and put in four meetings; this is time saving for me. Also I get the ability to copy a URL and paste it into my Moodle classroom.

– Karen B., Founder/Administrator, Digital Art Academy

The library idea is wonderful - again we have done this ourselves but it sure is handy to pick things off the shelf in the system.

– John C., VP Sales and Support, Identi-Kit Solutions

I love the content library within GoToTraining; I can pull different documents at different times, edit them on-the-fly, and share them immediately. It's very user-friendly in that respect. I like that I can do anything I want, within reason. And I like that we can easily add the recorded archives into the library.

-- Barb D., Education Manager, NAIOP

The content library is very helpful. I have a lot of materials in the library. Now I can add tests and evaluations.

– HR Advisor and Leadership Coach, Transportation Firm

The Value of Reporting

It's time savings for me. This generates reports I didn't have before, which changes how I teach. And I can train more at a time if I need to.

– Jenina S., Chief Operations Officer, Solutions Cube Group

Affordable Pricing

GoToTraining (was a pleasant surprise). I was elated when I found out they were going to do something like this. I had to seriously start looking at other companies' offerings – some of which I love but are too expensive.

– Karen B., Founder/Administrator, Digital Art Academy

The pricing allows us to start small, test the concept, and then grow capacity as we need it. Many of the competitors would make us make a large commitment up front. We also like the option of paying monthly.

– Jenina S., Chief Operations Officer, Solutions Cube Group

About the Authors

Alan Greenberg is a Senior Analyst & Partner and Distance Education and e-Learning practice manager at Wainhouse Research. Alan has worked in the telecommunications, videoconferencing, software and services, and multimedia arenas for more than 25 years, holding marketing positions with Texas Instruments and several other technology companies. He has conducted research into dozens of distance learning and e-Learning products and programs and covers web conferencing, managed services, and mobile and 3G wireless conferencing for WR. He is co-lead analyst on the Wainhouse Research WebMetrics research program, and has authored many research notes on web conferencing and e-Learning vendors. Alan holds an M.A. from the University of Texas at Austin and a B.A. from Hampshire College.

Andy Nilssen is a Senior Analyst & Partner at Wainhouse Research, where he leads the WR web conferencing and IM & Presence practice. Andy is a co-author of WR's recent Unified Communications Products report which sized the entire UC market space, and WR's bi-annual WebMetrics study, which tracks web conferencing usage and user preferences. Earlier in his career, Andy managed the planning and launch of PictureTel's second-generation group videoconferencing systems. Andy has over 25 years of experience in high-technology product marketing and market research, earned his MBA and BSEE degrees from the University of New Hampshire, and holds two ease-of-use related patents.

About Wainhouse Research

Wainhouse Research, www.wainhouse.com, is an independent market research firm that focuses on critical issues in the Unified Communications, rich media conferencing, and e-Learning fields. The company conducts multi-client and custom research studies, consults with end users on key implementation issues, publishes white papers and market statistics, and delivers public and private seminars as well as speaker presentations at industry group meetings. Wainhouse Research publishes a variety of reports that cover the all aspects of rich media conferencing, and the free newsletter, *The Wainhouse Research Bulletin*.

About Citrix Online

Citrix Online, a division of Citrix Systems, Inc., is a leading provider of easy-to-use, on-demand applications for Web conferencing and collaboration. Its award-winning services include GoToMeeting® Corporate, a complete collaboration solution that satisfies all Web conferencing needs ranging from large Webinars to small online meetings.

With GoToTraining Corporate, organizations of any size can use GoToTraining® for do-it-yourself Online Training more interactive online training.

For a free evaluation of GoToTraining Corporate, please visit www.gototraining.com.