



2014-2015

Benchmarking Survey of

LOMA Education Practices:

Part One

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Introduction

The 2014-2015 Benchmarking Survey of LOMA Education Practices: Part One is the eleventh edition of a periodic survey that began in 1972. As with previous editions, the main purpose of this survey is to enable companies to compare their policies and procedures relative to norms established by the insurance and financial services industry. All participants in the current survey were Primary Educational Representatives (Ed Reps) who had been designated by companies to administer LOMA education programs.

A “company” is that entity for which an Ed Rep has been designated. In some instances, companies (i.e., corporate entities) designate more than one Primary Ed Rep to facilitate educational administration, usually in the case where there are large regional offices to consider. To maintain consistency, each entity with its own Primary Ed Rep is considered a “company” in these results.

Part One of the Survey was conducted during September-October 2014. A total of 1,476 Primary Ed Reps worldwide were surveyed. Responses were received from 116 of those surveyed for an overall response rate of 7.8%.

The survey covers the following topics:

- The Ed Rep role
- Promotion of LOMA education programs
- Policies affecting employee participation in LOMA programs
- Employee motivations and interest in LOMA programs
- Company practices regarding fees and incentives
- Types of assistance provided to help students prepare for exams

Summary Highlights of Results

The Ed Rep Role. The majority of Ed Reps:

- Serve 1,000 or fewer employees.
- Have bachelor or more advanced degrees.
- Work in human resources or learning and development departments.
- Have administrative-level or technical/professional/specialist-level positions.
- Have served as an Ed Rep for less than five years.
- Devote less than 10% of their time to their Ed Rep functions.
- Administer a variety of other types of employee development/training in addition to LOMA’s Education Program.

Promotion of LOMA education programs. Companies use many ways to promote LOMA education programs to employees.

- The most widely used methods include: email to employees, company intranet, new employee orientation, LOMA brochures and catalogs, department meetings with managers, career path counseling, and links to LOMA’s website.
- Senior management in most companies is extremely supportive of LOMA education programs. They actively encourage participation by earning a LOMA designation themselves and/or completing specific LOMA courses, discussing LOMA at general employee meetings, recognizing students at award events, and stressing the importance of LOMA programs to department heads.
- Companies distribute LOMA promotional materials (catalogs/brochures) to employees in a variety of ways. Personal delivery by the Ed Rep remains the most common way. They also make wide use of electronic delivery of LOMA information to employees. The three major sources Ed Reps use to get information regarding LOMA Education Programs are www.loma.org, LOMANET, and the LOMA Education and Training Catalog.

Summary Highlights of Results (Continued)

Company policies affecting employee participation in LOMA programs. The majority of LOMA Ed Reps work in companies where:

- Corporate policies and senior management encourage employees to participate in LOMA programs.
- There is no set limit on the number of LOMA courses an employee can take in a year.
- Employees' direct supervisors participate in determining which education programs employees can take.
- The company uses ALMI/FLMI Level 1 courses to introduce new employees to the company's business and includes LOMA education programs in its employee development plans.
- Completion of some LOMA courses and/or achievement of the FLMI designation are factors in hiring and promotion decisions.

Employee motivations and interest in LOMA programs. The majority of Ed Reps believe that:

- Five factors motivate employees to take LOMA courses: a desire to increase job/industry knowledge, personal motivation (career growth), desire to earn an industry designation, job requirements, and financial rewards.
- Employee interest in various LOMA education programs has remained stable or increased in the last two years and interest in the ALMI, FLMI, and ACS programs has grown the most.

Company practices regarding fees and incentives. In the majority of Ed Rep companies:

- The company itself bears most costs associated with course enrollment fees, LOMA study materials, and student exam fees.
- The company is not planning or considering any changes to its policy of paying education program expenses.
- The company provides additional financial awards to individuals for successfully completing individual LOMA courses and/or designations.
- The company offers nonfinancial recognition for successful completion of LOMA designations.

Types of assistance provided to help students prepare for exams. In the majority of Ed Rep companies:

- The most frequent type of assistance offered to help students prepare for exams is personal study time.
- If available, exam preparation assistance is most frequently offered on company (paid) time or as a combination of both paid and unpaid time.
- If classes are offered, the majority are for Level One of the ALMI/FLMI Program.
- The most common number of class sessions for each course taught is 1-8 sessions lasting 1-2 hours each.

Section One: Role of the Ed Rep

This section describes Ed Reps and their jobs. It addresses the following topics:

- Number of employees served.
- Education.
- Functional area and job level.
- Length of service.
- Time spent on Ed Rep duties.
- Assistance from others.
- Job descriptions and performance appraisals.
- Other responsibilities.

Size of Employee Population Served by Ed Reps

A large majority (84%) of Ed Reps responding serve 1,000 or fewer employees. See Figure 1. Thirty-four percent serve 100 or fewer, fifty-percent serve between 101 and 1,000. Only 16 % serve 1,001 or more.

Figure 1.	
Number of Employees Served	Response Percent
1 - 100	34%
101- 1000	50%
1,001 +	16%

Level of Education

LOMA's educational representatives are well educated, with a total of 66% holding bachelor's (41%) or more advanced degrees (25%).

Functional Area and Job Level

Most Ed Reps work in the human resources (41%) or learning and development departments (27%) of their companies. The remainder (30%) work in "other insurance departments", including underwriting/new business, customer/policyowner service, compliance, information technology, brokerage office management, accounting/internal auditing, actuarial, finance/investment, and general administrative services.

A majority of Ed Rep positions are at either the administrative support level (24%), the associate/technical/professional/specialist/front line customer support level (34%), the supervisor/team leader level (9%), or at the middle management level (20%). Eight percent are at the senior management level.

Length of Service

A majority of Ed Reps (65%) have served in that capacity for less than five years. See Figure 2.

Figure 2.	
Length of Service	Response Percent
Less than one year	22%
One to five years	43%
Five to 10 years	22%
More than ten years	13%

Time Spent On Ed Rep Duties

A majority of Ed Reps (70%) devote less than 10% of their time to their Ed Rep functions. Not surprisingly, in large companies (those with greater than 1,000 employees), Ed Rep activities take more time than they do in small ones. See Figure 3.

Figure 3.	
Time Spent on Ed Rep Duties	Response Percent
Large companies – Less than ten percent	58%
Large companies – More than ten percent	42%
Small companies – Less than ten percent	73%
Small companies – More than ten percent	27%

Assistance from Others

One-fifth (19%) of the responding Ed Reps receive assistance in carrying out their duties from people other than established secondary Ed Reps. Eighty-nine percent receive no additional assistance.

Job Descriptions and Performance Appraisals

A majority of companies include Ed Rep duties in job descriptions (59%) and evaluate Ed Rep performance in performance appraisals (58%). Large companies are particularly likely to follow these practices. See Figure 4.

Figure 4.		
Ed Rep Duties included in Job Description	Response Percent Yes	Response Percent No
Large companies	79%	21%
Small companies	55%	45%
Ed Rep Duties considered in Performance Evaluation	Response Percent Yes	Response Percent No
Large companies	74%	26%
Small companies	55%	45%

Other Responsibilities

Ed Reps typically have a wide variety of education-related administrative functions. Almost four-fifths of those responding (79%) administer employee development and training programs other than LOMA's education program. Of those who do so, here are the types of programs they conduct and the percentages of Ed Reps who conduct each type of program: See Figure 5.

Figure 5.	
Other Responsibilities	Response Percent
Classroom training	69%
Onboarding/new employee orientation	67%
External training (conferences, seminars, etc.)	54%
Other industry designation programs	50%
Internal online training	48%
Talent management	35%
Executive development	25%
University degree programs	23%
CE programs	17%
Other	11%

Providing Information about LOMA Programs to Company Management

Approximately five in ten Ed Reps provide at least one type of information about LOMA education programs participation to management at least annually. Below are the types and percentages of information provided. See Figure 6.

Figure 6.			
Information About LOMA Programs Provided to Company Management At Least Annually	Response Percent All Companies	Response Large Companies	Response Small Companies
Pass Rate Ratios	49%	17%	19%
Enrollment Trends	46%	28%	16%
Employee Names	41%	11%	17%
Student Grades	38%	9%	16%
Participation Percent	36%	17%	13%
'Did Not Sit' Ratios*	20%	7%	8%
I do not provide any reports	18%	2%	8%
Other	11%	9%	3%

*This ratio compares the number of students who actually take exams with the number who have registered to take them.

Section Two: Promotion of LOMA Education Programs

Methods Used to Promote LOMA Education Programs to Employees

Companies have numerous ways of promoting LOMA education programs to employees. Figure 7 shows the percentages of companies using various methods:

Figure 7.	
Methods Used to Promote LOMA Education Programs	Response Percent
E-mail to employees	64%
Company intranet	53%
New employee orientations	51%
LOMA brochures and catalogs	50%
Department/ functional area meetings with managers	35%
Career path/career development counseling	33%
Link to LOMA's Web site	32%
Company Bulletin / Notice boards	29%
Meetings with the Ed Rep	21%
Company publications/newsletter	15%
Memo to employees	14%
LOMA Posters	12%
Education Fair/LOMA Education Day	10%
Other	6%

Senior Management Support for LOMA Education Programs

Senior management in most companies is extremely supportive of LOMA education programs, irrespective of company size. Four-fifths of Ed Reps responding to the survey (81%) work in companies where senior management actively encourages participation.

Even more Ed Reps work in companies where senior management encourages earning a LOMA designation (84%) and/or completing specific LOMA courses (78%).

Senior management encourages participation in LOMA's programs in a number of ways as shown in Figure 8. There were no significant variations in results by company size.

Figure 8.	
Methods Used by Senior Management to Encourage Participation in LOMA Education Programs	Response Percent
Discussing at general employee meetings	43%
Recognizing students at award meals	37%
Participating themselves	36%
Stressing importance to department heads	34%
Discussing at new employee meetings	30%
Sending e-mail/memo to all employees	27%
Sending written acknowledgement to students	24%
Other	18%
Writing articles for company publications	9%

How Companies Distribute LOMA Promotional Materials

Companies distribute LOMA promotional materials (catalogs/brochures) to employees in a variety of ways. Personal delivery by the Ed Rep remains the most commonly used method of distribution. See Figure 9.

Figure 9.

Methods Used To Distribute LOMA Promotional Materials	Response Percent
By Ed Rep personally	61%
On company intranet	40%
Through the HR department	39%
Handed out only upon request	29%
Through the training department	24%
Through interoffice mail	23%
As part of new employee orientation	22%
On display tables and/or bulletin boards	19%
At Ed Fairs / LOMA Education Day	10%
At employee meetings	8%
By department heads	7%
Other	4%
Through payroll inserts	0%

More than four-fifths of Ed Reps (84%) have downloaded LOMA's Education and Training Catalog or other education materials from www.loma.org in the past 12 months. Fifty percent of Ed Reps (50%) have downloaded and posted LOMA promotional material (catalogs, flyers, etc.) on the company's intranet, employee resource sites, etc., in the last 12 months. During this same period, half of employees (49%) have requested receiving program and course information via the Internet or through the corporate Intranet rather than through a printed catalog or brochure.

Where Ed Reps Go to Get Information About LOMA Education Programs

Ed Reps use three major sources for information regarding LOMA Education Programs: www.loma.org, LOMANET, and the LOMA Education and Training Catalog. They also use other sources as well: the Ed Rep Resources Web page, LOMA Contact Center (Office of the Registrar), and Ed Rep Contact newsletter. Ed Reps at large companies are more likely than those at small ones to get information on LOMA programs from the Ed Rep Webinars (8% compared to 2%). See Figure 10.

Figure 10.

Sources of Information About LOMA Education Programs	Response Percent
Main LOMA website (www.loma.org)	84%
LOMANET (www.lomanet.org)	77%
LOMA Education & Training catalog	60%
Ed Rep Web pages on www.loma.org	30%
LOMA Contact Center (Office of the Registrar)	27%
Ed Rep Contact newsletter	27%
Ed Rep Guidebook	21%
LOMA Learn Online (www.lomalearn.org)	15%
Ed Rep Webinar	13%
My local (in-country) sales representative	9%
LOMA's International Department	4%
Other	4%

One in five Ed Reps (19%) would be interested and 45% might be interested in placing a regular article about LOMA Education Programs in their company newsletters.

Preferred Method of Communication with LOMA

When respondents were asked about their preferred method of communication with LOMA, by far the most preferred method was via email. See Figure 11.

Figure 11.	
Preferred Method of Communication with LOMA	Response Percent
By e-mail	85%
By telephone	9%
Through my local (in-country) sales representative	4%
Through LOMA's Contact Center (Office of the Registrar)	3%

Section Three: Company Policies Affecting Employee Participation in LOMA Programs

The vast majority of companies responding to the survey have policies promoting employee education. Most companies encourage all or some employees to participate in LOMA education programs. Requiring participation is much less common. Only about one in ten firms require some employees to participate. In about one-fifth of the cases, either the company has no specific policy regarding participation or employees must initiate participation. See Figure 12.

Figure 12.	
Company Policies Regarding Employee Participation in Education Programs	Response Percent
Require all employees to participate	0%
Require certain classes or categories of employees to participate	9%
Encourage all employees to participate	60%
Encourage certain classes or categories of employees to participate	15%
Employees must initiate action if they are interested in participating	12%
Have no specific policies	5%

About three-quarters (76%) of companies responding have no set limit on the number of exams that can be taken in a year. Of the 24% of companies that have a formal policy of limiting the number of LOMA exams a student can take in a particular year, about one-fifth of companies (19%) limit students to four or fewer exams per year, and about 5% limit them to between five and nine exams.

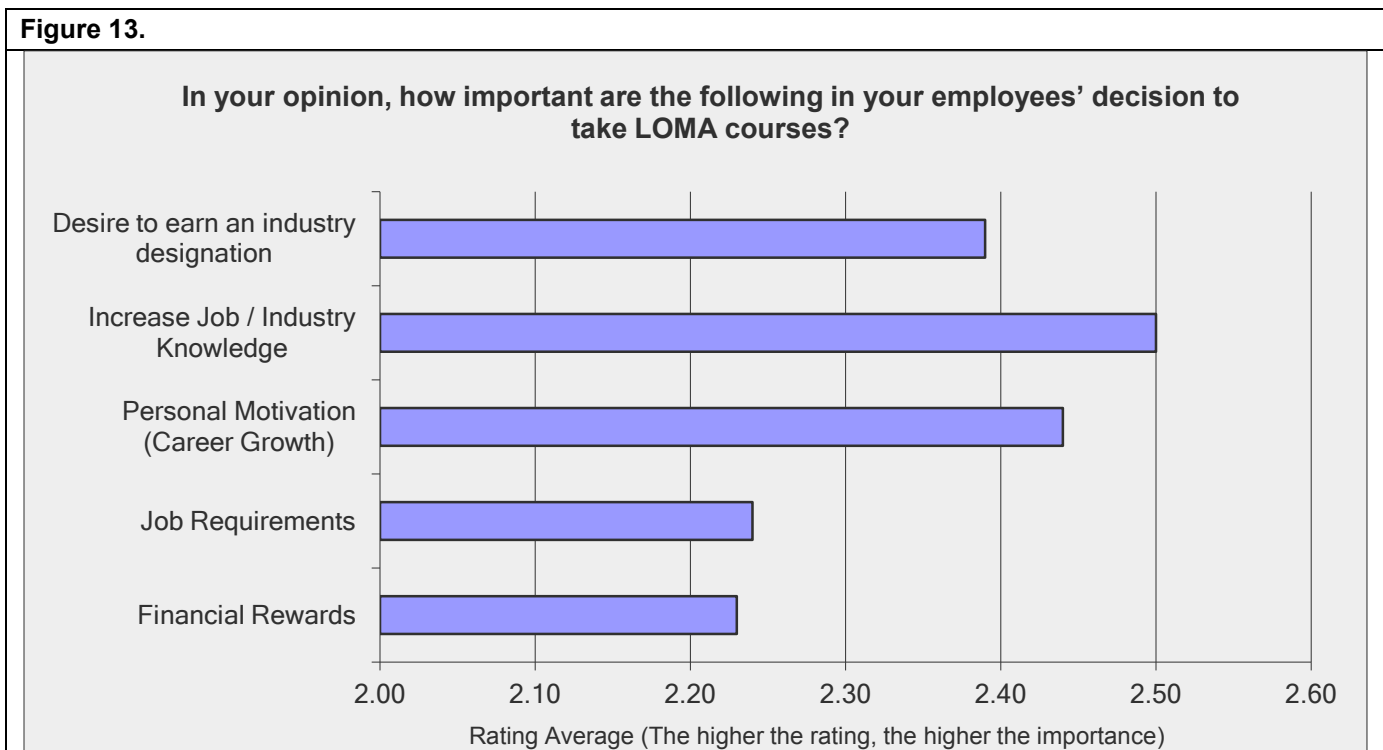
The Role of Supervisors

In about two-thirds of companies (69%), the employees' direct supervisors participate in determining which education programs some employees (51%) or all employees (18%) can take.

Employee Motivations to Enroll in LOMA Courses

In the view of Ed Reps, employees' major motives for taking LOMA courses are to increase job/industry knowledge, boost career growth (personal motivation), earn an industry designation, fulfill job requirements, and receive financial rewards. The desire to increase job knowledge is significantly more important to employees than receiving financial rewards. See Figure 13.

Figure 13.



Use of LOMA Programs in New Employee Orientations

About one-third of companies (29%) use LOMA programs in new employee orientations. Small companies (30%) are more likely to do so than larger ones (22%).

Use of LOMA Programs in Introducing New Employees to the Company's Business

Although only about one-third of companies use LOMA programs in new employee orientations, a far higher percentage use them to introduce new employees to the company's business (shown in Figure 14). Companies are particularly likely to use Level 1 courses (LOMA 280/281 and 290/291) in the ALMI/FLMI programs for this purpose. Almost nine out of ten (86%) companies do so. Forty-three percent (43%) use the ACS program for new employees. Nine percent (9%) use LOMALearn Online Short Courses and seven percent (7%) use the AIRC courses.

Figure 14.	
Share of Companies Using Various LOMA Education Programs to Introduce New Employees to Their Business	Response Percent
FLMI Level I (LOMA 280/281, 290/291)	86%
ACS	43%
LOMALearn Online Short Courses	9%
AIRC	7%
SRI Certificate Level (SRI 111, 121, 131)	3%
ARA	3%
Other	9%

Employee Interest in LOMA's Educational Programs

In general, Ed Reps responding to the survey indicated that employee interest in LOMA's educational programs has remained stable over the past two years. Where it has changed, increases in interest have surpassed decreases. Interest in the ALMI and FLMI programs and the ACS program has grown the most.

Incorporation of LOMA Programs in Employee Development Plans

About three-fourths of companies (74%) have formal professional development plans for some (45%) or all (29%) of their employees. There was no significant difference between small and large companies as to whether they have formal development plans. Small companies, however, are more likely to have them for all (30% vs. 22%) or most employees (20% vs. 11%).

Over three-fifths (63%) of companies include LOMA education programs in their employee development plans. Of the companies that include LOMA programs in employee development plans, which programs or courses do they include? See Figure 15.

Figure 15.	
LOMA Education Programs Incorporated into Employee Development Plans: Respondents Who Incorporate LOMA Programs	Response Percent
Fellowship Designations	50%
Associate Designations	46%
Specific Associate Courses	28%
Specific Fellowship Courses	25%
LOMALearn Online Short Courses	9%
Don't know	27%

Effect of LOMA Programs on Company Hiring, Job Assignment, & Promotion Decisions

In general, of the choices offered, completion of some LOMA courses and/or completion of the FLMI are the most important factors in company hiring, job assignment, and promotion decisions. Approximately half of respondents say that the completion of some LOMA courses is a factor in hiring and promotion decisions. A similar percentage of respondents say that completion of the FLMI designation is a factor in promotion decisions. Approximately one-third say that other LOMA designations are important factors in hiring, job assignments, and promotions. See Figure 16.

Figure 16.

Effect of LOMA Programs on Company Hiring, Job Assignment, & Promotion Decisions	Hiring	Determining Job Assignments	Determining Promotions
Some LOMA courses completed	51%	37%	53%
FLMI Designation	43%	48%	62%
Other LOMA Designations	40%	53%	58%
LOMA Learn Online Short Courses	30%	44%	41%

Return on Investment of LOMA Courses/Programs

Companies were asked if they had evaluated the return on investment of LOMA courses/programs. Of those responding, only 6% of companies have evaluated the return on investment of LOMA courses/programs. Large companies (11%) are more likely than small companies (4%) to have evaluated their return. A large percentage of respondents (40%) do not know whether their company has evaluated its return on investment.

Section Four: Company Practices Regarding LOMA Program Fees and Incentives

This section describes company practices with regard to LOMA fees and company recognition of employees for successful completion of LOMA courses and designation programs. It addresses the following issues:

- Responsibility for the cost of LOMA course/exam fees.
- Providing financial awards for completion of LOMA programs.
- Providing non-financial recognition for completion of LOMA programs.

Responsibility for the Cost of LOMA Course/Exam Fees

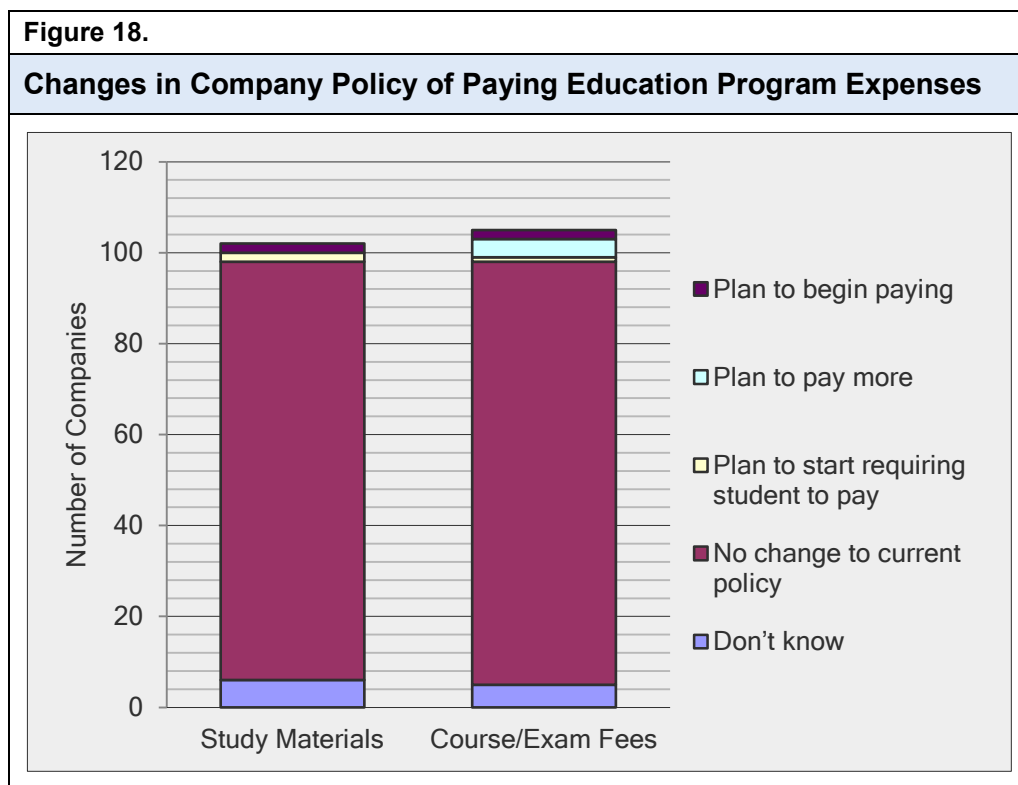
The vast majority of companies have a policy of paying course/exam fees – with certain qualifications. See Figure 17.

Figure 17.

Company Policy With Respect to Course/Examination Fees	Response Percent
Company pays course/exam fees up front, but student who fails course must reimburse company	31%
Student pays course/exam fees up front, company reimburses if student passes	22%
Company pays course/exam fees up front, but only for the first-time enrollment in a particular course	22%
Other	18%
Company pays any and all course/exam fees up front with no restrictions	6%
Student pays all fees, company does not reimburse student	2%

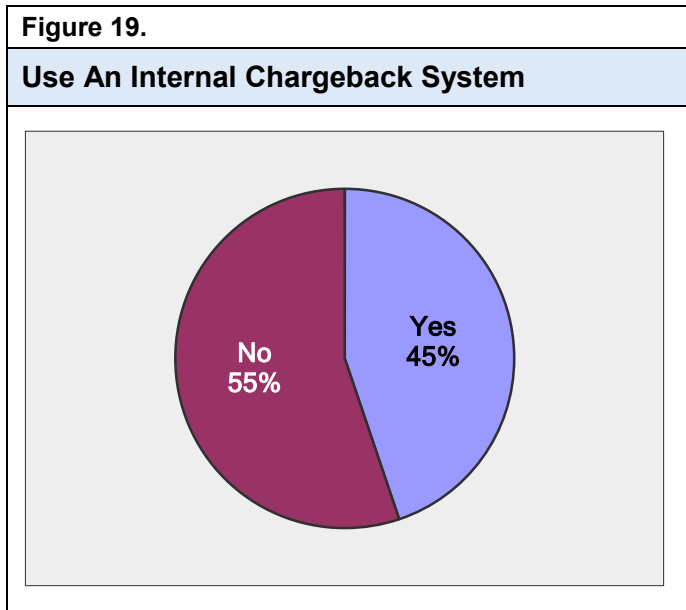
Changes in Company Policy of Paying Education Program Expenses

The vast majority of companies (90%) are not planning or considering any changes to their policies of paying education program expenses. See Figure 18.



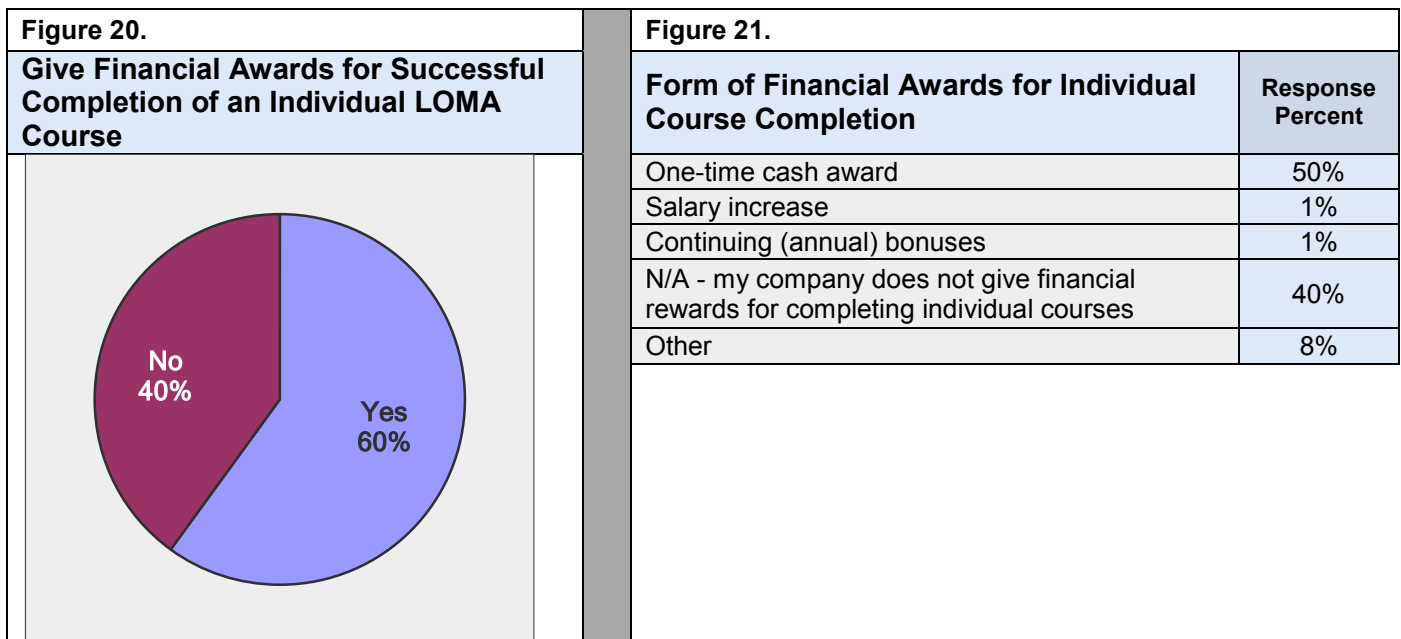
An Internal Chargeback System

Less than half (45%) of respondents' companies use an internal chargeback system for allocating the cost of courses/exams and/or study materials to individual departments. See Figure 19.

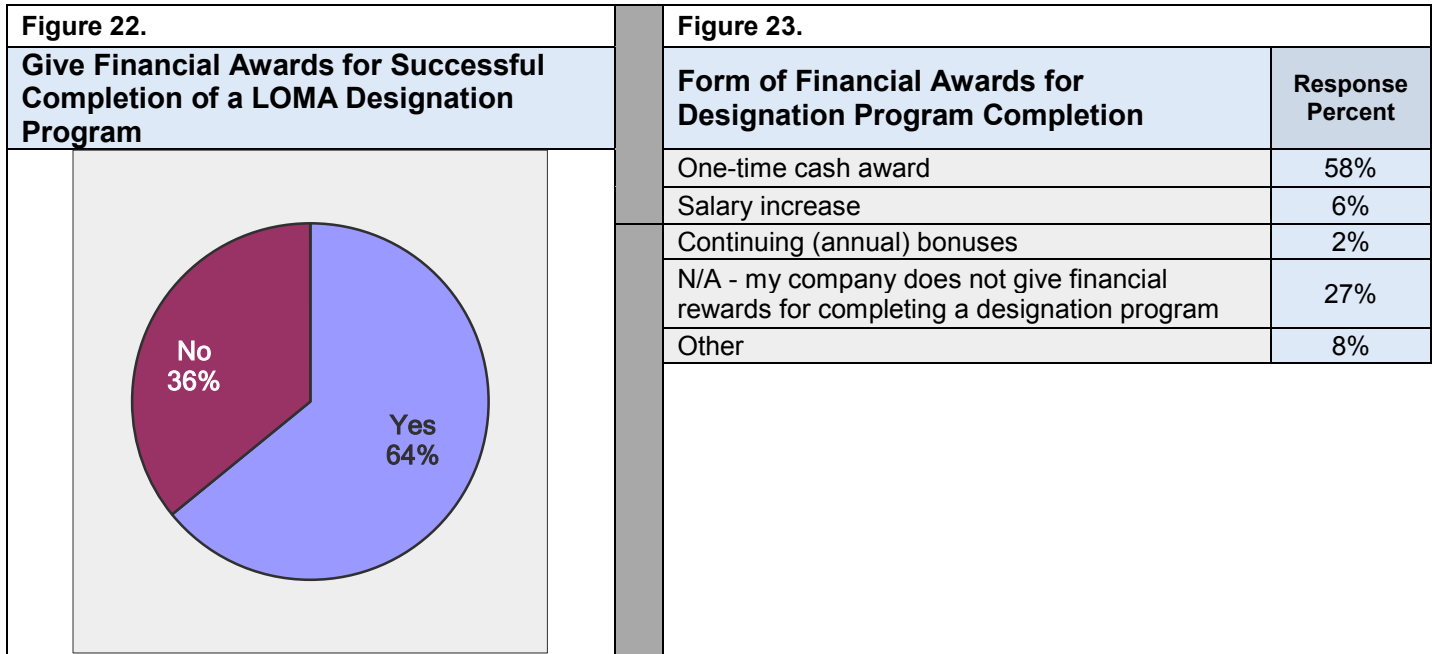


Providing Financial Awards for Completion of LOMA Courses and Programs

In addition to paying fees for employee study materials and exams, many companies also provide financial incentives to encourage employees to complete courses or designations. Three out of five companies (60%) give students a financial reward for successful completion of an individual LOMA course (Figure 20). Most of the time (50%), the reward is a one-time cash award. See Figure 21.



Two-thirds of the companies (64%) provide a financial incentive for completion of a designation. See Figure 22. Here again, most of the time (58%) this reward is also a one-time cash award (Figure 23).



The next two charts show the percentage of companies making various kinds of awards available to employees for completion of LOMA courses or designations. The differences in results from course to course or program to program reflect in part the fact that usage levels of the various courses and programs vary.

Note in Figure 24 below that virtually no companies offer financial awards worth more than \$250 for completion of specific courses. The vast majority of awards are \$100 or less.

Figure 24.									
Company Provides Financial Rewards for Individual Course Completion	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$150	\$151-\$200	\$201-\$250	\$501+	N/A
LOMA 280/281 and 290/291	11%	26%	6%	16%	4%	0%	0%	0%	36%
LOMA 301, 307 and 320/321	7%	18%	7%	21%	6%	0%	0%	0%	38%
LOMA 311/316, 335, 357, 361 and 371	6%	20%	7%	21%	6%	1%	0%	0%	38%
ACS 100, 101	8%	17%	8%	22%	3%	0%	1%	0%	41%
SRI 111, 121, 131	3%	12%	7%	18%	3%	0%	1%	0%	57%
AIRC 411, 421	5%	14%	5%	22%	3%	0%	1%	0%	49%
ARA 440	5%	14%	4%	20%	3%	0%	1%	0%	51%
UND 386	4%	18%	4%	18%	3%	3%	1%	0%	48%
CPLHI 280 - 356	3%	14%	3%	6%	0%	0%	0%	0%	75%
PFLP 280 - 440	3%	13%	3%	6%	0%	0%	0%	0%	76%
PFSL 100 - 356	3%	13%	3%	6%	0%	0%	0%	0%	76%
DLHI 280, 290, 320	3%	13%	3%	6%	0%	0%	0%	0%	76%
CPFS 100	3%	13%	3%	7%	0%	0%	0%	0%	75%
LOMA Learn Online short course	4%	10%	3%	3%	0%	0%	0%	0%	80%

As might be expected, awards/incentives for designation program completion are higher than awards for individual course completion. The vast majority of awards are \$500 or less, although a few companies provide awards in greater amounts for FLMI completion. See Figure 25.

Figure 25.

Company Provides Financial Rewards for Designation Program Completion	\$1-\$50	\$51-\$100	\$101-\$250	\$251-\$500	\$501-\$750	\$751-\$1,000	\$1,001+	N/A
FLMI	2%	5%	19%	18%	5%	18%	3%	30%
ALMI	7%	9%	12%	15%	0%	0%	0%	57%
ACS	7%	12%	17%	15%	0%	0%	0%	49%
AIRC	6%	9%	15%	6%	3%	0%	0%	60%
ARA	6%	10%	9%	5%	3%	0%	0%	67%
CPLHI	4%	3%	3%	1%	0%	0%	0%	89%
PFLP	4%	3%	3%	1%	0%	0%	0%	89%
PFSL	4%	4%	3%	1%	0%	0%	0%	88%
DLHI	4%	3%	1%	1%	0%	0%	0%	91%
CPFS	4%	3%	1%	1%	0%	0%	0%	91%

Changes in Company Policy of Providing or Not Providing Financial Rewards for Courses and Designation Program Completions

Slightly more than 80% of companies are not planning to change their financial rewards policies. A small percentage are planning or considering an increase in their financial rewards. Figure 26.

Figure 26.

Company Planning or Considering Changes to Its Policy of Providing or Not Providing Financial Rewards for Course and Designation Program Completions	Plan to increase	Plan to decrease	Plan to eliminate	No changes planned	Don't know
Company provides financial rewards for earning a designation	4%	0%	0%	81%	15%
Company provides financial rewards for completing individual courses	2%	0%	0%	83%	15%
Company does NOT provide financial rewards for earning a designation	0%	0%	0%	83%	17%
Company does NOT provide financial rewards for completing individual courses	0%	0%	0%	83%	17%

Providing Non-financial Recognition for Completion of LOMA Programs

In addition to offering financial awards for completion of LOMA designations, many companies (68%) also offer non-financial recognition.

Figure 27 shows the percentage of companies offering various types of non-financial recognition for completion of different designation levels or LOMALearn Online short courses. As might be expected, completion of a fellowship level program is most likely to win recognition. The most widely used forms of recognition are (1) a presentation ceremony on company premises, (2) an article in a company publication, (3) face to face congratulations by a company officer, (4) a note of congratulations from a company officer, and (5) for earning a fellowship-level designation—paying the costs for a designee to attend LOMA’s Annual Conference.

Figure 27.

Methods of Non-Financial Recognition Companies Use For Completion of Each Designation Level or LOMALearn Online Short Course	Level One (Certificate Level)	Fellowship Level	Associate Level	LOMA-Learn Online Short Course	N/A
Face to face congratulations by company officer	32%	37%	28%	12%	59%
Note of congratulations from company officer	24%	37%	25%	7%	60%
Article in company publication	34%	36%	34%	7%	58%
News release sent to local paper(s)	2%	8%	3%	0%	92%
Presentation ceremony on company premises	27%	39%	34%	11%	58%
Company recognition meal	14%	18%	17%	2%	80%
Allow student extra vacation time	0%	0%	0%	0%	100%
Gift	5%	5%	5%	2%	92%
Pay costs to attend LOMA’s Annual Conference	0%	22%	1%	0%	78%
Pay costs for spouse or guest to attend LOMA’s Annual Conference	0%	8%	0%	0%	92%
Other	14%	21%	13%	2%	77%

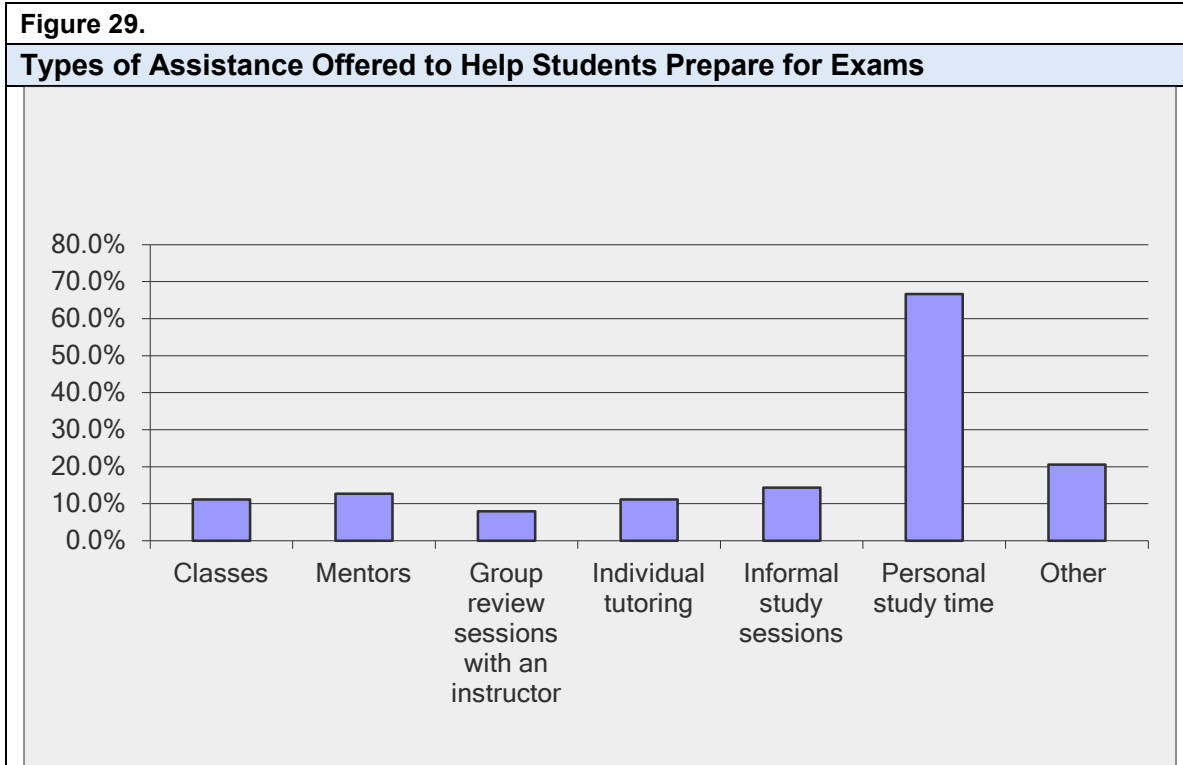
When asked about plans to change their current policies of paying or not paying expenses for sending new LOMA designees to LOMA’s Annual Conference most companies (64%) are not planning to change their current policies. Figure 28.

Figure 28.

Company planning or considering changes to its policy of paying or not paying expenses for sending new LOMA designees to LOMA’s Annual Conference	Response Percent
Yes, liberalizing our policy to send more new designees to the conference	0%
Yes, curtailing the policy and not sending new designees to the conference	3%
No change to the current policy regarding new designees (we DO pay expenses for sending new LOMA designees to LOMA’s Annual Conference)	13%
No change to the current policy regarding new designees (we DO NOT pay expenses for sending new LOMA designees to LOMA’s Annual Conference)	51%
Not sure	32%

Section Five: Types of Assistance Provided to Help Students Prepare for Exams

The most frequent type of assistance offered to help students prepare for exams is personal study time (68%), followed by informal study sessions (14%), and mentors (13%). Figure 29.



If available, exam preparation assistance is most frequently offered on company (paid) time or as a combination of both paid and unpaid time. Figure 30.

Figure 30.

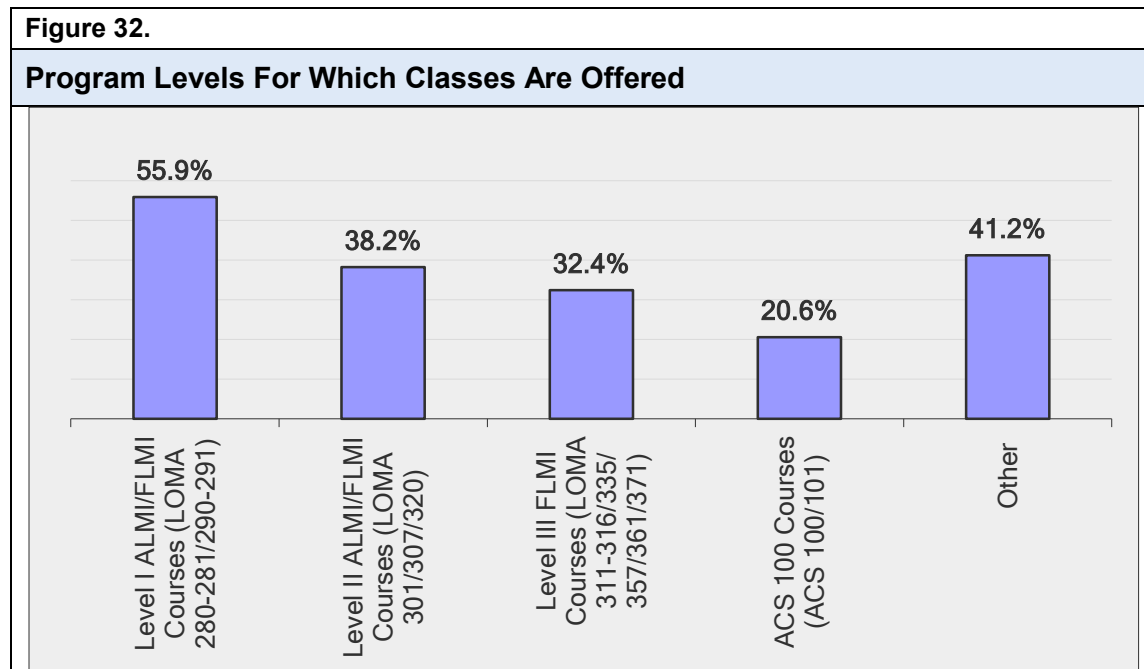
If Available, On Who's Time is Exam Preparation Assistance Offered?	On Company (paid) time	On Individual (unpaid) time	As a Combination of both	N/A (Do not offer exam prep assistance)
Classes	7%	3%	1%	88%
Mentors	7%	3%	1%	88%
Group review sessions with an instructor	3%	2%	3%	92%
Individual tutoring	6%	3%	5%	86%
Informal study sessions	6%	3%	6%	86%
Personal study time	29%	10%	11%	51%
Other	2%	0%	0%	98%

The typical amount of time allotted for exam prep assistance per course is 3-4 hours or less. Figure 31.

Figure 31.

For Companies Offering Exam Preparation Assistance, Typical Amount of Time Allotted for Exam Prep Assistance Per Course	2 Hours or Less	3-4 Hours	5-6 Hours	7-8 Hours	9-12 Hours	13-16 Hours	16+ Hours	N/A (Do not offer exam prep assistance)
Classes	4%	4%	1%	0%	0%	0%	1%	88%
Mentors	4%	6%	0%	0%	0%	0%	0%	90%
Group review sessions with an instructor	1%	1%	0%	0%	1%	0%	1%	94%
Individual tutoring	3%	7%	1%	0%	0%	0%	0%	88%
Informal study sessions	1%	6%	1%	0%	0%	0%	0%	91%
Personal study time	4%	8%	3%	9%	4%	0%	12%	62%
Other	2%	0%	0%	0%	0%	0%	2%	96%

The companies that offer classes most often do so for Level 1 of the FLMI Program, followed by Levels Two and Three, and then the ACS 100/101 courses. Figure 32.



The most common amount of time allotted for each class is 1-2 hours although a substantial percentage of companies allot more than 2 hours of class time for each class for some courses. Figure 33.

Figure 33.

Average Amount Of Time Allotted For Each Class	Less than 1 hour	1 hour	1 - 2 hours	More than 2 hours	N/A (Do not offer Classes)
Level I ALMI/FLMI Courses	0%	4%	7%	6%	83%
Level II ALMI/FLMI Courses	0%	3%	7%	3%	87%
Level III FLMI Courses	0%	1%	4%	4%	90%
ACS Course (ACS 100/101)	0%	3%	4%	3%	90%
Other	0%	0%	0%	0%	100%

The most common number of class sessions for each course taught is 1-8 sessions. A small number courses (1%) have between 13–16 class sessions and a few courses have more than 17 class sessions. Figure 34.

Figure 34.					
Number Of Class Sessions Scheduled For Each Course Taught	1 - 8 Sessions	9 - 12 Sessions	13 - 16 Sessions	17+ Sessions	N/A (Do not offer Classes)
Level I ALMI/FLMI Courses	9%	0%	1%	1%	89%
Level II ALMI/FLMI Courses	6%	0%	1%	1%	91%
Level III FLMI Courses	4%	0%	1%	1%	93%
ACS Course (ACS 100/101)	3%	0%	1%	0%	96%
Other	0%	2%	0%	0%	98%

Of the companies responding, 3.7% pay students for 100% of their time in class and 7.4% do not pay students for their class time. Figure 35.

Figure 35.			
Extent to which students are paid for time in class	Students Participating in Class		N/A (Do not offer Classes)
	Are Paid	Are Not Paid	
	3.7%	7.4%	

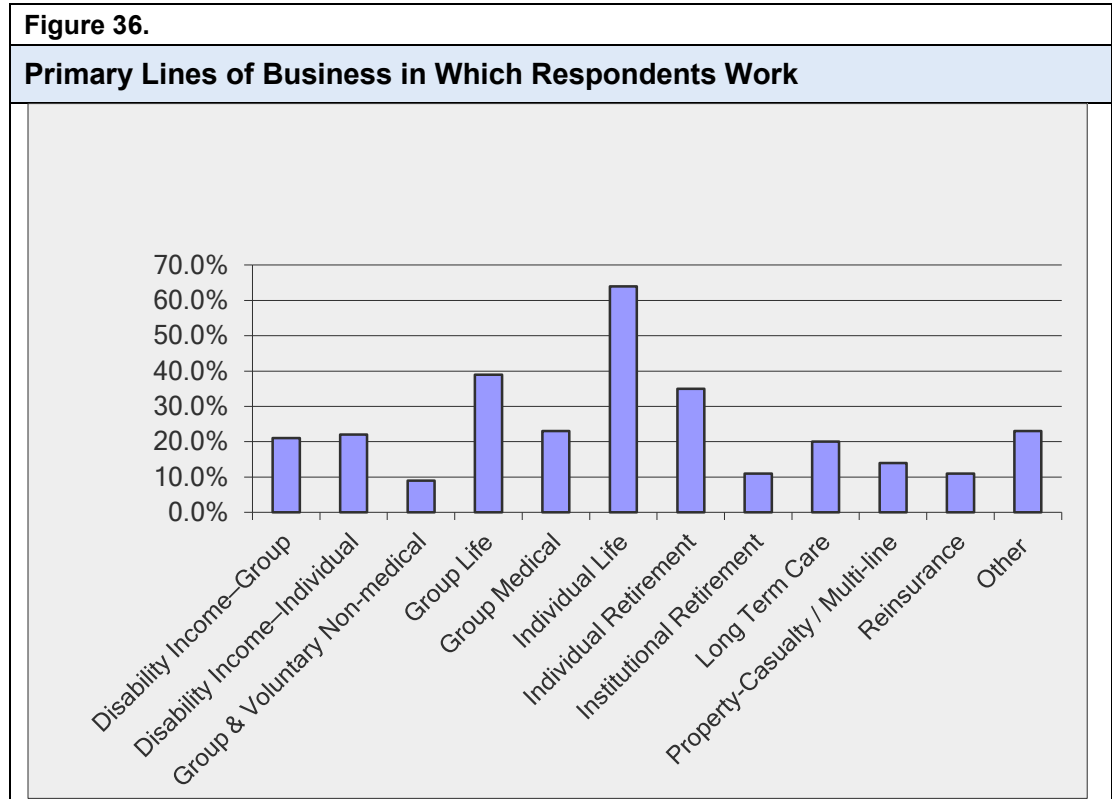
Among respondent companies that offer classes, 9% of the companies do not financially compensate their instructors for teaching LOMA classes. Only 3% financially compensate their LOMA instructors. No respondent companies compensate their LOMA instructors non-financially by providing them with something such as a plaque or an extra vacation day. Figure 36.

Figure 36.	
Compensation of Instructors For Teaching Classes	Response Percent
Instructors are compensated both financially and non-financially	0%
Instructors are compensated financially	3%
Instructors are compensated non-financially (such as a plaque or an extra vacation day)	0%
Instructors are not compensated for teaching classes	9%
N/A – Company does not offer classes	89%

Section Six: Demographics of Respondents

Primary Lines of Business in which Respondents Work

In terms of primary lines of business, the majority of Ed Rep respondents work in individual life (64%), followed by group life (39%), and individual retirement (35%). Figure 36.



Primary Language of Respondents

The primary language of the majority of respondents is English, followed by Chinese, Spanish, French, Bahasa Indonesia, Arabic, and Other. See Figure 37.

Figure 37.

Primary Language of Respondents	Response Percent
English	67%
Chinese	21%
Spanish	3%
French	2%
Bahasa Indonesia	2%
Arabic	1%
Other	4%

Geographic Location of Respondents

In terms of geographic location, the majority of Ed Rep respondents work in the United States (47.6%), followed by China (15.2%), Canada (9.5%), Southeast Asia/Oceania (7.6%), the Caribbean (5.7%), Hong Kong (4.8%), Taiwan and South Asia/India (both at 2.9%), and Africa/Middle East (1.9%). All other regions represent one percent or less. Figure 38.

Figure 38.	
Geographic Location of Respondents	Response Percent
United States	48%
China	15%
Canada	10%
Southeast Asia/Oceania	8%
Caribbean	6%
Hong Kong	5%
Taiwan	3%
South Asia / India	3%
Africa / Middle East	2%
Latin America	1%
Europe	1%
North Asia / Korea / Japan	<1%