

E-Learning Guidebook

Six Steps to Implementing E-Learning

By the staff of brandon-hall.com



Web site: www.brandon-hall.com
E-mail: brandon@brandon-hall.com
690 W. Fremont Ave., Suite 10
Sunnyvale, CA 94087
Phone: (408) 736-2335

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Introduction

E-Learning as a Powerful Business Strategy

Developing an e-learning program may seem like ascending Mount Everest – from a distance, it looks formidable, but to actually go through such a grueling experience is another story. But, armed with information and other organizations' experiences, you can begin moving mountains within your organization. We're here to help you understand the six basic steps to developing a successful e-learning initiative, which will help save you stress, time and money in the long run.

This guidebook was designed as a kind of "Cliff's Notes" to help both those just beginning to stake out e-learning, and to help those who are already fully engaged. If you are new to the subject, read through these steps. They will help you become familiar with the decisions and planning in your path ahead. For those of you who have already begun, check this out to make sure that you're still on track. Feel free to give this guide to other people in your organization who are just learning about e-learning. If you would like to receive additional copies of the guidebook, please contact Traci Larson at traci@brandon-hall.com, or call (715) 294-1602. Best wishes on your journey!

Why Should I Invest in E-Learning?

Organizations around the world are witnessing the benefits of e-learning – cost savings, flexibility and increased productivity. Virtually all of the organizations featured in *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices* (available at www.brandon-hall.com) are far enough along to be reporting cost savings and ROI. IBM alone reports saving nearly \$200 million in only one year as a result of implementing an e-learning strategy.

Some additional detail on the benefits of e-learning include:

No Need for Travel

- Alternative training mode for off-site personnel.
- Instructors are not held by geographic boundaries.
- More students can view the presentation at once.

Shorter Development Cycles

- Faster delivery of appropriate training to applicable staff members.
- Higher rates of student completion than found in self-paced training.
- A more efficient mode of offering penetrating data.
- Flexibility to modify or change content and to make it accessible on demand.

Cost Savings for the Corporation

- Reduction of internal training costs.
- Reduced time away from work for participants.
- Students retain knowledge better.

- Learning Management System (LMS) software—integral to the implementation of e-learning in the enterprise—provides a tool for optimum intercommunication and data compilation.
- Dramatically reduced travel costs.
- Flat fee pricing structures give organizations unlimited access to training for one year.

Step 1: Prepare for E-Learning

No matter how good these benefits look, they can only be obtained with careful analysis and planning. Before conducting a detailed readiness assessment, consider performing a strategic assessment to determine the major barriers your organization needs to overcome to successfully implement an e-learning initiative. Start out by conducting a readiness assessment, using a three-step approach:

1. Select the Relevant Dimensions to Consider

- Business drivers
- Stakeholders
- Content
- Technology
- Learners
- Tracking

2. Identify Your Major Assets and Barriers for Each Dimension

- Business drivers
 - Customer satisfaction is flat or declining.
 - Skilled workforce is difficult to attract and retain.
- Stakeholders
 - The training department is eager to introduce e-learning.
 - Managers view training as an investment rather than a cost.
- Content
 - Few cultural and language adaptations are required.
 - Current content is well documented and structured.
- Technology
 - There is sufficient time to put in place the hardware/software required.
 - Security issues (firewalls) have been resolved.
- Learners
 - Learners are geographically dispersed.
 - Learners welcome new initiatives and innovations in training.
- Tracking
 - Metrics for participant progress have been defined.
 - Participants' progress in curricula must be better managed.

3. Consider Implementation Strategies

Once you've determined your organization's readiness for e-learning, consider how you are going to build the business case for e-learning, developing a strategy that aligns the learning vision to key business goals and drivers, to secure necessary upper-level support and funding.

- How will you define e-learning in your organization?
- Will it include asynchronous and synchronous web-based course, CD-ROMS, videos, electronic performance supports systems and knowledge management systems?
- How will you make sure that e-learning is aligned to the needs of the business?
- Who will champion and maintain the initiative?
- How will you communicate and market your e-learning initiative internally?
- How will you measure training effectiveness?

Various aspects of these considerations and others are explored in greater detail in the following sections of this report.

Additional [brandon-hall.com](http://www.brandon-hall.com) resources to help you through Step 1

- *Getting up to Speed on E-Learning*, published May 2001, available at www.brandon-hall.com/getuptospeed1.html, is an introduction to e-learning, including a basic primer on the marketplace, the steps to developing your program, and resources to help.
- *Building the Business Case for E-Learning*, published April 2001, available at www.brandon-hall.com/builbuscasfo.html, will help you determine if you are ready for e-learning, then take you through the next step of building a strategy to build support and fund your program.
- *Getting up to Speed on E-Learning Standards*, published November 2001, available at www.brandon-hall.com/htstandards.html, will guide you through the alphabet soup of acronyms, associations, consortiums and the like. If you want your systems to talk to each other, you'd better learn about standards.
- Glossary of e-learning terms, available both at the end of this guidebook and online at www.brandonhall.com/public/glossary/index.htm.

Step 2: Develop a Strategy

Three Approaches to E-Learning

Nobody climbs a mountain without a plan...and funding for the expedition. So securing executive sponsorship is critical, as it would be for any enterprise-wide system. Given the very substantial business imperative and business impact of e-learning, it is not surprising that those organizations featured in *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices* (available at www.brandon-hall.com) have very high levels of executive support. One organization states it simply: "Senior management supports e-learning because it delivers what is needed when it is needed." Another claims: "Without it, our project would have been lost in the shuffle of changing priorities and other commitments for capital."

Here are three different approaches to developing an e-learning strategy that correlate to an organization's experience with e-learning:

Level 1

If your organization has had little or no e-learning experience, the business case should be built either around an off-the-shelf generic product approach or a "narrow and tall," problem-focused approach. The main benefits should be focused on access to information – more efficient and flexible delivery.

Example

Dell Computer Corporation, a pioneer of the direct business model, instituted a "narrow and tall" approach to e-learning. When John Coné, Vice President of Dell Learning, joined the company over five years ago, he did not ask for a major financial commitment for an e-learning initiative. Instead, he targeted one part of the organization, realizing that e-learning would later migrate to other areas of the company. His approach has been to change the financial model so that Dell Learning operates on a tuition-based, pay-as-you-go model, rather than an overhead model. Coné makes the business case for specific programs and solutions.

Level 2

If your organization has implemented two or more successful e-learning projects, consider building the business case around a problem-focused approach where content is more customized and offers problem-based skills practice through the use of simulations.

Example

There were a couple of factors that drove Domino's Pizza, Inc. to look at e-learning, beginning around 1995: inconsistency in training tools and variations in training delivery experience across its franchises. Due to high turnover, the cost of training was high, especially if travel was involved. Out of this, Domino's has developed CD-ROM based training on a variety of topics for employees at the franchises, such as basic informational training (e.g., how to make a pizza), customer service, and some soft skills procedures (such as money drop and making change). They also provide a variety of management development topics to the franchises on marketing, profitability and hiring. Harrison Withers, Training Manager at Dominos says this particular e-learning scenario has worked well for Dominos because, "It addressed the business gaps we were having at the time."

Since each franchise owns its own computer system, they have not yet tackled web-based training for the franchise group. There are still too many platform compatibility and Internet access issues for web-based training to be realistic—although, that could change in the future.

Level 3

Finally, if your organization has implemented two or more successful e-learning projects where learning is problem-centered and simulation-based, your organization may be ready to build a business case around an enterprise-wide solution. The focus of this level is collaboration through virtual group workspaces providing the opportunity to engage face-to-face with other learners in real work.

Example

IBM decided on a bold e-learning concept, implemented as a company-wide, core initiative. The company needed to provide leadership development and build the management competencies of 30,000 IBM managers worldwide. IBM's Director of Management Development, Nancy Lewis, decided to "just do it," and develop her program accordingly. Lewis wanted to focus on the effectiveness of e-learning, rather than efficiency, and her effort paid off in both areas. Participants in the Basic Blue e-learning program learned nearly five times more material than via previous interventions. And Basic Blue delivers five times as much content at one-third the price of a traditional classroom-based approach.

Aligning E-Learning with Business Goals

Adopters of e-learning report an additional benefit of this mode of training: at last, training is seen as having an integral role to play in overall organizational strategy. E-learning not only enables e-culture within the organization, it also creates synergy among knowledge management, performance support and high commitment management practices. Those featured in our benchmarking study first developed a clear, purposeful vision of learning, knowledge and performance and illustrated how e-learning technology could activate the vision. They created a vision compelling enough to increase all stakeholders' openness to change, which will be especially important in selling the concept to employees. They recommend the use of various communication vehicles to communicate targeted and compelling reasons for e-learning, to line managers, instructors, employees and other stakeholders prior to and during the implementation. For more information, see *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*, available at www.brandon-hall.com/elacenbenstu.html.

Speaking C-ese

When you're trying to sell the benefits of e-learning to your C-level executives (you know, CEOs, CFOs, CIOs, etc.), speaking their "language" can be crucial to building your business case. Knowing how to speak "C-ese" will dramatically improve your chances of getting your e-learning proposals and initiatives approved. So let's brush up on some words, phrases and tactics that will help prepare you to make presentations or to create e-learning proposals for any of your C-level executives.

The C-level crowd need not hear all the minute details of your training methods. Instead, get right to the point. Shorten your presentation to just the salient points that will help you make your business case for e-learning.

When writing your proposal, always choose words that focus on the bottom line. Convey messages that link how effectively e-learning will solve real business issues. C-level execs are intrigued by phrases such as:

- "Improve our customer satisfaction"
- "Increase our market share"
- "Decrease our operating expenses"
- "Improve employee performance"

C-level executives respond best to examples that are "by the numbers." Project how much money will be saved and how many more employees will benefit by launching new e-learning programs. Avoid using information that is too general or vague.

Other key messages that will help you strengthen your case for e-learning can include the following:

- "E-learning will help us to train our employees as much as 50 - 60% faster."
- "It will reduce operating costs by eliminating travel expenses associated with large instructor-led workshops."
- "It will allow employees to learn more skills and thereby reduce turnover."
- "It will help our training department to evolve into a constant, always available outfit."

When making a C-level presentation, put your primary emphasis on making improvements to the training delivery.

Stay focused on the bigger picture, use company relevant demos, acknowledge any potential downside, demonstrate a workable plan, and be prepared to answer questions.

Who's Going to Pay for This?

Moral support from senior management is great for the e-learning implementation, but based on our benchmarking study, organizations that remember to treat executives as their bankers will have greater success. Regardless of where the money will come from, making the e-learning business case to management is key to getting funding and key to protecting it from cuts.

In order to reduce the financial load on the training department and make the e-learning implementation less vulnerable to budget cutting, some organizations have shared the costs of their e-learning infrastructure across several departments. At one of the best practices organizations featured in the study, the IT department owns the LMS, Sales owns another component and Management Development owns yet another component.

Communicating the need for continual reinvestment in learning is essential to ensure the ongoing sustainability of the implementation. Best practice organizations suggest drawing a parallel with the investment in R&D.

Additional [brandon-hall.com](http://www.brandon-hall.com) resources to help you through Step 2

- *Building the Business Case for E-Learning*, published April 2001, available at www.brandon-hall.com/builbuscasfo.html Using templates and examples, this report will help you develop e-learning plans aligning with corporate goals to garner support – and funding – for your e-learning initiative.
- *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*, published September 2000, available at www.brandon-hall.com/elacenbenstu.html, examines the best practices of 11 organizations who have implemented and continue to improve successful e-learning initiatives—from how they started out to implementation.

- Advisory services and workshops to help you analyze technology and training needs, and develop an enterprise-wide strategy. Brandon has consulted with Johnson & Johnson, Goldman Sachs, Microsoft, Cisco, Kraft/General Foods, General Electric, Motorola, the U.S. Army and others. For more information, please visit www.brandon-hall.com/consulting.html, or contact Daryl Capuano at daryl@brandon-hall.com.

Step 3: Select Technology and Content

Fundamentally, there are two major parts to an e-learning program: a Learning Management System (the software to register and track learners) and content (the material your employees will learn).

Selecting a Learning Management Systems (LMS)

An LMS is software that automates the administration of training events – the foundation for most corporate e-learning programs. The system registers users, tracks courses, and records data from learners; it also provides appropriate reports to management. These basic capabilities are just the starting point. An LMS can also provide online assessments, personalization, and other resources in both online and classroom-based settings. Careful evaluation of potential systems is critical because of the high investment cost and long-term impact of selecting the right LMS for specific organizational needs.

To do this, there are several questions and tactics to consider:

- Identify business requirements and the features your company may or may not need.
- Know the best way to write a Request for Proposal (RFP), using guidelines and templates that get the best responses (see <http://www.brandonhall.com/public/publications/howtorfp> for a sample RFP template).
- Develop questions you need to ask your LMS vendor to get at information beyond that found in the vendor proposal.
- Find a method for comparing key features of differing products—there are hundreds on the market with varying benefits and features.
- Understand the e-learning industry standards your LMS product should adhere to and what standards are evolving and influencing future refinements to the product?
- Use and understand the terms and acronyms associated with this industry (see “Glossary” section at the end of this guidebook, or online at www.brandonhall.com/public/glossary/index.htm).
- Discern who the major players are in the industry and the real-life level of satisfaction their customers have experienced.
- For more information on the selection process and evaluations of LMS providers, see *LMS KnowledgeBase: In-Depth Profiles of 50 Learning Management Systems, with Custom Comparison Across 200+ Features* at www.brandonhall.com/public/publications/lms/index.htm.

Content Choices: Build or Buy?

Next up is determining how to incorporate content. You will probably need to find a happy medium between building and buying courses, but a good rule-of-thumb is to use off-the-shelf courses whenever possible to reduce costs. There are a number of choices that offer the usual trade-offs of time, effort, cost and effectiveness:

Buying off-the-shelf courses

- Cost: low to medium.
- Risk: low, in terms of the greater likelihood of getting well-designed courses, created by outside professionals.
- Effort: easiest solution, especially when hosted by a learning portal, versus having to install it on your intranet.

Building your own custom courses

- Effort: high (requires new skills among staff).
- Cost: medium (less expensive than custom courses developed by an external source, but more expensive than off-the-shelf courses).
- Risk: high, if they will be high-visibility courses.

Building custom courses using an outside developer

- Effort: low (no need to retrain your own staff).
- Cost: high.
- Risk: low, in terms of the greater likelihood of getting well-designed courses, created by outside professionals.

In addition to online courses, many organizations including IBM, Ernst & Young and Verizon Communications, use a “blended” approach, combining online courses with classroom-based activities. This allows taking the best of each solution for the advantage of both the learner and the organization.

Will these online courses replace all classroom training? Let’s hope not. There are unique advantages to meeting face-to-face with peers in a classroom, and having an instructor lead you through the content while answering questions. Perhaps 50% will be the max for online learning, with the balance being classroom based.

Learn from the Best: Insights About Building Courses

Benchmarking study participants share their course-building tips:

- Content from Here, There and Everywhere – Organizations such as Shell and the U.S. Navy acquire their e-learning content from a broad variety of sources, making systematic “build-versus-buy” decisions and finding ways to manage the high cost of content. Facing up to culture issues in global organizations is also essential.
- Learning Objects and Templates – Still-evolving learning object strategies (learning in bite-size nuggets that can be reused) are well in place at Cisco, Ernst & Young and Verizon Communications, and are in development at Air Canada.
- My Own Time, My Own Place – Confirming the trend toward online self-instruction, eight of the 10 best practice organizations studied are using self-paced courses to allow anytime, anywhere e-learning.

Additional brandon-hall.com resources to help you through Step 3

- *LMS KnowledgeBase: In-Depth Profiles of 50 Learning Management Systems, with Custom Comparison Across 200+ Features* at www.brandonhall.com/public/publications/lms/index.htm offers independent, in-depth evaluations of 50 LMSs, as well as tips on how to determine what type of LMS is best for you, questions to ask LMS providers, and a sample Request for Proposal.
- *Learning Management Systems: Voice of the Customer*, published May 2001, available at www.brandon-hall.com/learnansytvo.html, contains results of the Customer Satisfaction Study, in which more than 200 LMS customers rated their LMSs and shared implementation experiences about specific LMS providers.
- *Getting up to Speed on Learning Management Systems*, published May 2001, available at www.brandon-hall.com/getuptospeed.html. A primer on understanding LMSs, as well as getting to know the LMS marketplace.

- Market Analysis Series, available at www.brandon-hall.com/. This ongoing series will examine market trends throughout the e-learning industry between 2002 and projected to 2011. The first report in this series, *Market Analysis of the 2002 E-Learning Industry: Convergence, Consolidation and Commoditization*, available at www.brandon-hall.com/adkins1-dl.html takes a high-level view of the future of e-learning.
- Learning Management Systems discussion group. Visit www.brandon-hall.com/disgroup.html to join.
- *Authoring Tool Strategies: Choosing Tools that Match Your Company's E-Learning Initiative*, published April 2001, available at www.brandon-hall.com/auttoolstrat.html. A step-by-step guide to selecting the right authoring tool for your organization.
- *Authoring Tools 2001: A Buyer's Guide to the Best E-Learning Content Development Applications*, published September 2001, available at www.brandon-hall.com/auttool20buy.html. This is a comprehensive review of the majority of the authoring tools available. If you want a thumbs up/thumbs down look at the tools you are considering, you'll want to see this report.
- Authoring Tools discussion group. Visit www.brandon-hall.com/disgroup.html to join.
- *Live E-Learning: How to Choose a System for Your Organization*, published December 2000, available at www.brandon-hall.com/livelearning.html, has tips on selecting and using e-learning tools to develop a virtual classroom, plus evaluations of 20 different live tools.
- *Directory of E-Learning Providers*, updated quarterly, available at www.brandon-hall.com/elprovidr.html. Organized by capabilities, the directory provides an alphabetical listing and contact information for more than 900 e-learning technology, content and service providers.
- *How to Identify and Document Your Business Requirements*, published May 2001, available at www.brandon-hall.com/howtoidanddo.html.
- *How to Manage Vendor Demos and Presentations*, published Aug. 2001, available at www.brandon-hall.com/howtomanvend.html.
- *How to Determine Your Readiness for Live E-Learning*, published April 2001, available at <http://www.brandon-hall.com/brandon-hall/howtodetyour.html>.
- *Accessible E-Learning: 2001 Market Trends and Evaluation Tips*, published April 2001, available at www.brandon-hall.com/accel.html. Trend analysis of the e-learning accessibility market (products to improve e-learning for people with disabilities), and tips to evaluate e-learning for accessibility.
- *DigitalThink, NETg and SmartForce: An In-Depth Comparison of the Three Largest Providers of Online IT Training*, available at <http://www.brandon-hall.com/itvendor.html>, is a good resource if your focus is on IT training.
- *Learning Content Management Systems: Comparative Analysis of Systems Used to Construct, Organize and Re-Use Learning Objects*, published September 2001, available at <http://www.brandon-hall.com/learconmansy.html>. This cutting-edge report looks at the newest and most innovative e-learning tools currently on the market. This is a comprehensive review of the tools and a must for anyone contemplating this kind of purchase.
- Results of the annual Excellence in E-Learning Awards. Winners in the Custom-Developed Content, Innovative Technology, Performance-Centered Design and Customer Satisfaction categories were announced in September 2001 (during the Online Learning Conference and Expo in Los Angeles). Visit www.brandonhall.com/public/awards/awards2001/index.html to learn more about the awards.
- Advisory services to help you choose the right tools to meet your business needs. Brandon has consulted with Johnson & Johnson, Goldman Sachs, Microsoft, Cisco, Kraft/General Foods, General Electric, Motorola, the U.S. Army and others. For more information, please visit www.brandon-hall.com/brandon-hall/consulting.html, or contact Daryl Capuano at daryl@brandon-hall.com.
- *How to Determine Your Readiness for Mobile E-Learning*, available at www.brandon-hall.com/brandon-hall/mlearning.html.

Step 4: Sell E-Learning to Everyone in Your Organization

We've already talked about presenting your vision for e-learning to business leadership, but here, we are focused on communicating in order to gain acceptance – from both employees and their managers. Since e-learning may be a new phenomenon to your organization, both groups are likely to raise barriers that you have to be able to address head-on.

For employees, the issue is usually one of unfamiliarity – learning at the desktop instead of in the classroom. How will you provide a quiet, non-distracting environment where desktop learning can take place, particularly if employees are in cubicles or shared workspaces? Rockwell Collins addressed this issue by building geographically dispersed learning centers where people could go to learn.

How do you make e-learning something that people want to do? Dell Computers offers a unique approach to this issue. They develop "e-magnets" - content that people want that is only made available online. One of their first online courses, the "Dell Business Model," was authored and approved by CEO Michael Dell and has been tremendously popular. That course has helped create user acceptance of e-learning at Dell.

Line managers and supervisors pose potentially the biggest hurdle to a successful e-learning implementation. As some companies, like American General, have found, if you can't get their buy-in of the managers, they won't let their employees take the time to use e-learning during the workday. Even though e-learning at the desktop often requires only half to two-thirds as much time as classroom-based training, there can be the misperception that it is taking employees "away from the job". How do you counter this? In American General's case, it was with face-to-face meetings with managers to hear their issues and explain how e-learning works. For instance, for American General's customer service representatives, it was accommodating e-learning to the needs of the business, and scheduling e-learning sessions during non-peak work hours.

Who Should Lead the Charge?

In some organizations, a single champion or evangelist is primarily responsible for kick-starting the e-learning implementation. However, most participants of the best practices study suggest that the impact of e-learning on the organization is heavy, forcing changes in accounting processes, IT, training staff assignments, skills, etc. Therefore it will be important to monitor and continuously improve your implementation using a Learning Council or otherwise-named steering committee consisting mostly of business managers and training representatives sponsored by the executives of specific business functions.

Assembling a Staff

As mentioned, e-learning sometimes results in major shifts in needed skills for a variety of staff. There are several strategies for providing a smooth transition to e-learning:

- Involve instructors early on and throughout the implementation.
- Start small to build confidence.
- Evaluate and select external skill sets that compliment your own.
- Make training and trial projects available to those who wish to advance their skills.
- Use an internal competitive bid process to find required skills.

E-Learning teams are generally highly leveraged and need to integrate strategic, learning design, technological and product skills. Once e-learning is truly operational and efficient strategies have been employed, staff requirements generally decrease.

IT as a Partner and Service Provider

Whether the IT function is internal or outsourced, its key role in an e-learning implementation cannot be overstated. To effectively partner with IT, it is suggested by best practices companies that you:

- Understand the challenges of e-learning for your IT department—there are many!
- Know and exploit IT's key initiatives and dates for software and network upgrades, annual equipment purchases, ERP implementation, and other investments which impact e-learning.
- Get IT staff on your selection committees or, at least in the room, when vendors come to present.
- Leverage e-commerce expertise in the IT function to help with the distribution of e-learning.

Additional brandon-hall.com resources to help you through Step 4

- *Building the Business Case for E-Learning*, published April 2001, available at www.brandon-hall.com/builbuscasfo.html uses templates and examples to help you develop e-learning plans aligning with corporate goals to garner support – and funding – for your e-learning initiative.
- *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*, published September 2000, available at www.brandon-hall.com/elacenbenstu.html examines the best practices of 11 organizations who have implemented and continue to improve successful e-learning initiatives—from how they started out to implementation.
- “Change Management and E-Learning,” an online resource available at www.brandon-hall.com/whitpaponcha.html, explains why building a business case should be a priority.
- Advisory services to help you choose the right tools to meet your business needs. Brandon has consulted with Johnson & Johnson, Goldman Sachs, Microsoft, Cisco, Kraft/General Foods, General Electric, Motorola, the U.S. Army and others. For more information, please visit www.brandon-hall.com/brandon-hall/consulting.html, or contact Daryl Capuano at daryl@brandon-hall.com.

Step 5: Implement Enterprise-Wide

It's tempting, when first encountering e-learning, for a trainer to focus on issues related to "my course." Is e-learning appropriate for my course? How do I get my course online? What authoring program should I use? How do I learn to author? This is natural because this is how we adopted previous classroom technologies. We thought about: How can I use videotapes in my course? How can I use PowerPoint in the classroom?

It's worthwhile, however, to put aside one's course for a moment and think about the big opportunity of e-learning: enterprise-wide e-learning. Enterprise-wide e-learning is a significant, system-wide implementation of e-learning aimed at making a significant business impact.

Enterprise-wide e-learning is typically aimed at one or more of these benefits:

- **Access:** Making training more available to learners.
- **Costs:** Reducing training costs.
- **Content:** Increasing the scope of offerings.
- **Reinvention:** Reengineering how training happens.
- **Relevance:** Making training more meaningful to people's work.
- **Speed :** Responding to constant change and rapid product innovations.
- **Efficiency:** Avoiding the lock-stepped scheduling of classroom training.
- **Empowerment:** Putting the responsibility for learning in the hands of learners.
- **Business:** Using fast, effective learning as a competitive weapon.
- **Globalization:** Making training both consistent and available across the world.
- **Convenience:** Letting time-pressured students learn at the best time and place.
- **Connection:** Connecting learning data to other systems, such as HRIS.

Enterprise-wide e-learning typically involves a lot of courses. There's usually an online catalog and maybe even competency maps. And because it involves so many people and so many courses, an LMS is a necessity. Finally, an enterprise-wide e-learning commitment will probably include a blend of learning that integrates live e-learning, classroom training, online courses and a variety of other methods.

Additional [brandon-hall.com](http://www.brandon-hall.com) resources to help you through Step 5

- *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*, published September 2000, available at www.brandon-hall.com/elacenbenstu.html examines the best practices of 11 organizations who have implemented and continue to improve successful e-learning initiatives—from how they started out to implementation.
- *E-Learning Goes Global: Taking Learning to Every Corner of the World*, published July 2001, available at www.brandon-hall.com/elgoesglob.html, is a comprehensive report on the state of e-learning on a global scale, with case studies of companies who are trying—and succeeding—at establishing e-learning throughout their global enterprises.
- *Accessible E-Learning: 2001 Market Trends and Evaluation Tips*, published April 2001, available at www.brandon-hall.com/accel.html. Trend analysis of the e-learning accessibility market (products to improve e-learning for people with disabilities), and tips to evaluate e-learning for accessibility.
- *How to Design Effective Blended Learning*, available at www.brandon-hall.com/howtoblended.html is a practical guide to blending your classroom instruction with a variety of electronic tools that will not only make your training more efficient, it will also make it more effective.
- Advisory services to help you choose the right tools to meet your business needs. Brandon has consulted with Johnson & Johnson, Goldman Sachs, Microsoft, Cisco, Kraft/General Foods, General

Electric, Motorola, the U.S. Army and others. For more information, please visit www.brandon-hall.com/brandon-hall/consulting.html, or contact Daryl Capuano at daryl@brandon-hall.com.

Step 6: Measure the Business Benefit

Results That Speak to Stakeholders

Several best practice organizations are choosing to focus their measurement parameters for e-learning on growth in performance, competencies and intellectual capital. These critical measures are naturally linked to business impact and help to maintain the case for the e-learning initiative. Based on our reports, *Building the Business Case for E-Learning* and *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*, adopters of e-learning from a wide variety of industries have provided these helpful tips. Specific examples of the trends and statistics mentioned can be found in these two reports.

When developing a strategy for monitoring and reporting results to your senior team, remember to do the following:

- Underscore that the deployment of e-learning must be focused on people.
- Maximize success by focusing less on numbers, and more on the nature of learning.
- Focus on benefits, not features.
- Communicate the obvious returns from e-learning: Reduced training time, delivery of training to the learners' workplace.
- Cite examples from research showing instruction delivered via computers requires 35-45% less learning time.
- Estimate the cost savings accrued because of the elimination of training facilities and printing.

When reporting on the learning gains associated with e-learning, focus on:

- Evidence demonstrating that e-learning secures better worker retention of what is learned, and better application to real work situations.
- Statistics that underscore that e-learners typically achieve higher test scores, and have improved attitudes toward e-learning format.
- Numbers that prove a higher number of e-learners achieving "mastery" level.

When addressing performance gains associated with e-learning, try to:

- Provide specific examples; statistics that show major improvement in "hit ratio" on sales calls.
- Describe anecdotal evidence, for example, trainees reporting higher confidence in making calls.
- Show numbers; an increase in outbound sales call volume.
- Cite results from research demonstrating that e-learning pilot banks achieved nearly 50% of yearly sales goals in the quarter immediately after training.
- Reinforce the common performance drivers that great e-learning implementation can impact sales or related issues, number of customers, marketing and awareness, production, personnel.

Illustrate how e-learning is helping to build or maintain a competitive position:

- Provide examples that demonstrate how e-learning results link to your and other organizations' enhanced competitive position.
- Share specific incidents that demonstrate how e-learning has helped organizations capitalize on increasing diversity in the workforce.

- Reinforce to your senior team that e-learning rapidly and consistently provides workers with skills, knowledge, and attitudes to innovate and help them make sound decisions on their own and in teams.
- Remind them that innovative organizations fare better in tough competitive environments.

For additional ammunition, calculate and present real cost savings:

- Cite statistics that show a reduction in training time.
- Point out the resulting reduction in travel and entertainment expense and facilities.
- Add that e-learning also reduces the cost of creating or purchasing the training and/or delivery systems.

Additional brandon-hall.com resources to help you through Step 6

- *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*, published September 2000, available at www.brandon-hall.com/elacenbenstu.html examines the best practices of 11 organizations who have implemented and continue to improve successful e-learning initiatives—from how they started out to implementation.
- Evaluation of e-learning discussion group. To join, please [visit www.brandon-hall.net/discussion-eval/](http://www.brandon-hall.net/discussion-eval/).

Appendix

- **Glossary**
- **Summary of Reports**
- **About Brandon Hall**

Glossary

AICC

These guidelines apply to the development, delivery and evaluation of training courses that are delivered via technologies. The Aviation Industry CBT (Computer-Based Training) Committee (AICC) is an international association of technology-based training professionals that develops training guidelines for the aviation industry.

API

An *Application Program Interface* (API) is a language and message format built into an application that allows it to communicate with operating systems or other computer programs such as database management programs, ERP applications, etc. APIs provide a way for computer applications to speak to each other and work together, sharing data and functionalities.

ARCS

Keller's theory of motivation (attention, relevance, confidence and satisfaction).

ASP

An *Application Service Provider* (ASP) is a company that offers individuals or enterprises access, over the Internet, to software applications and related services that would otherwise need to be located on their own computers. Using ASP applications frees a company from the cost and effort of software installation and upgrades since the application resides on the ASP's servers.

Asynchronous

Asynchronous e-learning is when communication between people does not occur simultaneously. Some examples of asynchronous e-learning include taking a self-paced course, exchanging e-mail messages with a mentor, and posting messages to a discussion group about a course topic.

The advantages of asynchronous learning are convenience, accessibility, and the fact that it is self-paced. The disadvantage of asynchronous learning is that the student may feel isolated or unmotivated without any real-time human interaction. In addition, asynchronous e-learning does not provide immediate feedback on a student's performance, leaving adjustments to training until after an evaluation is completed.

See also **Synchronous**.

Authoring tool

A software application that uses a metaphor (book, or flow chart) to program online instruction. Used by non-programmers.

Behavior

An action that is an overt, observable, measurable performance.

Business requirements

Business requirements define conditions that any acceptable solution should meet. Business requirements identify learner, manager and training administrator needs regarding what the system can do for them.

See also **System** requirements.

CBT

Computer-based training, typically thought to be delivered on CD-ROM.

CMI

Computer managed instruction refers to the processes in instruction which lead to feeding learner progress/results to an LMS.

Chunk of content

Instruction required to teach an objective.

Collaborative tools

Collaborative tools allow learners to work with others via e-mail, threaded discussions or chat. In some cases, collaboration is used on team-based projects. Collaborative tools can sometimes provide the ability to host moderated discussion groups where students and instructors can collaborate on course-related materials or assignments in an asynchronous environment. In addition, real-time synchronous chat allows learners to communicate with their peers and instructors, emulating a physical classroom setting.

Competency management

Competency management is used to identify skills, knowledge and performance within an organization. Such a system helps an organization spot gaps and introduce appropriate training, compensation and recruiting programs based on current or future needs.

Content gathering

The process of gathering all of the content required to teach instruction. The designer will work closely with the SME during this process and will independently identify "dead wood."

Content Management System

Content Management Systems (CMS) are used to store and subsequently find and retrieve large amounts of data. Content Management Systems work by indexing text, audio clips, images, etc., within a database. In addition, CMS often provide version control and check in/check out capabilities. Using robust built-in search capabilities, users can quickly find a piece of content from within a database by typing in keywords, the date the element was created, the name of the author, or other search criteria.

Content Management Systems are often used to create information portals for organizations and can serve as the foundation for the practice of knowledge management. They can also be used to organize documents and media assets. For example, a newspaper agency may use a content management system to provide an archive of every story ever written for the paper. Likewise, they might use the CMS to provide an extensive library of photographs that are reusable for future stories.

Criterion-reference test

Items designed to measure performance for one objective.

Dead wood

Content that "is nice to know" but not necessary to perform an objective. These can be pulled out and used as reference or appendix material.

Discussion forums

Not to be confused with a chat application where people exchange typed messages in real time, discussion forums allow people to communicate about various topics by posting messages and replies to messages under the heading of a particular topic. A collection of messages and replies about a topic is often referred to as a thread.

Distance learning

Instruction provided by a human separated by place.

Entry behavior

Specific competencies a learner must possess in order to master new content.

EPSS

Electronic performance support system (typically used for software applications).

ERP/HRIS

Enterprise Resource Planning (ERP) is an industry term for large, often multi-module software applications that manage many facets of a company's operations including product planning, parts purchasing, maintaining inventories, interacting with suppliers, providing customer service, tracking orders, and managing resources and financials. SAP, Peoplesoft and J.D. Edwards are some well-known ERP providers.

Human Resource Information Systems (HRIS) are similar to ERP applications but are aimed specifically at the management of a company's human resources.

Feedback

Information provided to learners about the correctness of their response (different from remediation).

FIGS

An acronym for the four primary European languages – French, Italian, German and Spanish.

Formative evaluation

Evaluation designed to improve a program while the program is being developed (quality assurance).

Goal

A broad general statement of course or instruction intent (higher than an objective).

ILT

Instructor-led training. Provides instruction in classroom or virtual classroom under the direction of an instructor or facilitator.

IMS

The *Instructional Management Systems* (IMS) is a set of technical specifications defining how learning materials will be exchanged over the Internet and how organizations and individual learners will use these materials. Initiated by Educom and developed through a partnership of academic, commercial and government organizations, the goal of these specifications is the adoption of a set of open standards for Internet-based education.

Instructional analysis

Procedures to determine what type of skills or knowledge is required for a learner to achieve a goal.

Instructional strategy

Plan of activities (with or without an instructor) to teach content and sequence learning experience.

Instructor guide

A set of materials that provide direction, answers to tests, helpful hints or any supplement information.

ISD Model

Instructional Systematic Design Model, developed in the 1960's, provides a methodical process for the design and development of instruction.

Integrated Learning Management System

An *Integrated Learning Management Systems (ILS)* provide a greater level of functionality. An integrated learning management system typically offers features that assist people with the following tasks:

- Importing and assembling course elements,
- Serving courses to students, and
- Testing and recording student progress.

Many have system administration capabilities and can be integrated with other types of systems such as human resource information systems, though rarely without consulting services provided by the vendor.

Most integrated learning management systems contain the following parts:

- Assembly capability, including the ability to incorporate content from other programs. Generally, the more flexibility in content assembly, and the more compatibility with other systems, the better the product.
- Some ILSs have authoring programs built into them so that you can actually create content from within the product rather than merely assembling content created from other packages. This can be a big plus.
- Features to let you deliver content via the Web.
- Features that let you administer the system and track users and courses.

See also **Knowledge Management System**.

JDBC

Java Database Connectivity (JDBC) is an application program interface to connect programs written in Java to the data in popular databases. Whereas programs written for Microsoft, Windows, UNIX, OS/2 and Macintosh platforms often use the Open Database Connectivity (ODBC) standard, programs written in Java use JDBC.

Job aid

Often generated in paper or electronic format; used to remind learner of a skill (typically procedure).

Kirkpatrick Training Evaluation

Many years ago, Donald Kirkpatrick created four levels of evaluation for training. The first level answers the question, "Did the trainees like the training?" The second level assesses whether they understood the material and could pass a test on it. The third level, usually involving a follow-up to the training six months down the road, examines whether the training changed the behavior of the trained. Level four evaluation tries to determine whether the training had a bottom-line impact on the company; i.e., did trainees sell more or waste less or somehow affect the financials of the company in a positive way as a result of the training?

Knowledge Management System

A *Knowledge Management System* is an application that collects, stores and makes information available among individuals in an organization. This system's primary purpose is to capture a company's collective knowledge and then make it simple to retrieve and re-use. A knowledge management system can help companies avoid reinventing the wheel. It can also enhance the exchange and dissemination of understandings within an enterprise and can increase the level of collaboration between employees.

Learning Content Management System

A learning content management system is an environment where developers can create, store, reuse, manage and deliver learning content from a central object repository, usually a database. LCMSs generally work with content that is based on a learning object model. These systems usually have good search capabilities, allowing developers to quickly find the text or media needed to build training content.

Learning content management systems often strive to achieve a separation of content, which is often tagged in XML, from presentation. This allows many LCMSs to publish to a wide range of formats, platforms, or devices such as print, Web, and even Wireless Information Devices (WID) such as Palm and windows CE handhelds, all from the same source material.

Learning Management System

A *Learning Management System* (LMS) is software that automates the administration of training events. The LMS registers users, tracks courses in a catalog, and records data from learners; it also provides reports to management. The database capabilities of the LMS extend to additional functions such as company management, online assessments, personalization and other resources.

Learning management systems administer and track both online and classroom-based learning events, as well as other training processes (these would need to be manually entered into the system for tracking purposes). An LMS is typically designed for *multiple* publishers and providers. It usually does not include its own authoring capabilities; instead, it focuses on managing courses created from a variety of other sources.

See also **Integrated Learning Management System**.

Learning Object

Learning objects (LO), also called reusable learning objects, are not really a set technology, but rather a philosophy for how content can be created and deployed. Learning objects refer to self-contained chunks of training content that can be assembled with other learning objects to create courses and curricula, much the same way a child's Lego blocks are assembled to create all types of structures.

Learning objects are designed to be used in multiple training contexts, aim to increase the flexibility of training, and make updating courses much easier to manage. Update a part of a learning object and the change should appear in any course using that learning object.

The size of a learning object differs based on the instructional designer, from as small as a single page of content to as large as is required to contain an objective, presentation material, a practice section, and an assessment.

Media

Text, graphics, audio, video, or human element used to teach.

Module

An integrated “theme” of content – typically one component of a course or a curriculum.

Modality

Delivery medium determined for the delivery of instruction. Ranges from ILT, CBT, WBT and distance learning to paper-based, read-ahead packages, journals and peer modeling.

Needs assessment

Formal process of identifying discrepancies between a learner’s current performance vs. an organization’s desired performance for that employee. Identifies whether training is the solution.

Pre-test and Post-test

Tests that are given to learners prior to learning or after the learning experience. Pre-test judges whether learners need to take training or can “prescribe” what pieces of a course a learner must take. Post-test will provide remediation for reinforcement and sometimes reports back to management with scores.

ODBC

Open Database Connectivity (ODBC) is an application program interface to access information from numerous different types of databases including Access, dBase, DB2, etc. Although Microsoft Windows was the first to provide an ODBC product, versions now exist for UNIX, OS/2 and Macintosh platforms.

QA

Quality Assurance (QA) is a widely used term to describe the techniques, processes and workflows used to ensure that a company’s products and services meet standards for excellence.

Remediation

Provides direction to students to review specific content in a training program based on some performance criteria.

RFP

A *Request for Proposal* (RFP) is a document produced by a company seeking goods and/or services and distributed to prospective vendors. Vendors then provide proposals based on the criteria specified within the RFP. A request for proposal forces the company seeking goods or services to identify its business and technical requirements. It also forces the vendor to state in writing to what extent they can meet the company’s requirements.

SCORM

The *Sharable Courseware Object Reference Model* (SCORM) is a set of standards that, when applied to course content, produces small, reusable learning objects. A result of the Department of Defense’s Advanced Distributed Learning (ADL) initiative, SCORM-compliant courseware elements can be easily merged with other compliant elements to produce a highly modular repository of training materials.

Skill Gap Analysis

A *Skill Gap Analysis* compares a person’s skills to the skills required for the job to which they have been, or will be, assigned. The purpose is to identify clearly the skills employees need in order to succeed in their current or planned positions and to compare employee skills against those requirements. The result is an improved understanding of exactly which skills employees need to develop further. A simple skill gap analysis consists of the list of skills required for a specific job along with a rating of the employee’s level for each skill. Ratings below a certain predetermined level identify a skill gap.

SME

Subject Matter Expert who is an expert in the domain of the course. Critical component in the success of task analysis and content gathering.

Summative evaluation

Used after an instructional program to determine worth of program and usefulness to learner.

Synchronous

Synchronous, or live e-learning, means that communication occurs at the same time between individuals and information is accessed instantly. Examples of synchronous e-learning include real-time chat and video/audio conferencing.

Synchronous e-learning can provide instant feedback on a student's performance and allows the training to be adjusted immediately if needed. The disadvantages of synchronous e-learning are that the training is not self-paced, and the logistics of scheduling, time zones and student availability need to be managed.

See also **Asynchronous**.

System requirements

System requirements focus on the technological conditions, including the operating system, programming language, database, hardware configuration, bandwidth, processing power, etc., required to run a software application correctly. Business requirements focus on the needs of people; system requirements focus on the needs of machines.

See also **Business Requirements**.

Task analysis

Process by which an instructional designer (through observation, questionnaires, focus group sessions, or one-on-one Q&A with an SME) extrapolates the steps necessary to perform a skill or to build knowledge. Identifies learning objectives and sequence of instruction.

TBT

Technology-based training. An all-encompassing term that means anything from WBT, CD-ROM, audio cassette, videotape, etc.

WBT

Web-based training. "Self-paced" training that is delivered using the Internet – does not provide human element.

Summary of Reports

Market Analysis Series

Market Analysis of the 2002 U.S. E-Learning Industry: Convergence, Consolidation and Commoditization

<http://www.brandon-hall.com/adkins1-dl.html>

This report is the first in an exciting new series that will contain a range of analytical reports focusing on important developments occurring in the dynamic e-learning industry. It provides a detailed analysis of the current e-learning market in the U.S. that includes:

- Revenue and market forecasts with projections through 2011.
- Sector analysis for the academic, corporate, government, and consumer sectors.
- Economic analysis of the major trends impacting the industry.
- Emerging opportunities and growth factors.

Published October 2001: 61 pages; \$1495

The 2002 U.S. Market for Mobile E-Learning: Knowledge-ware, Performance-ware, Everywhere

<http://www.brandon-hall.com/market2mobile.html>

This report is a breakdown of what has already occurred, what is happening now, and what will likely happen within the next five to ten years as this young market matures. It's the second in our Market Analysis Series, and it can get you up to speed and prepared for the rapid changes that are already affecting the mobile e-learning marketplace. It includes:

- An explanation of how "mobile" e-learning is being defined.
- An overview of mobile technologies and where they're headed.
- An analysis of new products, players, and business models that are affecting the market.
- Examples of how early adopters are using handheld devices.
- A comprehensive, sector-by-sector market analysis and forecast.
- A summary of the factors that will affect the growth of the market.
- Accessibility information related to mobile e-learning.

Published December 2001: 64 pages; \$1495

The 2002 U.S. Market for E-Learning Simulation: The Shape of the Next Generation E-Learning Market

<http://www.brandon-hall.com/simmarket.html>

If simulation-based products represent the dominant product line in the next generation of e-learning products, how will that affect the overall e-learning market? What niches within the greater market will be the most lucrative and most promising for vendors and investors? This report—the third in our Market Analysis Series—has been designed to answer these questions and many others. It includes:

- An overview of the qualities and various uses of simulations, with an emphasis on market opportunities new products will bring.

- A segment analysis of the tools, technology, content and services that are available now and in development, with predictions and trends for the future.
- A sector-by-sector analysis of the simulation market.
- A breakdown of the competitive landscape, with details on companies that are poised to dominate the simulation market in the next decade.
- A forecast for the simulation market, with extensive graphs illustrating future trends and convergence probabilities.

Reports on E-Learning Topics

LCMS 2004-2005 Report: Comparative Analysis of Enterprise Learning Content Management Systems

<http://www.brandonhall.com/public/publications/LCMS2004/index.htm>

Learning Content Management Systems (LCMS) are fast becoming the new, "must-have" tool in e-learning, combining elements of Learning Management Systems (LMS), authoring tools and knowledge management. Before you make an investment in an LCMS, examine all of the issues, benefits and pitfalls of LCMSs by reviewing the upcoming Learning Content Management Systems report and evaluations by Bryan Chapman, e-learning analyst with brandon-hall.com.

Published June 2004: 905 pages, \$795

Authoring Tool Strategies: Choosing Tools that Match Your Company's E-Learning Initiative

<http://www.brandon-hall.com/auttoolstrat.html>

Are you just getting started in e-learning? Or are you transitioning from a simple authoring program to an e-learning publishing model? Wherever you are on the path, this hands-on report will help you select the authoring tools that meet your organization's content needs and goals. With hundreds of authoring technologies to choose from, the task may seem daunting, but it doesn't have to be. The secret to choosing an authoring tool is having a clear understanding about your own technology restrictions, instructional needs and business requirements – which we will help you address in Authoring Tool Strategies.

Published May 2001: 135 pages, \$245

Authoring Tools 2004: A Buyer's Guide to the Best E-Learning Content Development Application

<http://www.brandonhall.com/public/publications/AT2004/index.htm>

A large number of organizations develop their own e-learning content. Developing content in house, as opposed to hiring a firm to develop custom content, can have many benefits. For one, content can be quickly developed or modified as products, services and procedures change. Also, the cost of creating content in-house can be much lower than hiring a commercial vendor. Finally, organizations inevitably have large amounts of existing training documentation. This documentation can be adapted and placed online as the need arises.

To create good e-learning content requires the right tools. Selecting the right authoring application can, however, be a difficult task. Reflecting the fact that each organization has its own requirements, there are a greater number and variety of authoring tools available today than ever before. The purpose of this report is to help you pick the best e-learning content development applications.

Published November 2003: 872 pages, \$495

E-Learning Goes Global: Taking Learning to Every Corner of the World

<http://www.brandon-hall.com/elgoesglob.html>

Some of the primary advantages of e-learning on a national level become even more dramatic when you take it to an international level. So far, there has been very little information on the nuts and bolts of developing an international e-learning solution. In this report, we tackle the cultural issues, translation and language issues, technological issues, and administrative issues that affect the development of a global e-learning initiative. We also include case studies and regional profiles so you will be prepared to take your e-learning global.

Published May 2001: 122 pages, \$545

Accessible E-Learning: 2001 Market Trends and Evaluation Tips

<http://www.brandon-hall.com/accel.html>

Are your e-learning products accessible by the 57 million people in the United States with disabilities? *Accessible E-Learning: 2001 Market Trends and Evaluation Tips* is written to help both suppliers and training practitioners increase the accessibility and instructional effectiveness of their e-learning products/programs.

Published March 2001: 120 pages, \$489

Building the Business Case for E-Learning: How to Translate the Benefits of E-Learning into Language the Whole Organization Will Understand

<http://www.brandon-hall.com/builbuscasfo.html>

What are the best methods for proving to management that e-learning is right for your organization? How do you determine if your organization is even ready for e-learning?

Building the Business Case for E-Learning: How to Translate the Benefits of E-Learning into Language the Whole Organization Will Understand provides answers, as well as worksheets to help you figure out the ROI you would see with e-learning, plus case studies from other organizations who have made the transition and how they did it.

Published March 2001: 150 pages, \$495

DigitalThink, NETg and SmartForce: An In-Depth Comparison of the Three Largest Providers of Online IT Training

<http://www.brandon-hall.com/itvendor.html>

In this report, we compare the three largest vendors of information technology courseware. Each vendor has a large selection of courses, each offers curricula leading to certifications, and each has a high-profile list of clients. There are, however, important differences between the three vendors' products and services.

We give you background information on each vendor, examine their financial health, and take a look at their list of clients to help you decide which one you feel will be around for the long haul. In short, this report is designed to help you determine which IT courseware provider is the right one for your organization.

Published November 2001: 88 pages; \$445

Directory of E-Learning Providers

<http://www.brandon-hall.com/elprovidr.html>

Who's who in e-learning, and how to contact them. Includes over 600 e-learning providers.

Updated quarterly: 104 pages; \$99

Learning Management Systems: Voice of the Customer

<http://www.brandon-hall.com/learnansytvo.html>

This report contains the results of a customer survey and includes a rating system, a ratings chart, interviews and case studies gleaned from the buyers of LMS systems.

Published May 2001: 192 pages; \$395

LMS KnowledgeBase: In-Depth Profiles of 50 Learning Management Systems, with Custom Comparison Across 200+ Features

<http://www.brandonhall.com/public/publications/lms/index.htm>

Choosing an LMS is a big step in e-learning. We've taken this—our most requested report—and expanded it even further. It's now a Web-based service with an LMS Selection Tool to help you narrow down products to fit your needs. Based on those needs, you can download profiles of just the vendors you require, or all 50 profiles – the choice is up to you. It also includes in-depth details, critiques, and specifications of dozens of leading LMS systems on the market today, as well as At-A-Glance charts to help you understand the features of LMS systems. It's our largest and most comprehensive collection of data ever compiled, and it's only available online.

Published August 2004; 3,000+ pages; Tiered pricing based on your needs.

E-Learning Simulation Products and Services 2004

<http://www.brandonhall.com/public/publications/SIM2004/index.htm>

The purpose of this report is to inform learning specialists, purchasers, decision makers, and those who influence learning decisions about the tools and resources that exist in the simulation marketplace. Some of the greatest innovations in the e-learning marketplace are taking place in this area, and we've compiled this report to help you capitalize on the benefits of simulations. The report includes:

- Profiles of the various simulation types available.
- Advice and commentary on the benefits and drawbacks to simulation-based content.
- A breakdown of the forces that are shaping the e-learning simulation marketplace, with market predictions through 2011.

- Extensive profiles of the services and products that are currently available, from off-the-shelf products to companies that provide simulation creation services and tools.
- At-A-Glance charts to help you compare products and services to find the right solutions for your needs.

Published September 2003: 725 pages; \$495

Live E-Learning 2004: Virtual Classrooms, Synchronous Tools, and Web Conferencing Systems

<http://www.brandonhall.com/public/publications/lel2004/index.htm>

Live e-learning sometimes goes by different names: "virtual classrooms", "Web conferencing", or even just "live, online learning", but it is all geared toward the same goal: harnessing the power of a traditional, hierarchical teaching environment to create an interactive, group learning session. If you're planning on investing in a live e-learning solution-or need to keep up with the new offerings in the marketplace, "Live E-Learning 2002" can help you understand the options that are out there.

The report also includes commentary on the benefits and drawbacks of live e-learning, meta-analysis data on the products profiled, and notes on other products that can complement live e-learning systems. In addition, a handy At-A-Glance Comparison Grid is provided for quick reference to help you compare systems across the board.

Published May 2004: 422 pages; \$495

How-To of E-Learning Series - 30-50 pages each

How to Determine Your Readiness for Live E-Learning

<http://www.brandon-hall.com/howtodetyour.html>

To help you get the independent information you need on different categories of e-learning tools in a workbook-style, "bite-size" portion, we've compiled the first How Tos of E-Learning series in the industry. These "how-to" workbooks offer a practical, step-by-step approach to determining if specific categories of e-learning tools are right for your organization.

Published May 2001: \$75

How to Identify and Document Your Business Requirements

<http://www.brandon-hall.com/howtoidanddo.html>

Picture identifying your organization's business requirements before purchasing a Learning Management System as taking measurements of your company's needs to make sure the new technology will fit. This process is sometimes overlooked, but will assist you in making a better, faster and less stressful selection of the right LMS for your organization.

Published July 2001: \$75

How to Develop Your Request for Proposal (RFP)

<http://www.brandonhall.com/public/publications/howtorfp/>

How can you narrow the list of possibilities before contracting for services? How can you ensure that your organization's business needs will be met? One solution is to write and distribute a Request for Proposal (RFP) in the marketplace. An RFP is a written document that outlines specific information about your organization, the services and products you need, and the specific requirements suppliers must meet in order to win your business. A written RFP increases market awareness of your organization's needs, thereby increasing the competition to serve those needs and increasing the formality of the relationship between you and the supplier. In short, an RFP places you – the buyer – in control of the desired service levels and related requirements and lets potential vendors know up front that your most important concern is the level of customer service you will receive.

Published August 2001: \$75

How to Manage Vendor Demos and Presentations

<http://www.brandon-hall.com/howtomanvend.html>

Managing vendor demos and presentations is a critical phase in selecting the right learning management system for your organization. How To Manage Vendor Demos and Presentations answers frequently asked questions about managing vendor demos and presentations, and it provides information about preparing for vendor demos and presentations – and what to expect during the presentation.

Published August 2001: \$75

How to Finalize the Legal Agreement

<http://www.brandon-hall.com/valyourselan.html>

Deciding to use an LMS to help manage your organization's training and development needs is not a small purchasing decision. You are entering into a partnership—a strategic relationship to improve your organization's bottom line by improving your organization's learning opportunities. In order to ensure that your LMS requirements are met and to ensure that your time and preparation is not wasted, it is important for you to develop a legal agreement. This legal agreement will guide the relationship you have with the LMS vendor of your choice, holding the vendor accountable—and your organization accountable—to certain standards of performance.

This report includes helpful information on what to do before you begin the process of developing and finalizing the legal agreement between your organization and the LMS vendor and details the categories in a standard legal agreement. It also provides a complete example of a legal agreement.

Published September 2001: \$75

How to Design Effective Blended Learning

<http://www.brandon-hall.com/howtoblended.html>

Blended learning combines e-learning tools with traditional classroom training to ensure maximum effectiveness by taking the best from self-paced, instructor-led, distance and classroom delivery to achieve flexible, cost-effective training that can reach the widest audience geographically and in terms of learning styles and levels.

In this report, we examine the different blended learning options available to help you maximize your e-learning initiatives. We also include How-to checklists to help you plan for your own blended learning and provide case studies to show you how other organizations have developed successful blended learning systems.

Published November 2001: \$75

How to Evaluate Packaged Web-Based Courses

<http://www.brandon-hall.com/ht-offshelf.html>

Are you overwhelmed by the number of companies that sell off-the-shelf Web-based training? There are quite a few. Too many, in fact, to narrow down to a short list if you don't have a strong idea of your company's organizational and training needs.

This report is designed to help you identify the features and components you should look for in an off-the-shelf course. It walks you through the most critical criteria for purchasing a quality product and explains some of the issues to consider before you buy.

Published December 2001: \$75

How to Determine Your Readiness for Mobile E-Learning

<http://www.brandon-hall.com/mlearning.html>

The purpose of this How-To Guide is to introduce you to the new world of mobile e-learning and help you decide if this approach is right for your organization. It provides you with the basic information you need to begin planning a mobile e-learning implementation.

It explains why "mobile" is a better term than "wireless," lays out the advantages and challenges of m-Learning, and gives you criteria for deciding whether mobile e-learning is right for your organization. The report also examines common devices and platforms available for m-Learning, gives examples of m-Learning content currently available, and presents options for developing training content for m-Learning, including authoring tools and LCMSs that publish to mobile devices. It also provides guidelines for developing content for mobile devices and examines LMS tracking possibilities.

Published November 2001: \$75

Getting Up to Speed Series

Getting up to Speed on E-Learning

<http://www.brandon-hall.com/getuptospeed1.html>

While critics have scoffed in the past, they now admit: e-learning is here to stay. If your organization is considering making the leap, look no further for an introduction and explanation of the issues, technology and terminology that makes up e-learning. *Getting Up to Speed on E-Learning* was designed to be the first place that training professionals turn to orient themselves – and their team – to the world of e-learning. *Getting Up to Speed on E-Learning* offers a practical look at the industry and technology, explaining terminology to help you engage in e-learning conversations and how e-learning is changing the training function.

100 pages, \$75

Getting up to Speed on Learning Management Systems

<http://www.brandon-hall.com/getuptospeed.html>

Learning Management Systems. You've heard about them, but what are the benefits to using one – and is it the right tool for your organization? *Getting Up to Speed on Learning Management Systems* is a practical primer to the world of learning management, explaining the basics, the features and the benefits, as well as suggestions to help you choose an LMS.

Published May 2001: \$75

Getting up to Speed on E-Learning Standards

<http://www.brandon-hall.com/htstandards.html>

The purpose of this report is to discuss the standards movement in simple terms; to help clarify and make sense out of some of the confusion that currently permeates the standards movement. In addition, this report includes supplementary resource links to Web sites, articles, white papers, publications, discussion groups, forums and mailing lists to help you build upon the foundation set forth in this report and further your understanding of standards.

Published November 2001: 30 pages, \$75

About Brandon Hall, Ph.D.

Lead Researcher, CEO, brandon-hall.com



Brandon Hall, Ph.D., is a leading independent expert in e-learning, helping organizations make the right decisions about technology through his writing, advising and presenting. With more than 20 years as a training professional, Dr. Hall is the CEO of brandon-hall.com and author of the groundbreaking *Web-Based Training Cookbook*. Since 1992 brandon-hall.com has been providing independent expert advice in the form of published reports and phone consultations on the tools of e-learning: LMS, LCMS, authoring tools, content providers, and other tools that help organizations develop successful e-learning solutions. Dr. Hall participates regularly as a featured speaker in conferences such as ASTD and Online Learning. He earned his doctorate in educational psychology and has served on the faculty of San Francisco State University's Multimedia Studies Program.

Brandon Hall's reports and publications include:

- *Web-Based Training Cookbook*
- *E-Learning Across the Enterprise: The Benchmarking Study of Best Practices*
- *Building the Business Case for E-Learning: How to Translate the Benefits of E-Learning into Language the Whole Organization Will Understand*
- *Collaboration Tools for E-Learning: Increasing Completion Rates and Knowledge Sharing*
- The "How-to" E-Learning Series
- *Learning Management Systems 2001: How to Choose the Right System for Your Organization*
- *E-Learning Goes Global: Taking Learning to Every Corner of the World*
- *Authoring Tools 2001: A Buyer's Guide to the Best E-Learning Content Development Applications*
- *LCMS: Comparative Analysis of Systems Used to Construct, Organize and Reuse "Learning Objects"*

Dr. Hall's clients have included Microsoft, IBM, Cisco, GE, Motorola, Kraft/General Foods, Hewlett-Packard, Goldman Sachs, Westinghouse, the U.S. Army, among others. He has been the editor of *Technology for Learning* newsletter, a columnist for *Online Learning*, and a contributing editor to the American Society for Training and Development's (ASTD) *Training and Development Magazine*. As an internationally recognized researcher and speaker on e-learning, he has been interviewed by *Forbes*, *Fortune*, *The New York Times*, *The Wall Street Journal*, *Business Week*, *Forbes ASAP*, *InfoWorld*, *Training*, and *HR Executive*, among others.

In addition, Dr. Hall chairs the annual Excellence in E-Learning Awards, now in its fifth year and the first recognition program dedicated entirely to the e-learning industry.

For more information on Brandon Hall, visit www.brandon-hall.com; send an e-mail message to info@brandon-hall.com; or call (408) 736-2335.

Notes
