339 TIPS

on the IMPLEMENTATION *of an*
LMS or LCMS

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I. How to Use These Tips

A. Introduction

In early 2006, The eLearning Guild asked its members for their best tips on selection, implementation, and management of learning management and learning content management systems (LMS and LCMS). A total of 417 members contributed usable tips.

We have sorted and edited these tips, in order to publish them as three separate eBooks. This book presents 339 tips on LMS/LCMS implementation.

B. The tips

As we have done with our other publications on success with LMS/LCMS and with online instruction, we have organized the tips into categories. The editors assigned tips to categories according to the main theme or intent of each tip. This was not simple, since many of the tips contained multiple ideas and some were quite lengthy. We recognize that many readers will disagree with our categories and our assignments.

The Implementation tips fall into ten major groups:

1. Comprehensive tips: This is the largest single group. Each of these 105 tips addresses several key areas or best practices.
2. Tips on change management and obtaining stakeholder buy-in.
3. Tips on selecting and managing the implementation team.
4. Tips on involving the IT Department in the implementation.
5. Tips on project management.
6. Tips on system management and configuration.
7. Tips on testing and piloting the LMS/LCMS.
8. Tips on training users.
9. Tips on managing vendor relationships.
10. Miscellaneous tips on a variety of topics: Some tips simply didn't fit any category we could come up with, but they are valid and worth considering.

C. The tipsters

As in all our eBooks, we credit the members who contributed their ideas (the Tipsters). Most of the tips are followed by a number indicating the origin, and an indexed list of Tipsters appears at the end of this book. All tips are in the Tipster's own words, with editing only for spelling, grammar, and punctuation where needed.

We deeply appreciate the effort that contributors made to create these tips. We hope you find at least one valuable idea — and we hope many valuable ideas — that can help you as you implement your LMS or LCMS.

II. Comprehensive Tips for LMS Implementation

I come from a member organization and we are in the process of implementing an LMS/LCMS. We will eventually use the system for staff training but the member implementation takes priority. We are still implementing, so I don't have any success tips but I can share some of our experiences and questions we've had to ask ourselves in this process. Early on, it's important to clearly define a team for discovery and configuration of the system. Define their roles in managing all different aspects of the system's configuration. Communicate to your team the value and importance of their role in the configuration and implementation process and why it's important for them to attend every meeting. It's also helpful to get your leadership to agree to a "year zero" on your system implementation plan, meaning you have time to make all the decisions about implementing and configuring the system before you are expected to have all the content ready for launch. Questions to ask: Are you going to pay for customizations, possibly taking you off the path to future upgrades, or are you going to take an "out of the box" approach to the system? Who is/are going to be your authoring expert(s) or manage your experts on the LCMS side? Who is going to have access to publish the courses (i.e., defining an approval process)? Who is going to make decisions about your organization's taxonomy and metadata so that your courses are searchable? Who is going to define a long-term content strategy for getting your content in the system? How will that strategy evolve into policy (who in your organization can make that happen)? Are you going to go with a hosted solution vs. hosting in-house? I would also stress the importance in selecting an LMS/LCMS vendor that will take on the role of partnering with you to get you through implementation and successful launch of the system. Decide early on if you are going with a hosted solution vs. in-house hosting for your system. This will have a big impact on who can play the role of long-term, day-to-day system manager. If you go with a hosted solution, you won't necessarily need your IT Dept to play as big a role in the day-to-day system management. Accept course credits to the hundredth decimal (e.g. 1.25 credit hours). Note: I am involved with a medical specialty society and our accrediting body (the ACCME) allows us to offer continuing medical education (CME) credit in increments of .25, so we will have to pay for a system customization to accomplish this. — 17

Allow more time than allotted. Allow adequate time for testing. Don't assign any mandatory requirements to learners immediately after implementation. Determine the process for providing user assistance and troubleshooting. — 161

Use beta testers from key user groups. Use employee feedback (from pilot group or initial training) to make improvements to software and training procedures — this increases the level of interest in the system and in future training modules. Reduce software constraints on users as much as possible. Request feedback from users early and often. We found some features forced inconvenient steps, which reduced willingness to participate and diminished training effectiveness. We were able to make changes which resolved these issues. Provide simple handouts to enhance learning. We provide a tri-fold on the system, how to use it and training content, and a glossary of terms on our technical training. Simplify content as much as possible, while utilizing the best graphics, animation, and simulation technologies possible. Leave more than 30 days between completion of training and follow-up evaluations because time is needed to observe the desired new behaviors. Train supervisors in advance about the ways employees will apply the learning, and about how they can reinforce the application of a knowledge and/or skill set. — 187

II. Comprehensive Tips for LMS Implementation
continued

1. Stakeholder identification and participation is critical, beginning at the needs assessment phase through to launch.
2. Review, validation, acceptance, and tracking of requirements and success measures.
3. User testing at all levels (administrator, curriculum developer, student, instructor, e-Learning user, manager, etc.).
4. Change control process to manage changes.
5. Provide simple tutorials to help new users learn to use the LMS/LCMS using Flash, PowerPoint, etc.
6. Promotion, marketing, etc. of the new LMS/LCMS is critical for user acceptance. — 178

Visit others who have implemented the LMS of choice, or any LMS, and see what has worked for them. Establish a good working relationship with your vendor and its representative early on. Technical knowledge of administrator(s) must be above a base line. Involve marketing to introduce the initiative. Present at various business meetings, management, special interest groups, etc. Run a pilot for a minimum of three months. Involve the vendor for training and best practices. Choose content that is deliverable through distance technologies. Support team with representatives from IT, Instructional Design, business units, and end users. Make it your own. — 105

Have prepared tutorials and workshops for instructors and students. Test, test, and test again. Advertise service. Develop universal format for user names, passwords, course names. — 381

Have communication to senior management well in advance. Have a clear internal marketing plan. Internal workflow plan should be established. Put IT on notice. An internal project manager should handle all communications with vendor. Provide change management training. Develop end-user training in advance of rollout, inclusive of job aids. Roll out in phases to keep excitement going (delayed addition of some off-the-shelf courses, or internal courses, learning plans, etc.). Have a large bottle of Tylenol nearby. — 380

Take it from a learning perspective, not as a piece of technology. Do not customize the LMS extensively. Get buy-in from your L&D people. Implement slowly and respond quickly to user feedback. — 29

Ensure technical support from IT upfront and from vendor — they should communicate frequently. Have a clear roll-out plan. Introduce functionality in a systematic, focused timeline. Some will want to jump ahead, creating garbage in/out. Give the users a reason to log on — they will access it when they have a need. — 205

1. Install on a sandboxed test server.
2. Bring in representative course content including all variations of material.
3. Work with a group of early adopters/interested parties to test the LMS as students, instructors, and content managers/developers.
4. Observe their interactions and develop expertise to provide training to the community at large during the test process.
5. Work out any kinks with the user community and the vendor (if actual bugs are discovered).
6. Implement API integration with additional institution systems to automate loading of instructors and students.
7. Roll-over into production when community is anticipating using it — this should happen via word of mouth or pilot projects where those involved promote the system/process to those not yet involved. — 22

II. Comprehensive Tips for LMS Implementation
continued

Get the money and hardware that is required to support the system BEFORE the implementation. You don't have to hire all of the required staff the moment that you start the project, but you should have the financial resources available to hire more staff as they are required. Make users aware of the new system ahead of time — advertise and try to build up some excitement. Keep the designers and instructors up-to-date on the implementation and any difficulties that may affect them. Be prepared to support users. Let users know that there will be technical support, and where they can get it. — 54

Start simple — do not plan to use the more advanced features until fully familiar with the system. Don't underestimate the amount of testing required. Ensure you get the vendor to train you well, and then make sure they are available during testing and go-live. — 118

Identify up front the technical, project management, and interpersonal abilities that are essential competencies for members of the project team. Pre-train the selected team members in any skills they must share before implementation begins. Do not just rely on the vendor for training of the team; reach outside for high-level training. Create a communication plan and process for the implementation team on the company's intranet. Give everyone on the team full access to technical reports, and give everyone the ability to contribute reports, ask questions, and raise issues. — 158

Take your time. Do not rush the implementation. It is far easier to do things slowly than to have to reverse any negative impact of an unexpected bug or issue. Make sure you have support from the highest level of the organization (trickle down effect). Gear the implementation so that the system is seen as a benefit, like tuition reimbursement, company dry cleaning, etc. — 191

Plan for the configuration of the LMS. If you are going to require managers to approve courses for their staff, then lay out your organization by direct reports and build a hierarchical tree. Determine the content you will be loading — if it's purchased from a vendor, get test files before you purchase (not test shells, the actual course). Verify that the LMS vendor has an import utility and will provide support and training to assist you in getting the LMS configured and populated. Do NOT let them leave your site until it is all working. — 293

Form a core implementation team involving IT, Training, and content developers. Ensure top-level buy-in. Pick a competent Project Manager and have them team up with a Technical Implementation Manager if they are unsure of the IT side of the implementation. Have both a Production server and a Development server for the LMS system. Make sure the implementation team has full access to the Development server for implementation. This is true even if security levels and business procedures must be relaxed — it's the only way to keep implementation on track. Take the implementation timeframe that you get from the vendor and add 50% — this is a much more realistic timeline. Most professionals are up to their eyeballs in other things, and implementing a business-wide LMS system has to fit within the weekly duties. Create implementation stages so that the Phase 1 implementation is easily achievable and hits an important business segment. On success, you can roll out the entire business in additional phases with the first win under your belt. This will help with additional top level buy-in. — 255

1. Training   2. Transfer data from current system to the new system.   3. Knowledge of the platform used   4. Knowledgeable programmer — 46

II. Comprehensive Tips for LMS Implementation
continued

Ability to have step-by-step release that matches the vision of the organization, shared understanding, professional development plan in place, sound infrastructure based on solid pedagogy; key players onboard; start with the managers; develop ownership. — 280

Make document and version configuration decisions. Keep the primary decision-making team small — bring in others only when you need their input in specific areas. Plan for unexpected expenses. Monitor progress on a regular basis. Regularly update senior management on progress. Develop step-by-step test scripts and document findings from testing in detail. Retest everything after each build. Prioritize and make go/no-go decisions on fixes — if you wait for the system to be perfect you may never go live. Develop comprehensive training materials for all audiences, especially your administrators. Use multiple methods for delivery — instructor-led, online, resource materials. Train as close to implementation time as possible. If this isn't possible due to the large number of administrators then run refresher training close to and/or immediately after launch. If you use the LMS vendor's instructors for training, have an LMS team member on hand during training to answer organization-specific questions. Set data entry standards and help administrators with the initial setup of learning records. Revisit configuration decisions throughout the process and revise them if needed. You may find that as your understanding of the LMS changes so do your configuration needs. Prioritize entry of data (if you have a lot to convert and create). Not everything needs to be in at go-live. If you have a legacy system you are switching from, draft a cutover guide for administrators explaining how processes have changed, and how to manage training that falls across the cutover date. Lay the foundation for Help Desk support — make sure the Help Desk is prepared with documentation, FAQs, contact information. Launch to administrators before learners. Don't underestimate the importance of branding your LMS — marketing will help drive interest and acceptance. Celebrate a successful implementation and reward the LMS team in a timely manner — this isn't an easy task to pull off. Start planning for your next release — technology changes too fast to be satisfied for long with what you have done. — 133

It's vital that there's open and honest communication between the vendor supplying the LMS and the company contact purchasing the LMS. Have a clearly-mapped implementation design maintained by a project manager. Use structured alpha testing to ensure all issues are touched upon. All players must be kept informed on status and their roles. — 287

Get support and acknowledgement from the top directors; this will help you with managers on the different departments, and as a consequence with all users. Realistic investment; good teamwork among the Systems Department and the Instructional Designer; good communication. Have everything ready and tested before launching it because first impression is going to be very important to determine motivation to the following e-Learning. — 2

Ensure stakeholders are vested in the project. Work closely with IT to ensure you have the infrastructure to support the software. Biggest challenge for many organizations is personnel maintenance in the system. Recognize that the training and support needed to go beyond initial implementation may require consulting interventions. — 296

A Help Desk that's always available; an easy-to-use interface; plug-and-play as much as possible; no vague language or instructions; have modular options so I don't have to install what I don't need or want. — 140

It's vital that there's open and honest communication between the vendor supplying the LMS and the company contact purchasing the LMS. Have a clearly-mapped implementation design maintained by a project manager. Use structured alpha testing to ensure all issues are touched upon. All players must be kept informed on status and their roles.

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II. Comprehensive Tips for LMS Implementation
continued

The best tips I can provide for physical:
• Easy-to-use underlying database system
• Data needs to be easily corrected
• Integration needs to be as seamless as possible
• Know space/physical requirements
• Understand security requirements and implementation
• Have a test system
The best tips I can provide for users:
• Provide good communications
• Provide reference cards and/or online courses for system usage
• Provide demonstrations and hand-on training (if possible)
• Provide a mailbox for questions
• Provide administration training — 337

1. Set up a team, dedicated if possible, to install, maintain, and administer the system. Never, never, never let the corporate knowledge of the system evaporate.
2. Set the customers' and users' expectations BEFORE the rollout.
3. Train the administrators, students, and trainers.
4. Make sure the system meets expectations BEFORE the rollout and test, test, test!!! — 31

Market the new product to the corporation; provide information that proves the work will be easily, more efficiently, done when using an LMS/LCMS. Select LMS managers that have a combination of training development and administrator skills and IT skills. Make one person or one department accountable for administering the LMS/LCMS. Help me develop training content, launch web-based programming, and think through blended learning strategies. — 72

Correct process and software alignment. Intensive use of change management practices to ensure smooth user adoption. Start with relevant core business-related content to make learners interested in the system and courses. Start with a pilot. — 353

1. Get senior management in at the beginning, and be seen to be using it.
2. Get that old guy who hates the things to be seen using it.
3. Don't buy the "training package" — if it needs expensive training by the vendor they haven't met modern design needs and you shouldn't have bought it.
4. Do a Plain English guide to getting started for each group involved
5. Insist everyone uses it for at least the essentials of course management and material.
6. Get regular, honest, feedback — not edited to back your initial recommendation.
7. Just make it part of normal life at your institution — it needs to just be there, doing its job, not some continual marketing of someone's brand. Hey, they've had their money now! — 20

Non-technical side: Buy-in of its worth from management and the client. Technical side: Dedicated resources (both in personnel and technology) in IM/IS. But most of all, a comprehensive project plan and Charter. — 232

Correct process and software alignment. Intensive use of change management practices to ensure smooth user adoption. Start with relevant business-related content to make learners interested in the system and courses. Start with a pilot.

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II. Comprehensive Tips for LMS Implementation
continued

1. Know your budget and be willing to stay within it.
2. List your goals and define your timeline for implementation.
3. Be generous with your timeline — don't put yourself in a time crunch.
4. Analyze your bandwidth — is your team large enough to accomplish your goals and timeline? Are any adjustments necessary?
5. HIGHLY promote manager buy-in — stress the importance of having implementation flow from the top down.
6. Find LMS champions who are willing to help promote, encourage, and train others.
7. Communicate and share results. — 52

Identify an implementation champion and make them the project manager. Get your IT department on board before you select the LMS. Commit sufficient resources to the implementation project. Test, test, test across your whole network. Use live courses and data when testing. Don't underestimate the time required. Engage your Executive team at the beginning; have them champion the LMS within their own Divisions. — 81

Make sure you have an explicit deal with your vendor about training. Realize that it will take a lot of your time for a period. Start with the back-office and get acquainted with that part before going public. — 127

Make sure that you have buy-in, and that the LMS is deployed within the business processes of each department and at each level — so that the "what's in it for me" is apparent to individual contributors, line managers, and executives and that they use the LMS as part of their business processes, not as an addendum. Also, make sure that the people who are implementing an LMS are not just technical people but have a solid foundation in human performance technology and instructional design; otherwise the LMS becomes a database rather than a strategic tool. We must figure out the "pain points" around worker performance and see how an LMS can meet those needs. — 364

Do your homework ahead of time! Have the key IT folks lined up for support of the implementation. Make sure you plan your course naming and coding convention up front! — 256

Determine what content will need to be loaded into the LMS. Make sure that content adheres to a standard (SCORM), which ensures that the content can be reused in any product. — 102

Keep IT a part of all aspects of the implementation. Plan carefully and move slowly. Communicate more than you think you need to. — 43

Implement and utilize a test server for a period of time before putting a load on the server. — 211

Avoid "big bang;" keep it vanilla as much as possible; use iterative prototyping and modeling; adopt "less is more" as a philosophy; think long term but aim for quick wins. — 157

Realize that you will need technical staff to support your LMS, not just administrators. Information architecture and course structures should be planned for; if they grow up organically it's a mess. Content design and development standards must be clear. Be flexible enough to encompass any blended learning scenarios we can develop. Include mechanisms to collect and report on success metrics. Differentiate between student-relevant data and system usage data; allow selection of what appears in a transcript. — 291

II. Comprehensive Tips for LMS Implementation
continued

Involve the faculty in the research and acquisition of the system. Give advance notice, hold trainings, and advertise before rollout. — 388

Project team must include representatives from the client support organizations. Training for technical, development, and client support staff must be in implementation plan. — 124

The management of the client end must be committed to the implementation. Enough needs-identification and fact-finding must take place before making the purchase. Vendor's sense of responsibility, initiative, responsiveness, and "proactive-ness" are also important to implementation. Also, client cannot take a hands-off approach and leave everything to the vendor. Support from all levels in the client organization (especially the IT department and the individual line managers) are critical to the success of the implementation. Communication and internal marketing to the organization's users will also play a role in encouraging adoption. Ultimately, success is a relative term and different organizations will have a different definition of success. So the first step will be to identify what the success criteria is. — 150

Work very closely with your implementation team. Allow enough time to get the configuration work done before rolling out the system. Roll out to a limited audience first to work out the bugs before going out to the entire organization. — 79

Before you even get there — ask the vendor for their implementation plan. Include all the key players (IT, etc.) and get availability confirmations. Then once that day is there: Be prepared, have everything ready, be available — do not schedule yourself to be involved with anything else. Test the system immediately. — 104

The best internal marketing plan ever must be in place. The best authoring tools must be known and used at an advanced level of a small in-house team. The training department and the IT department must be "best buddies" — 352

Clear communication to the organization about LMS's purpose and how it will be used — keep explanations to the knowledge level of the end user rather than the IT tech. Provide a clear avenue for getting questions answered. Have a clearly identified point person(s) to answer questions. Demonstrate what it will look like. Clearly acquaint people with any additional responsibilities this will require of them. Train people on its use — maybe provide a Web site of FAQs to help with this. — 242

Think of each decision in terms of what's easiest for the learner. Try to make it as easy as possible for them to get to the learning. Be an internal marketer: beta test it with a small group before you introduce it so you can catch and fix errors (you will make them) before widespread introduction. Check the learner database carefully. Make sure learners' names are spelled properly in the login and in their profile. Make sure the reporting and departments are correct for all employees. Market it internally. Start hyping it before introduction. If learners are not going to be hands-on with the tool, hype the benefits they will see: certificates, transcripts, whatever will benefit them. This builds excitement and lets them know you're working on something big. Under-promise and over-deliver. Have a celebration when you do roll it out. Make sure that everything you show them works and works well, even if it means you have only two classes in your database. Try to start learners with a fun or fun-ish class. Learners are going to look for reasons to avoid training and to avoid online learning; you don't want to launch with a detailed class on a dry topic. Shine in your introductory content with movies, simulations, animations, anything "whiz-bang" that you're sure you can execute. Your success depends on removing learner objections. — 344

Good project planning. Buy-in from all stakeholders.

CHERYL LISKER, ELEARNING SPECIALIST, TAKE CHARGE AMERICA

II. Comprehensive Tips for LMS Implementation
continued

1. Involve your IT department from the start in the selection and implementation of the LMS and/or LCMS.
2. Conduct focus groups with key stakeholders and departments when selecting and implementing so that the most important needs are understood and addressed.
3. Groom a champion for the implementation from the ranks of senior leadership.
4. Develop a rollout plan for the organization, including announcements in company-wide publications, meetings with management staff, and demos and Q&A sessions with employee groups. — 411

1. Use a beta group to find out the strengths and weaknesses of both the LMS and vendor-provided end-user support. Administer a detailed survey to beta testers.
2. Ensure all key internal stakeholders are on board before making the final purchase decision. This helps for a smoother implementation.
3. Line up names of end users before finalizing the purchase to ensure a small gap between the license activation date (if a 12-mo cycle) and the date when users are registered.
4. Collect more info than you think you'll need in the registration process/forms. It's easier to add a column in an exported report than to try to go back and collect the info.
5. Use a phased rollout to a small group of users first, then to a larger group, then to your largest group. Iron out the bugs with the small group. — 35

Good project planning. Buy-in from all stakeholders. — 162

1. When they train you, try to make their trainer use your examples and perceived training course structures so you have a good sense of what your learners will actually see when you begin using it.
2. Test, test, test. Test within the training organization, then with a sample set of users. Refine your setup processes and document them well.
3. Training is important. Since interacting with an LMS is often a small part of the learners' job, having self-paced training and job aids available on the portal home page helps.
4. Don't be afraid to push back. If something doesn't seem to work as you understood, complain to the vendor. — 170

1. If you are currently operating in an LMS/LCMS environment, pilot your migrations. Faculty have put a lot of time and effort into building their courses into one system, any additional work to learn a new system, if chosen, will already be asking them for time.
2. Fully train your core internal support staff to administer the system, and have this team be able to train others in the necessary basics. Have this core training team disseminate basic knowledge to sub-teams defined by your organizational structure. Utilize peer knowledge-sharing tendencies by solid training and just-in-time support systems.
3. Develop in-context job aids and support materials, and have them ready and available from the beginning of system implementation. Offer multiple levels of support (phone, IM chat, tutorials, etc.), with additional coverage during a migration or implementation period.
4. Be patient with everyone. — 27

1. Have a change management plan that includes a great deal of communication with the users, and manages expectations of both users and management.
2. Have adequate resources devoted to the project — people, infrastructure and time.
3. Have a project plan, with clearly defined responsibilities and timelines. — 48

II. Comprehensive Tips for LMS Implementation
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First time go-live: High-level corporate support is a must-have throughout. "Sheep-dip" employees through the system using mandatory training. Pull away alternatives to the system. Changing LMS is easier to accomplish, harder to sell to internal decision makers. — 188

Successful implementation criteria might include the following:
• Needs analysis and technical requirements must be met by vendor's system's features require-
   ments (or the vendor must be willing to customize a solution for you)
• Vendor's system must be scaleable in terms of integration into the company's existing infrastruc-
   ture
• Vendor controls or guides the company with the overall implementation process
• Training must be available and accessible from the vendor for all appropriate users of the system
• Vendor must provide support documentation from a generic and possibly customized perspective
   based on your company's architecture — 60

Take your time! Don't rush to implement the LMS. The more planning and thought that goes into the process the less likely you are to encounter unforeseen errors or situations. You may lose some time in the beginning, but in the end, you won't lose face over errors and delays. — 202

Plan the rollout well in advance. Test, test, test prior to roll out — make it supervisor-proof. Do NOT advertise until integration and functionality testing is fully completed. Don't let managers in for a "Sneak peek," for once "Pandora's box" has been opened, you will start getting more traffic than you probably anticipated, and any small glitches or problems will give the project a bad rep before you even start. It's much harder to get "buy-in" from management if they hear through the company grapevine that this new e-Learning system sucks and is buggy. — 99

Best tips for implementation are:
1. Make sure you have a clear plan for acceptance.
2. Get IT people involved.
3. Make sure your infrastructure is ready.
4. Ensure IT infrastructure has taken into account future expansion and needs.
5. Roll-out to a test audience first.
6. Then roll-out the solution in phases. This gives people, both system support staff and end users,
    time to get familiar will the new tool.
7. Make sure training is provided and then provide on-going support.
8. Have central support team to help with all types of enquiries.
9. Gradually improve the system over time. — 74

Testing, Testing, and more Testing followed by Planning, Planning, and more Planning. Define your learning strategy and pick products that complement that strategy. The worst thing you can do is try to customize a product to fit your strategy. For example: if SCORM is central to your deployment, make sure all your products are FULLY SCORM-compliant. — 198

Use your selection team, led by a competent administrator, to put a written plan for implementation in place. This plan is a great communications tool to your organization when you're asked about timelines, processes and priorities. After the plan is developed let the instructional-design folks develop the training program for review. — 86

II. Comprehensive Tips for LMS Implementation
continued

Assemble reps for every stakeholder. Ensure that HR is storing data using methodology that will mesh well with your LMS. Make this database work correctly with your LMS. Consider Human Resources' hiring and performance-measuring software and how to make it compatible. PLAN!!!! (This goes for every category.) — 328

You should have a good team. The right combination of people — especially if validation is part of the plan. Good project management. Good internal marketing strategy. Good curriculum mapping well in advance. — 400

1. Involve the right people from the beginning.
2. Establish the process from day one to ensure specific documented data rules are in place, ensuring only sound data gets into the system.
3. Set realistic timelines.
4. Pilot, revise, pilot, revise, deploy.
5. Support deployment with a full change and training strategy. — 28

Effective assessment of technical environment. Effective training on use. — 146

I think that implementation is less of a challenge if your vendor provides the right support. However, working with your own IT department can be a challenge and getting their buy-in is a key to success. — 201

Before purchasing the LMS/LCMS, work very closely with your IT team to determine what resources will be needed to implement the LMS, what (if any) additional resources (hardware, software, personnel) would need to be made available. Also, get buy-in from upper management to ensure that, after implementation, the product continues to receive the necessary support from all relevant constituencies. — 397

For successful implementation of LMS the following should be borne in mind: Teaching faculty need to see the benefits of using LMS. Provide adequate technical and pedagogical training to the faculty. Careful planning to introduce and orient learners to the LMS. Institutional support. LMS needs to be built into the infrastructure of the educational institution. — 325

There are two parts to the implementation in my eyes. First, there is the work to configure the LMS once it has been purchased. Second, there is the work to introduce the LMS to the learner base. For the configuration, be sure to have the right people involved. This would include the LMS administrator, instructional designers, and of course the IT folks. The IT side is not one that I can speak knowledgeably about, but we had a crack IT guy on it. Be prepared to be disappointed in some areas as we found that all vendors tell you that you can do whatever you want to configure it, but when you get to actually performing the implementation, they tell you that the system can't do that. It is extremely important to approach these sessions with an open mind. If what you anticipated cannot be done, you must stay open enough to try and develop a workaround. We really had to press this during the configuration. Always keep the learner in mind during the configuration. It is important to review each choice during configuration in terms of ease of use for your learner base. When choosing field labels, make sure that they make sense to a non-English speaking audience (if your learners may be non-English speaking). In terms of implementing the LMS for the learner base, I believe that our experience was different from many companies. We heard many stories about how learners leave courses without finishing them, and how learners don't use the LMS leaving the company

II. Comprehensive Tips for LMS Implementation
continued

with a poor ROI for their investment. We have not experienced this at all. We invited ourselves to meetings prior to the implementation where we described the University that was coming in the future. Then, we took a small group of key personnel and walked them through using the LMS — kind of a hand-holding approach here, but as key personnel, they spread the word to many other employees. We retained many of the admin rights within our training group and released primarily learner capabilities. This created more work for us at the beginning, but presenting our audience with a simple approach made it seem less intimidating. All they had to do was sign on and take courses — they did not need to have an employee have to learn how to do administrative functions. It wasn't long before they were asking for this — this was a key factor. If we had forced it on them, they would have resisted. By doing it this way, they wanted the additional responsibility. We also created an incentive program where there were monetary rewards for using the LMS. This was not a stand-alone program, but rather an element of a much larger incentive program going on in the company. I am pleased to say that we have had our LMS in place for three years, our audience numbers just about 1,500 learners in total, and they take about 14,000 courses per year. The majority of our content is proprietary — we are not just offering a bunch of courses from KnowledgeNet or a subscription place like that. — 361

Ample technical support. Use, or at least start with, an ASP model. Strong planning processes AND follow-up of those processes is important. — 154

Follow good organizational change. Assess your readiness. Know what you're going to put in it. Ensure you get what you want out of it. Project management basics, including risks. Don't stop 'til you achieve your business, learning, and technology metrics. Have an exit strategy. — 248

Training — comprehensive training program. Delegation of responsibility for level management. — 92

Again, be clear about your needs. Be patient, any implementation has its challenges and there will be bumps in the road. Communicate well with your vendor and be clear about the objectives — unclear goals will lead to your needs not being met. — 281

Gain the committed and enduring support of senior management. Make sure this support is clearly communicated. Develop a costed, full, and realistic implementation plan incorporating: hardware; software; configuration; systems administration; institutional client configuration; project management; operations management; rights management; administration; support. Clearly identify and communicate the benefits of the initiative. Run realistic pilots. I.e., don't devote more resources to the pilots than would be available to routine use of the system. Develop a realistic strategy for dealing with legacy content. Develop clear workflows for all roles and stick to them. Make clear distinctions between operational and project activities. Set low expectations ... and exceed them. Give high quality support to all roles. Delegate. Foster the development of communities of users. Encourage the inclusion of technical staff in non-technical meetings. — 212

When implementing an LMS the software development lifecycle must be followed in order to roll out the service with the least stress on the end-users. Not only must it be planned and developed methodically, but it also must be tested and phased-in thoughtfully. With an LMS, there may often be facilitators or instructors who need to be trained, in addition to the students, and this step should not be overlooked. And yes, there should be a facilitator/instructor for every single course, no matter how self-guided it may be. — 70

Follow good organizational change. Assess your readiness. Know what you're going to put in it. Ensure you get what you want out of it. Project management basics, including risks. Don't stop 'til you achieve your business, learning, and technology metrics. Have an exit strategy.

CLARK QUINN, DIRECTOR, QUINNOVATION

II. Comprehensive Tips for LMS Implementation
continued

Establish a Governance Board to make final decisions, and resolve interdepartmental challenges. Build interdepartmental teams to implement. Secure an automated data feed with unique IDs for your users prior to purchase. If you build it — they will come. Be prepared to scale fast after your first successful launch of a corporate initiative. — 156

Gain campus/business buy-in. Campus-wide training. Examples of best practices and courses set up for individuals to see. Set standards — where materials are located, what format, etc. Have a "go-to" person in each department who knows the system and can assist faculty/staff to use the system. — 263

Define and flowchart the business processes that will be impacted and identify who and where the changes will impact. Communicate with these areas, obtain their input, get them onto the team early, and get them involved. Where impact is low as measured by business need, but high in terms of processes impacted, select a pilot test. Determine the gap between the current culture and the culture you want to create and see where the tool's impact is felt. Prior to actual implementation, the system, processes, and policies have been defined and now they are tested to see if they support the new learning environment. — 122

Plan at least 20% of the budget for LMS customization and integration. Be generous with timelines; just because the LMS company is ready to install and integrate the LMS, it doesn't mean your HR and IT people are ready. — 15

Implementation will likely be a team effort between the vendor, your MIS department, and the primary stakeholder. Evaluate your organization's experience and success at implementing enterprise software solutions. Rely on the resources with the best experiences to write an implementation plan that includes a timeline identifying who will be responsible for each part of the project. Have all of the stakeholders, including the vendor, review and sign off on the implementation plan. The vendor has likely included a Statement of Work with the contract. This needs to be incorporated in the timeline. Determine who will be responsible for validation. This person should not work for the vendor but may be contracted from outside the organization, and should be able to solicit resources within the organization to assist with validation (writing and execution of the test cases.) Proper validation will probably take 50% or more of the implementation effort. Ensure that validation includes checking against actual business practices. Proper validation is the only way to ensure that the product works as desired when implemented. Involve select users in validating the product. These users should represent all levels of the organization, education, and computer knowledge. Determine how the roll-out will occur. Will administrators be given access first? Will access be given to all students at once, or by department, etc.? How will users be trained to use the system (well-trained users are much more likely to support the use of the product!)? Determine who will be responsible for selling the product to the users. How will users learn about the product, what it is used for, and why they should use it? Users should understand why the organization needed an LMS. Get the users excited about the product (provide demos, screen shots, have an implementation party, etc.). — 41

Organization must recognize that formal education and training is required. Commitment of organization. Common sense. Pragmatic approach. Training professionals must be competent in systems approach, technology, and implementation. Traditional soft-skills instructors who are faint-hearted and overly sensitive should stay away from implementation. — 244

II. Comprehensive Tips for LMS Implementation
continued

LMS implementations should be managed jointly by vendor and customer project managers. It is important that ownership of the system be established up front, i.e. HR versus IT. Either way, make sure you have people experienced with system rollout methodology AND training design and delivery — not necessarily the same person. — 246

Well-planned project implementation steps from the vendor who is (or should be) more experienced at implementation. Involvement of LMS/LCMS customers from even BEFORE the implementation starts. Huge amounts of attention to Change Management. Keep customization to an absolute minimum. — 286

Carefully pick the right system for your needs ... and check out the support before committing. — 200

Project definition and plan (part of total project plan)! Rigorous beta testing, pilot, launch, feedback and correction loop. Support for site personnel. Provider support and training, with staged, continuous improvement loop. End-user support and training, with staged, continuous improvement loop. — 313

Form a committee to determine the best way to implement an LMS to your organization. I have found that it takes at least six months for staff to embrace any new technology, so introducing anything new should be done months before a targeted implementation date, and then professional development is essential. Providing an overview of the system, and then short training sessions, works best in our organization. — 88

Training, training, training! Train key people in the organization to function as first responders to those using the system. Be sure these individuals are easy to access for users. Help desk! In the early stages of implementation, overstaff the Help desk so adopters know their questions will be answered promptly. TEST! Select a group of savvy technology users to test the LMS/LCMS for four to six weeks before implementation so questions from the broader user population will be anticipated, and the issues can be addressed in training. — 84

You need clear procedures and authority. You don't want two people both thinking that they have authority over the same decision. As an acquired company, we are trying to move our courses to the existing LMS. Six different groups are trying to manage overlapping pieces of the same set of training, and stepping all over each other. Customers vs. internal courses exist, but some courses are for BOTH audiences, so who is in charge? Online training and ILT courses are handled differently, so there are gaps and overlaps. What a mess!! — 13

Have a detailed project plan and stick to it. Pilot as you go, not at the end when you're ready to roll out. Stress tests, stress tests, stress tests — make sure your servers can handle load. Be very clear on verbiage with the developers — a common phrase to you can mean something completely different to them. Understand basic principles of change management — just because you live and breathe the LMS on a daily basis doesn't mean your organization will have the same passion or understanding. — 269

Have a strong implementation plan that includes teacher professional development. Ensure that there is support from the vendor/developer for the implementation in the form of sound training for the implementation team. — 262

II. Comprehensive Tips for LMS Implementation
continued

1. Involvement of all stakeholders in pre-planning and decisions on LMS platform. Includes: students, faculty, staff, and administration.
2. Communication from the LMS implementation committee to the extended campus community regarding decisions and timeline.
3. Involvement of all stakeholders, especially students and faculty, in testing the platform.
4. Continuing involvement of all stakeholders in decisions after implementation regarding policies and functionality of the LMS. — 149

I work in a University context, and the key to implementation is strong leadership that can generate buy-in from the users, in this case faculty. Users need to feel that they are being supported from all levels of the administration, and that the shift to blended or on-line learning is a top priority for the organization as a whole. — 370

1. Provide orientation meetings for faculty in order to prepare them for the new application.
2. Send technical support folks to training and/or have vendor come to campus to provide training.
3. Carefully plan the implementation stages and allow enough time to address issues and concerns.
4. Incrementally transfer courses from the old application into the new application starting with the most technically savvy faculty first. They can then serve as mentors to faculty in their departments or colleges. This means that two systems will be administered for a period of time, but if faculty and students know upfront that it is going to be an incremental process, and that support will be available, there will be better buy-in.
5. Provide orientation workshops for students (both face-to-face and online) to introduce the new application.
6. Test, test, test before going live with the new application to insure success. — 25

Start with a limited functionality set to support critical learning requirements, and grow the capabilities of the system over time. Trying to do everything at once complicates development of the LMS/LCMS, deployment to core users, and risks overwhelming the learning community. — 335

1. Top management support   2. Inclusion in KRA. 3. Continuous mentoring. 4. Feedback to the supervisors   5. Monitoring competency development and rewards — 47

Identify a business unit that's willing to champion the implementation. Identify a business need that requires a well-established and tracked training platform. In the manner of software companies who tailor the first iteration of their product for a specific client and then send it to general release, focus the implementation on the business unit that's willing to champion the implementation, and make the platform sing for them. Keep it simple. Keep it rigorously documented. Communicate, communicate, and communicate! — 76

Test every possible process and scenario that the committee can think of. Expand the committee to include focus groups of front-line managers who will be supporting the LMS and end users to gain feedback on the best uses of the LMS features. Work with the LMS vendor to "customize" training to your organization — it is critical that you do not expect their out-of-the-box training to address your specific needs. — 285

Again, know where you are and where you are going. Start with a pilot or proof of concept and identify some quick wins to build momentum. Have a clear communication strategy with your stakeholders as well as the project team. Have your service level agreements with the vendor well defined before work is started. — 292

The implementation of an LMS has to be staged, practiced (rehearsed) almost, and widely communicated throughout all of its potential users. In fact, the users are the most critical, yet overlooked, component of an implementation.

Junald Wajid, Business Analyst, Raytheon

II. Comprehensive Tips for LMS Implementation
continued

PLANNING! COMMUNICATION! When we implemented our new LMS a few years ago, communication was a very important factor. It still is today. The administrators constantly send out messages about when the system is going down for maintenance, for example, as well as any issues with hot fixes and updates. When we were implementing the system the administrators spent a lot of time communicating the process and the time frame, how long people would have to move out of the old system, where their old materials would go, when trainings would start, and so forth. Constant communication and a solid plan that the institution sticks with as much as possible is the key, I think, to any implementation process like this. — 404

Partner with a provider that is well-suited to company culture. Consider the obvious project plan tasks and be sure to take into consideration a marketing plan for communicating with all affected stakeholders and users. Establish a learning reference group that will make guiding principle and general design decisions. Examples of the former include whether single sign-on will be used, whether and how new users will be automatically loaded and maintained. The latter includes overall design for the organization (colors, logos, layout, etc.). Ensure there are clear goals and accountabilities to keep the project focused. Consider the ongoing organization impact and define roles and responsibilities. — 24

The implementation of an LMS has to be staged, practiced (rehearsed) almost, and widely communicated throughout all of its potential users. In fact, the users are the most critical, yet overlooked, component of an implementation. — 356

Use research-based processes. Establish policies and be flexible within the parameters of the policies. Offer quality courses. Communicate with audience(s) — 416

Identify the scope of your implementation. Establish priorities for deployment phases. Document and test configuration and settings. Pilot implementation with project champions. Fully train users and administrators. Thoroughly plan deployment ahead of time. — 374

Do not promise things you cannot deliver. Use a phased approach. Let people know what to expect in each phase of implementation. Give a realistic schedule for each implementation phase. Train users right before and at implementation. — 33

Find clear business needs that define processes. End-users need a very clear understanding of what this system can provide; and knowledge of how to very quickly and easily access information, classes, courses, competencies, job profiles, development plans, etc. in the system. Identify and include key stakeholders. You'll need them for system MANAGEMENT success. Show your executives and managers the ease of accessing reported information so that they can quickly and easily get the information they need on their employees. Diffusion of innovation, systems, and technology requires Relative Advantage; Compatibility; (lack of) Complexity; Trial ability/Testing; and Observability — seeing is believing! — 245

"What's in it for me?" This is the question users (in our case, teachers) will be asking. Make sure you have solid examples, specific to your organization to demonstrate the benefits of the LMS. Have adequate user support systems in place such as a Help desk. Provide plenty of training opportunities. Have a testing server running for at least three months. — 249

II. Comprehensive Tips for LMS Implementation
continued

Training ... Training ... Training. Talk to others who have implemented similar solutions. Patience ... Patience ... Patience. You will make mistakes. They can be fixed. Maintain an open relationship with your vendor. — 206

1. Prepare the groundwork ahead of time regarding low, medium, and high requirements. Strive for 100% of critical requirements, 80% of high requirements and whatever comes with the tool for medium and low requirements.
2. Use EXTREME CAUTION with having the vendor create a separate code stream for your specific business requirements. You will find yourself paying for these requirements every time you upgrade, and the tendency is for each implementation to become more difficult.
3. Be prepared for change management issues. Depending on previous tool sets, change management can take as much in resources as any other facet of the project. — 23

Map your current business processes to the selected LMS and realize your business process will change based upon the LMS functionality. Put together a short- and long-range plan; do not implement all functionality at once; instead implement in phases. — 234

Successful implementation criteria might include the following:
1. Needs analysis and technical requirements must be met by Vendor's system features requirements (or be willing to customize a solution for you)
2. Vendor's system must be scaleable in terms of integration into the existing company's infrastructure
3. Vendor controls or guides the company with the overall implementation process
4. Training must be available and accessible from the vendor for all appropriate users of the system
5. Vendor must provide support documentation from a generic and possibly customized perspective based on your company's architecture — 17

Allocate plenty of $$ for implementation, conversion of existing courses, instructional design services, and user support; you cannot skimp on server capacity and speed either. — 17

Get all specifications, roles, and responsibilities agreed upon in writing by all involved parties before any go-live dates are decided to avoid nasty last-minute surprises. If your LMS/LCMS is being hosted by a 2nd party outside of your organization, make sure they know that you are the client. They work for you — not the other way around. Have dedicated resources assigned to implementation and administration. Make it someone's full-time job. — 17

Implementation (technical) is straightforward, usually. It's the implementation of e-Learning in the organization that is the issue, and leads to only one conclusion: marketing. If your users don't know it's there, they won't use it; if they know it's there but they aren't made to feel like there's an expectation that they'll use it, again usage will be minimal at best. Integrate use of LMS/LCMS-based learning into business process and employee development. — 17

Lots of vendor accountability for those requirements, and lots of user acceptance testing. — 17

Map your current business processes to the selected LMS and realize your business process will change based upon the LMS functionality. Put together a short- and long-range plan; do not implement all functionality at once; instead implement in phases.

KIM ZIPRIK, MANAGER,
LEARNING TECHNOLOGIES,
RANDSTAD

You must try to host the simplest and the most complex course on the LMS/LCMS. You must use it as a typical user would. Simulate situations during the test phase.

Sachin Uttam

II. Comprehensive Tips for LMS Implementation
continued

One word: service. As you never really know if an LMS or LCMS will meet your needs until you actually implement it there is no doubt that you will need changes, adjustments, and enhancements to the software. The situation of "We need it to do this, and we can't seem to do it with your system," is the biggest challenge in implementation. Make sure your vendor has an excellent reputation for not only being responsive to your requests but will not charge you an arm and a leg for each "enhancement." — 17

Phased approach: Phase 1 — Training group only. Phase 2 — Small targeted audience, identify and measure key features and processes representative of whole audience; evaluate against current processes. Phase 3 — Go-live. Other phases would include International vs. Domestic deployment, and implementing major features such as performance management, succession planning, etc. — 17

Plan, Plan, Plan. Get upper management's buy-in. Set policies for non-compliance before rolling out. How important is completion of courses? i.e., Mandatory, Regulatory, etc.? How does non-compliance affect performance reviews? — 17

Plan, plan and plan! Don't over promise! Allow more time than you could ever imagine for UAT and PILOT before go-live date. Pilot with part of the organization, before launching organization-wide. — 17

Realistic project plan with disciplined project management and outlined process to both the LMS and IT battle. Care in mapping the HR data to be imported and sustained. — 17

Strong communication plan; thorough involvement of key people across an enterprise; minimal customization within organizational sectors or business units; clear governance model; periodic review. — 113

You must try to host the simplest and the most complex course on the LMS/LCMS. You must use it as a typical user would. Simulate situations during the test. — 94

1. Determine the courses of study needed.
2. Decide what needs to be learned in each of the courses offered.
3. Create databases to determine what topic(s) are common across courses.
4. Determine the topics that belong in a course.
5. Keep track of the student's topic competencies so that they do not have to repeat a topic in several courses of study.
6. Develop a series of classes that incorporate the topics necessary in the course structure.
7. Have a set of courseware takers that do not know the topic to be covered. Have them critique the classes to determine if the topics are covered at the appropriate level of understanding needed. If necessary, redo the course to make sure that all students will be able to pass the course with a mastery level.
8. Present the course to the target population and monitor the class critiques, adjust the course as necessary, and repeat. — 38

Test all input formats, migration, exports. Thoroughly explore and master all features prior to introduction to users. Prepare naming convention, templates, and support files prior to introduction to users. — 333

Have a change management plan!!!!!

JODIE STRONG, SYSTEMS EDUCATION MANAGER, AUSTRALIAN BUSINESS LIMITED

III. Tips on Change Management and Stakeholder Buy-in

Have a change management plan!!!!! — 230

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Involve IT, HR, and any other stakeholder early in the implementation. If you plan to feed student data from an HRS system, make sure you have a complete and total understanding of how the data is organized within the HRS. Then determine all of the variables needed to appropriately assign content and report training activity. Once you've set up your student data, it is difficult to change the structure later. Think through and determine every process for which you will use the LMS. For example, if classroom course registration will be done via the LMS, clarify course naming conventions, facilitator responsibility, and catalog organization. Another important point, consider and determine how you wish the course options to be displayed for the student. — 369

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One of the most important things to implementing a successful integration of the LMS is buy-in from top down. There has to be some type of extrinsic reward for faculty to use it. I have been in organizations that provide no benefit for faculty. And you will hear many faculty say that implementing an innovation in their class LOWERS students' evaluations. If Academic Affairs supports the implementation by highlighting faculty members who have been early adopters, offering teaching awards for best practices, etc., I find the implementation goes smoother. Another tip for successful implementation is a grass-roots approach where faculty members who are early adopters are the ones who help the next tier. — 355

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Announce in advance that the system is coming. Give periodic updates. Get buy-in from key users and key groups. Have a group of individuals willing to help implement. Plan for training on the new system with key users in HR or education, and, if your company is large enough, with those people imbedded throughout the company (training coordinators or administrative assistants) who will use the system. Schedule the rollout ahead of time using a timeline with milestones / project plan. Stick to the plan as much as possible when rolling out. — 181

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1. Training 2. Training 3. Training 4. Communication 5. Communication 6. Communication 7. Accountability 8. Patience 9. Training and communication. — 42

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Define the core processes in the implementation, and train the staff and users of the available facilities well. Support with best practices of successful implementations. — 56

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Awareness, Training, Incentives, and Technical Support — 151

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Encouraging individuals to use the LMS is also important. Organizations need to implement company policies that allow learners to take time from their daily work to utilize the LMS. Management buy-in for the LMS is also vital. Department managers should themselves use the LMS and track department use, praising and rewarding those who successfully complete LMS modules and elicit contributions and feedback to the LMS from employees. — 62

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1. Buy-in — keep people informed of what's being considered and why.
2. Training — provide training BEFORE implementation, with self-paced (if possible) refresher available with implementation.
3. Robust help — whether in a help file or with individuals and performance support programs or documents, make sure individuals can easily find answers to questions.
4. Support — massive support during implementation and for at least a year following. — 185

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III. Tips on Change Management and Stakeholder Buy-in *continued*

Need dedication for success from all the team — from management to the end user. — 53

Do not promise your stakeholders or executives unrealistic timeframes. Do not fool yourself into rushing the implementation, despite pressure to do so. Get support from your corporate communications department for an effective internal campaign, building up to the launch of the system. If you have people anticipating the release, and have thoroughly tested and worked out the kinks in your system, and have not rushed the implementation, success can be a reality. — 284

Involve as many stakeholders as possible. Have a strong information campaign. Gain support of senior management. — 96

Marketing, Marketing, Marketing. The implementation should have a positive marketing plan that will make the users excited and eager to use the application. All departments, such as HR, Client Relations, etc., need to be sold on the product and have a good understanding of its potential benefits. They should be instrumental on the marketing and getting the buy-in of the application. — 405

Sell it to upper management first. Get infrastructure to support the LMS in place. Provide user training in advance of rollout. Plan the rollout in advance. Start slowly. — 398

Create consensus. Work side-by-side with technicians. Have people talk together. Create and promote best cases. — 377

Develop a project charter and a project plan. Determine business requirements, short-term and long-term (how soon do you need what, and why?). Involve stakeholders with implementation planning. Include vendor and/or professionals to assist with implementation. — 30

Your choice of vendor may determine how well this goes, but make sure you get IT involved from the outset. "Sell it" to your employees from an early stage (well before launch, but without a definite launch date) — get their buy-in. Don't think that they'll all be as exited about it as you. Launch it with a "fun" course if at all possible, not with a dour, mandatory offering converted from a presentation by the CEO. Don't just dump all the content into it straight away as this could be daunting to the new users. Use more of a drip-feed approach so you can launch each course with its own mini fanfare. — 307

Have a burning platform that will drive usage — in our case it was an SAP upgrade and users would not be granted access to SAP until all e-Learning modules were completed. — 91

Get all users on board with the installation before you begin implementation — make sure they are informed, and trained, prior to going live. A Beta test with opportunity for user input prior to final installation helps avoid a lot of passive-aggressive resistance — 172

For implementation, again the person must have great communication skills and needs to have a close working relationship with the business units and management. IT plays a vital role as well, so having a continuing relationship with that department is an important key to success. — 275

Buy-in at the top, from the top. Test. Pilot. — 317

Assess business needs early on. Provide for yearly customizations or enhancements involving internal IS & T and communications group early on. Do thorough usability testing. — 73

III. Tips on Change Management and Stakeholder Buy-in *continued*

Keep the key stakeholders informed throughout the entire selection and implementation process. Begin to market and communicate (i.e. sell) the features, advantages, and benefits well ahead of launch. — 26

Allow the instructors, teachers, and courseware developers to participate in the implementation process. — 63

Communication. Build up excitement around the system — market it, get buy-in from higher-ups, and ramp-up a decent amount of courseware so that when your LMS/LCMS launches, people will have a reason to go there. — 131

Get all (or most) departments within an organization to buy-in to the idea, and support it. — 58

Best tip: Communication is king. — 90

Get administrators on board. — 315

Careful advanced planning; involve faculty, administrators, and technical staff. — 378

Make sure that your management understands the necessity for the system and what it can do for the company. Make sure that the people who are going to use the system agree with the necessity for the system and are positive that the system will actually meet their requirements. — 64

Make sure the whole organization is aligned and willing to collaborate. — 308

You need to have stakeholder buy-in. Change management needs to be put in place. Training needs to be readily available and easily accessed for all users. A detailed project plan needs to be established. — 383

Get management excited about it, mostly by having the facts about lowering training costs while being able to provide more training. Be truthful about the up-front cost of developing and purchasing the software and hardware. — 218

Get as many groups involved as possible. Key players are an Executive liaison, IT, and a select group of managers that represent the users (these will be the bread and butter of getting users to go in and take the courses so you need their involvement from the beginning). — 268

Buy-in from the one who controls the purse. Get management buy-in and commitment to get the LMS in. — 323

Leadership support and setting realistic, but firm, milestones for implementation tied to the people responsible for meeting the milestones. — 125

Plan to take twice as long as you think it will take. Without change management, you can't manage to change things. — 182

Executive buy-in. Management buy-in. Successful PR program using an example that provides immediate value to the users. Ease of integration. Don't make more work, try to solve problems first. Ask for opinions and buy-in during the decision making process! — 264

Keep key stake-holders engaged throughout the implementation. Treat it as a change manage-ment effort — addressing not just the technical implementation but the commu-nication, train-ing, and behav-ioral aspects of implementing a new system. Communicate successes, delays, and failures. Make a big deal about learning from the fail-ures. QA is imperative — develop real-life test cases and test exhaustively.

Terry Riney, Senior Manager Training, AOL

III. Tips on Change Management and Stakeholder Buy-in *continued*

Enterprise-wide communication of the advantages of an LMS for the learner. Sign-off and buy-in of all management staff affected. Match compensation and managing objectives to use of the LMS. — 324

Cultivate internal supporters at all level of your organization. An LMS is only worthwhile if it is launched effectively and utilized widely. — 45

LMS implementation is a business process revamping exercise; therefore it requires full commitment of the organization to change its current business practices. — 220

Keep key stakeholders engaged throughout the implementation. Treat it as a change management effort — addressing not just the technical implementation but the communication, training, and behavioral aspects of implementing a new system. Communicate successes, delays, and failures. Make a big deal about learning from the failures. QA is imperative — develop real-life test cases and test exhaustively. — 362

LMS/LCMS is an expensive investment, make sure management is fully behind the implementation or you won't get your money's worth out of the usage. — 295

Identify all stakeholders and get buy-in. — 228

Involve a representative from each function that you want to include in the course catalog on the LMS. Get their buy-in and support for implementing such a system. Also you may need their feed-back on how the system should be set up by function, etc. — 258

Build support at the top and move quickly to get an advisory or steering team of key stakeholders together. — 348

Involve all the constituents in your company and your customers. — 282

Get all the stakeholders (for example: training department managers) involved in the planning and implementation. Train, Train, Train. — 17

Get everyone involved. — 17

Institutional buy-in; long term commitment — 17

IV. Tips on Selection and Management of the Implementation Team

Ensure that your project team includes individuals from all affected areas of your business. — 311

Assemble a strong team. Someone who understands databases and reporting is vital to ensure that the right information is put into the system so that the right information can be retrieved. — 322

I would consider support and technical expertise to be important criteria for the implementation of an LMS. — 203

Have an experienced technical team. — 85

Hire instructional designers, programmers, Help desk enablers, and any other type of talent for a comprehensive coverage of all specialty IT skills needed. Have the proper monetary support. Allow time. — 129

Hire experienced resources. — 142

After you have management's buy-in, train a core group in the use of the product. Make sure you have identified people who come from all areas of your organization, both geographical and structural. — 260

A mixed team consisting of people mentioned above, but also including representatives of each business unit. For example, a manufacturing company would need to include reps from the factory floor, sales, delivery, etc. Each of these has a distinct set of needs. Plus, this will bring better buy-in if each has a place at the table. Each team member should have equal pull or weight on the team. Too often one group leads. — 57

Need a good multidisciplinary team, with an excellent project leader. — 298

Dedicated implementation person and/or team within client's workplace; workforce support; good communication between vendor and client; external system hosting. — 390

V. Tips on IT Department Involvement

Get IT Involved Early — companies are going to rely on IT to assist in bringing the system online. The earlier they are involved in the process, the better. They should be involved in all business requirements-gathering discussions. — 208

Get IT commitment. Define a clear process before starting to customize. Do not customize, change your process — it is a lot cheaper both in the short and in the long run. The major hint I could give: create a temporary Help desk to proactively contact people. — 9

You need internal IT familiarity with the application — they don't just need to know how to implement and integrate technically, they need to know how the business is going to use it and the implications for the system configuration etc. Minimize customization. — 408

Work very closely with your IT support to ensure a solid technical installation. If your IT support is limited you may have to purchase the vendor's implementation services, but insist on complete documentation of what the vendor did so that your IT people can support it afterward. Don't try to do everything all at once. Pick a group of courses to deliver that is fairly small but provides immediate visibility, such as a portion of your regulatory compliance courses. Roll out additional courses and features of the LMS/LCMS after they are fully tested. You may want to identify a pilot group that covers a broad spectrum of your end-users to help test new courses. — 155

Ensure beforehand that you've included your IT department during the purchase and planning phases of the project, so there are no surprises for them when it comes time for implementation. You'll also need your IT department for any cross-system integration. — 284

Do not view the implementation of an LMS/LCMS as an IT imitative. An LMS/LCMS is a tool and a means to an end. Insure that implementation is done from the user's perspective. — 50

Have a good team of IT. — 365

Make sure the IT department implements it and uses proven IT implementation standards and Transition Management (TM) practices. Our LMS and LCMS were both implemented by the L&E department, with limited advice from the IT area. We are still trying to clean up and fix the problems it caused (most of which are pitfalls that TM and other IT standards were developed to avoid). — 373

Implement and utilize a test server for a period of time before putting a load on the server. — 211

For easiest implementation contract with an external host — do not involve your own IT department. Contrarily, for the most effective implementation work WITH the IT but expect progress to be slow and contentious. — 160

Talk to your IT department and make sure they are informed throughout the whole process. Ensure that they have the appropriate training if they need to provide some back end support. — 368

Avoid the IT department's "expertise." — 147

V. Tips on IT Department Involvement *continued*

Your internal IT group needs to be fully cognizant of installation, operation and maintenance of such systems. Most Information Technology groups have much better deployment strategies in place as well as coordinated support strategies. — 226

Work closely with the IT department. In fact make LMS implementation a formal part of the IT project implementation process. — 49

Engage your organization's IT department to allow them to partner with you. — 17

Get IT involved to do the implementation and have somebody on the team who speaks their language. — 17

Work with IT team and Project management. — 17

VI. Tips on Project Management

A lot of successful LMS/LCMS implementation is just good project management. Make sure to identify, involve, and get buy-in of stakeholders. It also involves good change management. You have to come up with good policies and procedures, and then you have to educate everyone who's using the system. Then you have to convince them to actually use the system. And then you have to adapt your policies and procedures to fit the real needs of the organization. — 318

Take your time in planning your project. Start out with broad goals and break them down into manageable tasks. Research your company's business practices by visiting the departments you will be supporting. Bring in members from these departments to be part of the project team. On the basis of what you want, have determined the goals to be, and where your company currently is, analyze the gap to come away with an outline of specific tasks and defined objectives. Build a prototype and involve the constituency in beta testing it. Based on the feedback of the beta test, make adjustments and test, make adjustments and test, make... well, I guess you get the picture. :) Implementation is never done. Your solution should be measurable (Kirkpatrick Evaluation, etc.), and it should change as easily and quickly (if not more so) as your own organization changes. — 95

Strong project manager with excellent communication skills. Set expectations about the ebb and flow of implementation. Build a cross-functional team. Include this cross-functional team in the RFP process as equal partners. Involve end users in the pilot. Only include what will be useful for the business and what can be maintained. — 77

Implement using a very detailed timeline. Implement with a realistic timeline that accounts for adequate configuration or customization as well as testing and retesting. Don't assume that a staging instance of the application will operate identically to the production instance. When implementing an LMS and LCMS, start with one application first, the LMS. Understand that a vendor's description of a feature may not align with your understanding or perspective. Be prepared to compromise and negotiate. — 334

Have a realistic plan. Identify all parties involved internally. Include: IS staff, designers, developers, programmers, managers. Identify all parties involved externally: vendor(s), support personal. Create a schedule; define roles, weekly joint conferences with the vendor. CENTRALIZED communications repository (bulletin board / SharePoint) avoid duplication of effort, document everything, have an audit trail and a problem resolution plan. — 204

Review objectives and technologies, plan activities, implement — 406

Have a large enough budget approved, taking into consideration hefty fees for customizations or adjustments to the base system by the vendor. Give your project ample time for testing, during and after the implementation, before opening your system up to the users. Have a broad range of users for testing purposes or a pilot group, so you can expose system flaws or inconsistencies. The worst things for an LMS implementation are big promises and no delivery. Stick up for your needed budget and timeframe, because whether it costs the company $100,000 or $10,000,000, you'll be canned if the system doesn't deliver on promised results. — 284

An automated tracking system, which is available to both the client and the vendor, would be a valuable tool, particularly during implementation of the new or upgraded system. — 384

Strong project manager with excellent communication skills. Set expectations about the ebb and flow of implementation. Build a cross-functional team. Include this cross-functional team in the RFP process as equal partners. Involve end users in the pilot. Only include what will be useful for the business and what can be maintained.

JEFF CICONE, TALENT MANAGEMENT CONSULTANT, JOHN HANCOCK FINANCIAL SERVICES

VI. Tips on Project Management *continued*

Create timetable and stick to it. — 166

Must be headed up by a skilled project manager. — 393

Solid Project Management; communication and marketing; systems testing and integration; rollout plan involving hoopla. Make sure you have enough content to instantly provide learning events. Also, you must be able to support future events without any stoppage. The minute you lose momentum, you have dramatically decreased your chances of a successful implementation. — 222

Establish a committed budget up front, one that won't be yanked out from under you later in the process. — 300

Customer / client communication on what they want from the system in regards to tracking, reporting, and content. — 224

Allow twice the amount of time of your best estimate. Then pad that by 10%. COMMUNICATE, COMMUNICATE, AND COMMUNICATE. — 184

Follow a project team approach and have regular meetings. Run a pilot or pilots before full implementation. Have good communication with users, management, and team members. — 66

Effective planning and communication across the implementation lifecycle. — 376

Provide a strict timeline and make sure all parties involved will be available during that timeline. — 229

Create realistic timelines, communicate them company wide, and involve all stakeholders. — 83

Have a project plan, but have a contingency plan so that the go-live date doesn't drive the implementation of a system that is not ready for prime time. — 238

Take small steps and implement in phases. — 168

Assign a competent project manager, and, as much as you can, stick with one vendor and keep it as simple as possible. — 387

These are major projects: Follow best practices in project management, organizational development and change management. Resist customization when at all possible. Limit the number of external system connections to those truly necessary. Be open to changing business processes to match off-the-shelf functionality. — 239

Involvement of the key users and project approach — with identified Project Manager and Schedule. — 173

VI. Tips on Project Management *continued*

Again, assigning a project manager to this project will be crucial to success. The project manager will insure the required upfront work is completed to minimize the risk of errors during implementation. The project manager should work with the champion and stakeholders to determine and document a project charter, project schedule, budget, project plan, resource assignments, communication plan, control plan, and measurements for success. The upfront work can be time consuming, but it is absolutely necessary. — 309

Follow best practices for project management — implementing an LMS is normally a corporate-wide endeavor, it should not be taken lightly. — 214

Good project management and people skills are essential. You must bring together the talents and hard work of several different disciplines to make this work. — 288

Manage expectations. — 183

Good project management — 145

Planning, planning, planning, and a very strong Project Manager will make the implementation a success. — 402

Be sure a detailed project plan is in place and that you have the resources to support the system. — 17

Create a good, sound project team, know your stakeholders, and properly identify your requirements. — 17

Design your requirements accurately and follow best practices of Project Management. — 17

VII. Tips on System Configuration and Management

Maintain your old system as a backup until the new system is fully tested and in use. — 106

Hire or select the person that will eventually manage the LMS during the research and selection phase so that person is involved and intimately familiar with all aspects of the LMS from the beginning. — 143

Ensure that the interfaces between the LMS and its data collection function are supported by the CBT or Web-based development programs. If you have to have a lot of programming accomplished to make the fit between whatever development program is used (e.g., Authorware, Director, Quest, etc.) and the LMS, then it is a waste of my money to purchase your LMS. Records need to be kept past the training period. If the training you are providing has safety issues, a student's training records must be available for years after the fact. When an accident investigation is conducted, those training records are the first place they look for a deficiency. — 314

Facilitate or build in capability to develop the "Tree and Branches" for the courses. Have efficient "Reloading" of courses. Seek "Feedback" from users and fellow authors (peers). — 345

To implement is to standardize, test, and support the kinds of media and networks you are going to place your LC/LMS on. — 312

Develop a complete understanding of all the other systems that will interact with the LMS. The number is usually higher than most expect. — 98

Start with a clean installation of everything. Server, software, etc. — 283

Use templates to improve look and usability. Have lots of examples available. — 333

Avoid customization of the LMS — modify your business practices. — 120

VIII. Tips on Testing and Piloting

Set up a test environment if at all possible and a beta version of your solution. Then crawl, walk, run. Launch content and expand capability gradually to help your audience acclimate and to facilitate change management. — 289

Be patient. Anticipate problems and get questions answered up front. Test, test, test — QA is vital. — 305

Pilot a small group first, then implement across your organization. Make sure you have an implementation specialist who can train users. Poor training of users will end in an unsuccessful implementation. — 171

Test early and often. We're implementing an LMS now and developing courses that will be deployed in the LMS. We're testing components of the courses very early in the development cycle, so we can work out the glitches early and avoid having to make major authoring changes later. — 389

Always start with a pilot group. Whatever timeframe you think will be required for implementation, double it. Ensure that you have Help desk support available, because despite your best plans there will be challenges. The least experienced, least computer-literate person you can find should review any instructions for such mundane tasks as signing on. — 279

Start small and with departments that are eager to use an LMS and are willing to try things out. Roll it out to the organization when you've got all the kinks out. — 330

Make sure you plan for a great deal of rigor in your testing and QA efforts. — 123

LOTS of beta testing representing every level of use, faculty, students, admin, etc. — 277

Definitely test the LMS and conduct a pilot before a full rollout! Create training for all areas of usage: training administration, end-users, trainers, etc. — 130

Work out as many problems as possible during a pilot. — 141

Test it thoroughly before making the big decision to buy. — 136

Pilot with a small group that possesses a cross-section of computer skills and openness to online learning. Try to determine how your existing workflow will map to the LMS before and during the pilot. Use the pilot to determine pitfalls in marketing, end-user training, workflow map and output (reports). — 36

Beta-test with folks who have a wide range of computer knowledge. — 382

Pilot test with savvy end users and incorporate feedback prior to implementation. — 119

Pilot with a small group that possesses a cross-section of computer skills and openness to online learning. Try to determine how your existing workflow will map to the LMS before and during the pilot. Use the pilot to determine pitfalls in marketing, end-user training, workflow map and output (reports).

Amy Nelson, Business Analyst, Child Health Corporation of America

Develop a comprehensive test plan and ensure all stakeholders are committed to testing and signing off.

DAVID SCHLESINGER,
DIRECTOR, BRAND SUPPORT
TECHNOLOGIES, HILTON
HOTELS CORPORATION

VIII. Tips on Testing and Piloting *continued*

Testing … There should be a testing period, where you can tax the system. There should be a pilot period where you put a limited number of courses on the new LMS/LCMS to make sure those function properly. Don't use the sacred cows for this pilot, however. There should be four environments: development, testing, staging, production. Finally, there should be a period of time to move the rest of the courses over. This implementation/transition period should not be turn on/turn off. Make sure everything's functioning before you get rid of the old system. — 363

Before implementation takes place, test out the system that you have developed. Make sure that everyone is trained and all problems in the running of the system are addressed. Have several test runs and work out the bugs. — 38

Develop a comprehensive test plan and ensure all stakeholders are committed to testing and signing off. — 159

Gather as many Beta testers as possible to help test the system, even if they only test one feature each. Any time you can gain buy-in from those who have actually been in the LMS prior to implementation, you'll have a more successful implementation. Get resources from all business units willing to hold "road show" demonstration of the new LMS and its cool features. — 17

Test content prior to launch. — 17

TEST, TEST, AND TEST SOME MORE! Do not assume ANYTHING will work properly. — 17

Provide beta testing first to test the process. — 132

IX. Tips on Training Users

I believe a successful implementation should include the following:
1. Easy and user-friendly systems that learners could assess without any problem
2. Training learners and content developers primary on capabilities of the LMS/LCMS
3. Test the LMS/LCMS fully before launching it. — 176

Training should be the first thing considered when implementing an LMS. The following topics must be taught:
1. Importance of using the LMS
2. How to use the LMS
3. When to use the LMS
4. Benefits of using the LMS — 62

One of my clients has three levels of acquainting all users (which means all employees) to use of the new LMS. There's one way to register for a course for people who are very savvy with e-Learning. There's a tutorial and a step-by-step process mapped out for those who are less experienced and less confident, and they can see their recorded data as well as register and peruse a catalogue. People who are phobic or likely to experience problems are schooled one-on-one by a patient and kind person. All receive a user guide as a job aid. — 241

Make it as user friendly as possible, and give cheap training to groups of teachers. — 216

Have simple instructions for using the system. Anything too difficult to use by the most computer-challenged person to use will be quickly abandoned. — 403

Take into account the previous tips and have strong training of people involved, support groups, and a forum. — 5

Provide training to learners on the use of the LMS. — 55

We are in the process of implementing a new LMS. I strongly suggest that fully-tested, documented procedures are distributed to all affected parties before the implementation phase. We are having much difficulty with individuals interpreting tasks differently and implementing too many personal preferences. — 410

Education by examples with words, administrators, course designers, lectures, and students. — 273

Training for both administrative and faculty is the most important aspect. Training for the student is very important. Getting the faculty and students excited about using the system and showing the benefits of using the system is important. — 253

Ensure not only training for those who use it, but for those who are affected by it, such as administrators and EC staff. Too often, such people only have a vague awareness of what it is doing, and inadvertently can do things to sabotage its effectiveness. — 138

Training, training, training — in the form of face-to-face and virtual, including job aids. Integration of the instructor's tasks such as grading must be seamless. — 261

IX. Tips on Training Users *continued*

Provide a good orientation for users. How do users search for and register for courses? How do they check their passes? — 137

Appoint one person inside the institution to get the full training. That person can then train the others inside the institution. — 372

Training, training, training — 117

Standardize training across company. — 179

Ensure that the staff and students are well trained in how to use all features of the LMS and why it can benefit them and their students. — 243

Provide training on the particular functionality of the purchased LMS and its capabilities. More than one person needs to be trained on loading and administering courseware, as well as the additional functionality such as news bulletins, etc. — 340

Training, training, and more training! Make sure to include plenty of time for practical application to aid in retention. — 80

Thorough initial basic training for all users with follow up workshops on more detailed use of all functionality. — 3

Easy, Web-based applications to help users learn how to use the system quickly. — 17

Make some initially friendly and simple functions available to users first. Something like an orientation session where they can get used to the system without worrying about doing something wrong. — 17

Training for tutors and students; support available in a variety of formats. — 17

Training of staff by vendor and follow-up support for several months into implementation — 17

X. Tips on Vendor Support and Vendor Relations

Make sure the vendor has a project management team and supports the customer. Never work with the vendor that shifts a lot of work onto the customer. — 82

Outsource the implementation of the platform to the vendor who sells it to you. — 343

Before you put your first course in the LMS, you should sit down with a business analyst from the LMS vendor and walk through every process your training department expects to use on the LMS. This way, you can identify any required customizations, work-arounds, or limitations of the LMS before you or your users run into problems. — 350

If you have existing courseware, ask the vendor to provide a conversion solution to minimize the amount of cutting and pasting of content. If you are converting AICC- or SCORM-compliant courseware to another platform, provide the vendor with a sample. — 6

Good relationship with the vendor helps greatly. The vendor can assist in many small ways to help with the implementation. — 395

Have a slow, incremental, rollout with vendor support for bug eradication and input into design considerations of new iterations. — 360

Choose the vendor very, very carefully. Know what you want in detail before ANYTHING is done. Understand the costs for each feature you have in mind. — 115

Minimize customization as much as possible. Vendors will constantly issue a patch or fix that may overwrite your special feature. — 375

Make it a provision of the purchasing contract the vendor has to install and support the LMS/LCMS... and then don't pay them until the system is up and working properly. — 192

Make sure specifications, and changes to specifications, are well documented by both your staff and by the vendor. Communicate constantly by email so you have a history of this communication in writing. If it is a phone call, make sure decisions made are documented after it, and signed off on by both parties. Expect the unexpected. — 116

Put the vendor in direct contact with your IT department early and often. Get everything from the vendor in writing. Do a thorough pilot with real course(s) and real users. — 190

Hire an experienced consultant or contractor to do the job. Don't rely on your own expertise, or that the vendor will be able to easily implement LCMS. This is not a DIY job. — 87

Vendors need to provide you with test plans for features. Vendors need to give you minutes from every meeting. Vendors need to give you detailed estimates. Vendors need to show you how the system works, not just tell you an enhancement is ready and ask you to test it for them — maybe if they prepped for a demo, developers wouldn't give their clients a bunch of junk that doesn't work. — 101

Before you put your first course in the LMS, you should sit down with a business analyst from the LMS vendor and walk through every process your training department expects to use on the LMS. This way, you can identify any required customizations, work-arounds, or limitations of the LMS before you or your users run into problems.

Paula Bradshaw, Manager of Instructional Design, Inter-Tel

X. Tips on Vendor Support and Vendor Relations *continued*

Try to get realistic projections from the implementing vendor, and then do a reality check with references. Find out what exactly is included, and what will be considered a customization. — 169

Work with an LMS vendor with a proven record with customers. Evaluate their effectiveness on handling integration of other learning systems to their LMS and make sure they have references you can contact. Often times, the biggest vendor isn't the best in handling the implementation of the LMS, especially in post-sales support. — 17

XI. Implementation Tips Not Covered Elsewhere

Deliver value early and often. All too often, learning organizations think of the LMS implementation as a one-time thing. In doing so, they try to do too much at once, and also aren't open to the clear fact that the business changes, and therefore so does the LMS. The LMS should be a long-term investment with phased implementation. The phased implementation should build out functionality based on current and planned business priorities. The LMS is not a one-time cost, but rather a long-term investment in value and should be planned as such. — 358

Use a realistic approach. — 371

Take into consideration users' needs and the availability of support facilities and staff. — 107

The Reporting function is always going to be most crucial and most difficult to implement. Unless you have technical staff to help you, hire a contractor to help you with reports. Make sure that IT is committed to supporting your system. — 135

Clearly report on interim and final findings. Findings explain the processes and intended outcomes. — 357

Integrity. Solidarity. Creativity. — 68

Make sure all the players are kept on the same page. — 231

To successfully implement an LMS you must align the business objectives to the learning objectives. If you can measure it, you can demonstrate the ROI of the investment. — 266

We think along the path of a great survey tool we purchased: SurveyMonkey. Make training information flexible, easily accessible, and reasonably price for getting started — 225

Have pedagogy in place for users to follow. — 111

Follow the SDLC methodology. — 89

Planning and patience — 69

If self-enrollment is available, it really has to be very intuitive for users assuming that many of them do not have English as first language. Usually the messages and instructions are very American-styled adding an extra level of difficulty for the foreign users, and therefore making the enrollment process less intuitive for them. — 177

Know the needs that the LCMS will serve before trying to implement it. — 139

Be flexible — you're bound to run into some unexpected problems along the way. — 336

Focus on how employees will use the portal to gain access to resources, rather than on its reporting abilities, which inevitably go under-utilized. Focus on how easy it is to get resources onto the portal and on getting the word out. Focus on facilities and processes that help create a learning community.

RON LUBENSKY, DIRECTOR,
CLICK CRAFT PTY. LIMITED

XI. Implementation Tips Not Covered Elsewhere *continued*

Effective implementation processes will roll out in small steps. LMS packages come with a lot of functions and different modules. It is imperative that the company or institution only offer the basic functions at first, and then gradually grow adding more of the features the package has to offer as users become accustomed to them. — 297

Quality not quantity ... trying to launch a program that's not complete or hastily prepared compromises the integrity of the launch. I'm currently working for two e-School environments as a programmer and curriculum writer and one school district is interested in offering complete courses at the expense of time rather than launching many courses unprepared. This summer students are enrolling for an Algebra 3 course, however not the Algebra 4 course. It's very possible I'll complete both prior to summer school; however the district is supportive of the delay if necessary. The other school district, however, has opted to launch all the courses, and it's been the online school's demise and the recovery is much worse than not launching at all. — 326

If you are doing custom development, it needs to be easy for trainers to upload courses to the LMS. — 213

Ease of use for administrators and end users — 347

Establish the hours of learning accomplished as the measure, rather than the number of courses accessed. — 44

Keep internal control of hosting, or at least pin down costs of hosting and customization in advance. — 186

Don't underestimate the amount of time it takes to load employee and class information into the LMS. Our vendor estimated that the involvement of our IT department would be minimal (20-30 minutes) in order to export our employee data and build a bridge from our HR system to the LMS. That was an extreme underestimate. — 250

Don't be too ambitious. Define success narrowly for Phase 1. — 349f

Focus on how employees will use the portal to gain access to resources, rather than on its reporting abilities, which inevitably go under-utilized. Focus on how easy it is to get resources onto the portal and on getting the word out. Focus on facilities and processes that help create a learning community. — 193

Knowledge, prior to implementation, on the part of the people managing the LMS. — 240

Provide details on how the information should be stored to be beneficial to all users. — 319

Must be user-friendly. — 276

Develop an implementation plan. — 164

Think big; start small; grow fast. — 16

Respect just the three following principles: 1) Communication, 2) Communication, 3) Communication. — 247

Think big; start small; grow fast.

HANS MEIER

XI. Implementation Tips Not Covered Elsewhere *continued*

Analysis, analysis, analysis — you can't get what you want implemented, if you don't know what it is. — 392

Build a user group from the training participants in your organization. It will give them more buy-in if they are part of the decisions regarding taxonomy, metadata, and operational considerations such as security. — 321

Adopt a standard performance improvement approach, letting the business goals drive implementation activities. — 394

Use an implementation partner that has experience in similar organizations to your own, and with the LMS platform you will be implementing. — 61

It takes persistence to ensure that it becomes a culture — 215

Time — 265

IT skills would be great, but in many environments, like my own, it is educators who are implementing the LMS. In our case, the LMS we chose has a huge community of users who participate as a global support team. Additionally, the LMS developers are active members of the support team, which has been an invaluable resource when things don't go well or when portions of the LMS don't do what we want them to do. So, I would say accessible responsive support is a key requirement. — 346

Implementation is most successful when it is done entirely by the book — no customizations or deviations away from the standard installation. — 351

Check out the system requirements before implementation and have trained personnel to implement it. — 207

Make sure that there are guidelines for adding data, managing data, etc. — 103

Current environment and integration with existing technologies and infrastructure are major components of an implementation plan. — 126

Identify your needs, your stakeholders, the outcomes desired, and then make a decision on what level of system support your training function needs. — 290

Plan your training first. Buying an LMS will not solve your training issues; it will not stop ineffective training. The sole purpose of an LMS is to streamline the training administrative and delivery processes. If you don't know what those processes are then buying an LMS won't help you. — 65

E-learning has to be a part of the learning strategy of the organization. It is imperative that the necessary core resources within the organization have the time to make content available. Without content, the LMS is dead. — 304

The working relationship between the implementation manager for the vendor and the project manager for the customer must be excellent. Receiving reference information on the implementation manager from other customers would be my recommendation. — 306

If course materials need to be converted from an existing LMS to a new LMS, centralize this activity to make the conversion more "turnkey" for the end user.

ANONYMOUS

XI. Implementation Tips Not Covered Elsewhere *continued*

Carefully pick the right system for your needs ... and check out the support before committing. — 200

The devil is in the details. The technology has to support the business, not the other way around. — 233

Visible example projects of good practice. — 189

We must take into account the specific needs of different organizations in different industries. With that said, we must create core competencies that are generic enough to build a strong foundation that is usable and valid across industries and organizations. — 227

Ensure the technology implementation is executed within the scope of a strategic plan for learning so that the tool doesn't end up driving the process. — 17

If course materials need to be converted from an existing LMS to a new LMS, centralize this activity to make the conversion more "turnkey" for the end user. — 17

Key understanding of implications for legacy data and content is needed. Core competency should include data management and retrieval capabilities. — 17

Patience, patience, patience. — 17

Politics. I really doubt anything else is close. — 17

Take it slow. — 17

Understanding my organization's needs and goals and how the chosen LMS/LCMS can support those. — 17

XII. The Tipsters

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56 Jamil Ahmed, Country Manager

57 Gail L'esperance, Instructional Systems Spec., IRS

58 Cynthia Smiszek, Training Specialist

59 Michel Gignac, Knowledge Management Consultant

60 Darren McKeen, Director of Technical Publications, ColdSpark

61 Don O'Guin, Senior Manager, e-Learning, Pfizer

62 Brian Austin, Validated Learning Manager, Certiport

63 Alessandro Costantino, Project Manager, Manzonionline

64 Sandy Elvington, Sun Microsystems

65 Michael Richards, eLearning Consultant

66 Sanet Haupt, University of Pretoria

67 Angie Vazquez, E-Learning Design Manager, Hallmark Cards

68 Fr. Benigno P. Beltran, SVD, Executive Director, Sandiwaan Center for Learning

XII. The Tipsters *continued*

69 Mark Gressin, LMS Administrator, Morgan Stanley

70 Brian Richards, Systems Consultant, Carnegie Mellon University

71 Michael Gadomski, Instructional Designer, Nationwide Financial

72 Carol Taylor, Manager, Instruction Programs Development, Chicago Transit Authority

73 Tanya Cardoza, Systems Administrator, Sodexho

74 Kishor Mistry, Technology Based Training Manager, Cathay Pacific Airways

75 Garry Nordenstam, President and Strategic Learning Architect, ThinkWorks Inc.

76 Ceil Tilney, BDE

77 Jeff Cicone, Talent Management Consultant, John Hancock Financial Services

78 Christy Tucker, Assistant Director of Course Development, Career Education Corporation University Group

79 Kathi Krause, Learning Systems Specialist, Benjamin Moore & Co.

80 Jeannie Vorse, Instructional Designer, Bellagio Resort

81 Steve Holloway, National Client Liaison Manager, Learning Curve

82 Teresa Adelson, eLearning Team Lead, Zurich in North America

83 Karen Humes, Project Consultant

84 Nanette Stillwell, Dept. Chair, Information Systems Curricula, Pitt Community College

85 Emily Boyd, Learning Technologies Sr. Specialist, American Family Insurance

86 Robert Morgan, Assistant Campus Director/Director of Distance Learning, Southeast Community College

87 Eugene, O'Loughlin, Lecturer in Informatics, National College of Ireland

88 Sunni Sterneker, Virtual Learning Director, South Central Kansas Education Service Center

89 Naomi Gee, IT Consultant

90 Kara DeFrias, Instructional Designer, NJM Insurance Group

91 Sue Brown, Manager, Web Publishing and eLearning, Arkema Inc.

92 Gerry Rayner, Lecturer, Monash University

93 Alex Roussakis, Team Leader, e-Learning and Strategic Partnerships, PWGSC

94 Sachin Uttam

95 CarolAnn Shepherd, President, Creative Answers Corporation

96 Alex Bell, Trinity

97 Kelley Mesterharm

98 Dwain Craddock, Director, Training, Charles Schwab

99 Kurt Melander, Instructional Technology Specialist, Northrop Grumman

100 Bernie Josephson, Training Coordinator, CCRL

101 Judith Scanlon, Web Content Specialist, EDMC

102 Linda Johnson, Technology Coordinator, Elementary School

103 Kathryn Potter

104 Diane Krieger, Instructional Designer (informal LMS Manager!), Bethpage FCU

105 Mary Carpenter, Learning and Development Consultant, Wells Fargo

106 Jill Easterday, Consultant

107 Philip Ayoo, Lecturer/student, Makerere University

108 Karen Long, Trainer, Network Solutions

109 Simon Cowan, Senior Media Developer, Atlas Interactive

110 Gene Schembri, Sr. Sports Consultant, Australian Sports Commission

111 Enrique Garcia, Trainer/Professor, Laredo Community College

112 Aletha Cole, Instructional Designer, eCopy

113 Jonathan Younger, Chief Learning Officer, National City Corporation

114 Bonnie, Becker, Sr. Training Manager, Packeteer

115 Jerry Gasche, Vice President, Sparrow Interactive

116 Barbara Kidzus, Project Manager, Distance Education, AHIMA

117 Debra Rogers, Webmaster/Instructor, Georgia Virtual Technical College

118 Simon Curry, Project Manager, Lehman Brothers

119 Anne Palmer Johnson, Director, Distance Learning, BMRA

120 Ken Hirsohn, Curriculum Development Manager, Salesforce.com

121 David Blattenberger, Supervisor, Media and Technology Services, Tyco Safety Products Institute

122 William Ryan, National Leader of Technology, Humana Inc.

123 Amie King, Program Manager, Intellinex

124 Sheila Kieran-Greenbush, Manager, IT Training and Instructor Instructional Technology, Columbia University

125 Scott Hand, Chief Architect, Air Force Flight Test Center

126 Vivek Ratna, Partner, Global Learning Group

XII. The Tipsters *continued*

127 K. Jorgensen, Widex

128 Christine Ahlsten, Instructional Designer, North Dakota State College of Science

129 Lonny Buinis, Instructional Designer, Raritan Valley Community College

130 Lynette Mason, Manager, Specialty Training Applications, AMERIGROUP Corp.

131 Elizabeth Cunningham, eLearning Team Lead, Lowe's Companies

132 Bill Denton, Director of Training, Norms Restaurants

133 Wendy Frederick, Chief, Learning Technologies Branch, Bureau of Alcohol, Tobacco, Firearms and Explosives

134 Paul Clothier, Principal, LearnHost

135 Charisse Bellamy, Instructional Designer, TIAA-CREF

136 Pardo Mustilo, VP, Affinity Solutions Inc.

137 Michael Reakes, E-Development Team Leader, Saudi Aramco

138 Doug Moody, Technology Teacher, Middle School

139 Ron Henderson, Sr. Content Manager, 360training

140 Joe Ganci, President, Dazzle Technologies Corp.

141 Michael Massa, OD Manager, UPS SCS

142 Susan Casillas

143 Michael Baker, Information Resource Consultant II, SC Dept. of Social Services

144 Unused

145 Matthias Rœckel

146 David Norman, Perf. & Emp. Development Mgr., Wash. Dept. of Info. Serv.

147 Tony Treacy, Director of eLearning, Solent Training & Development Ltd.

148 Unused

149 Lori Swinney, Assistant Director, University of North Dakota

150 Keith Koh, Senior Consultant, eLC

151 Dr. Jasir Alherbish, GOTEVOT

152 Giuseppe Boccoli, Resource Manager, Nokia

153 Unused

154 Kevin Preston, Learning Network Manager, Catholic Health Initiatives

155 Jayne Bartlett, Sr., Instructor, Geisinger Health System

156 Suzanne Rinker, Group Manager, Instructional Technology, Wyeth

157 Glynn Jung, Learning Architect, Learning Leadership

158 Loretta Donovan, President, Worksmarts

159 David Schlesinger, Director, Brand Support Technologies, Hilton Hotels Corp.

160 James Lloyd, Training Developer, Promega Corporation

161 Kathy Adams, Team leader e-Learning, Affinity Health

162 Cheryl Lisker, elearning specialist, Take Charge America

163 Benedict Fernandez, Course Manager, Temasek Polytechnic

164 Frances McDonald, Asst. Professor, ELI, NVCC

165 Iris Peceny, Senior Training Professional, PeCon

166 John Domanick, Director, Clinical Education & Development, Invacare Corporation

167 Ernie Thor, Sr. Instructional Designer, Cingular

168 Pamela Koogler, Training Administrator, Northrop Grumman

169 Chris Willis, CEO, Media 1

170 Tricia Luke, Technical Training Specialist, Staff, QUALCOMM, Inc.

171 Posey Cochrane, Coordinator, Development Support Services, Methodist LeBonhuer Healthcare

172 Nancy Bukovina, Director, on-line training, SetFocus

173 M. S Kumar, Senior Manager, Thermax Babcock & Wilcox

174 Erik Win, Associate Professor, Lund University

175 Gaurav Gupta, Learning System Specialist, Deloitte Services

176 Mertkan Akay, Manager, Training, Ford of Turkey

177 Eduardo Gutierrez, CARE Academy Web Master and Project Manager, CARE

178 Tim Carlson, Training & Certification Mgr., Nokia

179 Tom Sehmel, Program Manager, Technical Online Learning, Cingular Wireless (before lay off)

180 Roger Steinhorst, LMS Administrator, Fireman's Fund

181 Bonni Baird, Consultant

182 Dennis Holfels, LMS and Training Deployment Manager, Schneider Electric

183 Dan Norris, QR

184 Mark Hagerty, Training Consultant, Clorox

185 Anne Ballard, Instructional Systems Manager, Naval Medical Education & Training Command, US Navy

186 Norman Lamont, University for Lloyds TSB

187 Kathy Bloom, Training Manager, IDT

188 David McClelland, eLearning Specialist, Kodak

XII. The Tipsters *continued*

189 Phil Wakefield, ILT Manager, Stockport College

190 Mary Kramer, Director of Training, ClubCorp

191 Juli Drohan, Sr. Systems Analyst, Fidelity Investments

192 Mark Henry, President/CEO, Mark Henry Enterprises, Inc.

193 Ron Lubensky, Director, Click Craft Pty. Limited

194 Mark Sutton, Worthy Performance

195 Amy Hensley

196 Rebecca Kuhlman, Visual Communications Consultant, Fredrickson Communications

197 Unused

198 Mark Moore, e-learning strategist, Verizon

199 Heike Philp

200 Fred Sollish, Managing Director, eParagon LLC

201 Joseph Novosel, Director of CE Training, CompUSA

202 Christopher McSpiritt, LMS Administrator, ePharmaLearning

203 Lawrence Bechtel, Sr. Instructional Designer, Fidelity National Information Services

204 Fred Banks, CBT Software Engineer, The Boeing Company

205 Helen Coleman, Manager, New Hanover Regional Medical Center

206 Ann Yelle, Director of Distance Learning, UAH

207 Rakesh Poddar, Senior Instructional Designer, Lionbridge

208 Jon Cottrell, Sr. Systems Analyst, Medco Health Solutions

209 Chris Nekvinda, Performance Consultant, National City Corp

210 Unused

211 Michael Judge, Director, Distance Learning, Morehead State University

212 Phil Rees, Learning Technologist, University of Oxford

213 Jamie Kristofco, Financial Systems Training Manager, ING

214 Andre Martin, Manager, Quality Training, Canadian Blood Services

215 Bee Leng Ong, Business Development Mgr., Informatics

216 Ina deGroot, ilisa

217 Susan Phares

218 Hermann Green, Training Spec. 2

219 Niels Peter Johansson, Senior Flash Developer, Effective-Learning AS

220 Armen Papshev, eLearning/LMS Manager, Schering Plough

221 Chris Burley, Learning Technologies Developer, UC San Francisco

222 K. C. Eldridge, Director, e-Learning, Advanta Bank Corp.

223 Ron Terry, Senior Manager, Learning and Development

224 Connie Gallagher, e-learning manager

225 Doug Gifford, Learning Process Lead, Sara Lee

226 Kenneth Weir, Mass Spectrometry Training Specialist, Applied Biosystems

227 Sandra Wesley, Director, Training and Communication, Johnson & Johnson PRD

228 Jeff Tang, Training Manager, NOVO ETS

229 Jill Hughes, Elearning Training Consultant

230 Jodie Strong, Systems Education Manager, Australian Business Limited

231 Judy Breau

232 Kerry Hodgins, Education Coordinator, Royal Ottawa Health Care Group

233 Art Wakefield, Lead Technical Analyst, Carlson Hotels Worldwide

234 Kim Ziprik, Manager, Learning Technologies, Randstad

235 Mark Warmbrand, Mgr Technology-based Learning, PETCO

236 Shannon O'Keefe, Technology Training Manager, PwC

237 Unused

238 Marti Icenogle, Learning Consultant Technologies, Roche Diagnostics

239 Joe Kyle, Instructional Technology Strategy and Infrastructure, Motorola

240 Chris Marth, Manager Instructional Design & Development, Elsevier MDL

241 Judith Blair, Partner, Brains at Work

242 Patricia Lake, Instructional Designer, P&L Solutions

243 Randi Treilman, Geriatrics Education Coordinator, SGI-Miami Jewish Home and Hospital

244 Khalid Shaikh

245 Anne Winter, Organization Development Project Manager, Milwaukee Electric Tool Corp.

246 Joseph Smith, Project Manager, OPM GoLearn

247 Michel Menges, e-Learning Manager, Amadeus S. A. S.

248 Clark Quinn, Director, Quinnovation

249 Tanya Wolfe, Manager, Online Learning Services, Southbank Institute

250 Mary Eileen Lechleitner, e-Learning Consultant, CareSource Management Group

251 Unused

XII. The Tipsters *continued*

252 Sharon Biegel, Trainer, Community Health Partnership

253 Debi McGuire, Director of Distance Learning and Professional Development, Wilkes Community College

254 Unused

255 Benjamin Duffy, eMedia Developer / LMS administrator, Fairchild Semiconductor

256 Gillian Jeffy-Anderson, e-Learning Specialist, Allianz Life

257 Unused

258 Jean Tertl, e-Learning Manager, The Clorox Company

259 Greg Willmarth, e-Learning Training Consultant, Standard Insurance Company

260 Darve Horak, Curriculum Developer, Texas Health and Human Services

261 Carolyn Parkins

262 Chris Sutton, Southbank Institute of TAFE

263 Cynthia Russell, Professor, University of Tennessee Health Science Center

264 Eve Kedar, Elearning Designer

265 Patricia Ottaviano, Systems Analyst, IESA

266 Ana De la Camara, R&D Manager, CompuEducacion

267 Yotam Kramer, E-learning Project Manager, NICE Systems

268 Stephen Hadlock, Training Manager, Sento Corporation

269 Bonnie Stone, Sr. Administrator Learning & Development, Central Arizona Project

270 Unused

271 Loreta Ferguson, Content Developer

272 Fatenah Issa, Senior Regional Education Quality Manager of Technology, Catapult Learning

273 Raymond Kolbaek, School of Nursing, University College

274 Sheila Cook, Corporate Facilitator, St. Joseph's Health Care, London

275 Mary Camp, Supervisor, User Experience & New Media, NJM Insurance Group

276 Barbara Mayron, Learning Consultant

277 Melinda Lyons, Assessment Coordinator, Northcentral University

278 Don Yanaitis, Training Manager, The Children's Hospital of Philadelphia

279 Sylvia Dribnak, Instructional Designer, CIBC

280 Westley Field, Director of Online Learning, MLC Sydney

281 Susan Reed, Trainer, Anthem

282 Christine Young, Call Center Analyst, CaseRev

283 Rob Dahl, Production Manager, Pinnacle Performance Group, Inc.

284 James Beckmeyer, e-Learning Application Programmer, DENSO Manufacturing Michigan, Inc.

285 Heidi Tollefson, e-Learning Content Development Specialist, Yahoo!

286 Bruce Smith, Corporate Manager, eLearning, Emerson

287 Robin Fruitticher, E-Learning Development Manager, Powell's Books

288 Mary Lynn Monge, Instructional Design Lead, OAKS Project Management Office, State of Ohio

289 Jay Allen, e-Learning Program Manager, U. S. Coast Guard

290 Roy Reese, Director, Dept. of Special Projects, Columbus Consolidated Govt.

291 Kathy Napierala, Sr. Systems Programmer/eLearning Strategist, GEICO

292 Scott Trefren

293 Louann Engel, Training Development Specialist, McNaughton McKay Electric Co.

294 Beate Vagt-Traore, Instructional Designer, Zaxby's Franchising, Inc.

295 Victoria Sandvig, Training Coordinator, Wyle Laboratories

296 Gaylene Galliford, Manager, Training, Design & Development, Apria Healthcare

297 Linda Kaiser, Instructional Designer, Panhandle State Bank

298 Alexandra Mondez, Ingeniera, Alyatec

299 Marilyn Walker, Technical Program Manager, LifeCenter Northwest

300 Terry Follmer, MLD Program Mgr.

301 Meg Yanalunas, Instructional Designer, Walsh College

302 Unused

303 Margaret Collins, e-Learning Project Leader, Progress Software

304 Johnny Rivli, Managing Director, Braincraft

305 Tricia Allen, Training Program Manager, Polycom, Inc.

306 Diana Scott, Online Learning Manager, Express Services, Inc.

307 Matt Brewer, Business Applications Training Consultant, Chubb Insurance Company of Europe

308 Marcos Fontela, CCO, AXG Inc.

309 Catherine Manning, Graduate Student, Macquarie University

310 Tonia Grigg, LMS Administrator, TEEX

311 C. Green, JLI Systems

312 Orlando Castillo, Director of Education Services, St. Joseph Regional Health System

313 Rita Sparkman, Online Learning, TASB

XII. The Tipsters *continued*

314 Barbara Bates, Senior Instructional Designer, C-17 ATS, Boeing Aerospace

315 Maureen Douglas, Coordinator, Business/Technical Writing, Oakton Community College

316 Timothy Boyd, Military Analyst, Cubic Defense Applications

317 Paula Cancro, IS Training Specialist, IFMG, Inc.

318 Erick Emde, Instructional Developer/ LMS Administrator, EarthLink, Inc.

319 Sue Paige Mastin

320 Sang Mok Jeong, KNUE

321 Leslie Newland, Instructional Designer, The Boeing Company

322 Russ Hall, Learning Architect, First Interstate BancSystem

323 Tomas Hall

324 Patricia Keithan, Learning Architect, Training Designs

325 Marielle Patronis, Zayed University

326 Melissa Kaltenberg, Owner/Consultant, Bell Canyon

327 Lynn Baron, Instructional Developer, e-Learning, McGraw-Hill Ryerson

328 Irene Morrison, Sr. Training and Development Instructor, Nationwide Financial

329 Ellen Paxton, Founder, Professional Learning Board

330 Heather Kelley, Senior Instructional Designer, Nemours

331 Jennifer Zapp, e-Learning Specialist, Latham & Watkins

332 Simon Smidt, ATFCM training specialist, Eurocontrol

333 C. Fisher, Instructional Technology Specialist, NFSTC

334 Mary Austin, Chief, Technology Enabled Learning, IRS

335 Sam Taylor Jr., Learning Specialist, World Bank Group

336 Julie Hustad, Training Specialist, Brown Shoe Company

337 Terry Gawlas, Technical Training Consultant, Highmark

338 Unused

339 Alan Gandy

340 Cecilia Vlk, Technical Director, Camber Corporation

341 Steve Kauffman, E-Learning Manager, Intuit

342 Cindy Pandke, Manager, Learning Services Development, ADP Canada

343 Mohit Bhargava, President, LearningMate Solutions (Canada) Ltd

344 Marla Landreth, Sr. Learning Technologist, InfoGenesis

345 Diwakar Boyanapalle, Advisor, Content Generation, Virtual Academy for the Semi-Arid Tropics (VASAT), ICRISAT

346 Andrew Palmer, DL Coordinator, Eastern ARNG Aviation Training Site

347 Anuj Kulkarni, E-Learning Consultant, L&T Infotech

348 Mark Uhlenberg, Training Specialist, Monsanto Company

349 Warren Longmire, Sr. Instructional Designer, Apple Computer

350 Paula Bradshaw, Manager of Instructional Design, Inter-Tel

351 Chris Phillips, Performance Technologist, Sprint Nextel

352 Ole Kristensen, Senior e-Learning Project Manager, Grundfos Management A/S

353 Rodolpho Arruda, Online Learning Specialist, ALZ Consultoria

354 Don Wagner, Information Technology Specialist, Defense Finance & Accounting Service

355 Loreta Ulmer, Instructional Designer, Old Dominion University

356 Junaid Wajid, Business Analyst, Raytheon

357 Dawn Callahan, Director, Training and Staff Development

358 Samir Desai, Learning Infrastructure Product Manager, Accenture

359 Frank Nguyen, eLearning Tech Mgr., Intel

360 Michael Fimian, Instructional Tech. Design Specialist, Providence College

361 Patti Powell, Technical Training Project Manager, Swagelok Company

362 Terry Riney, Senior Manager Training, AOL

363 Heather Porterfield, Team Lead, American Red Cross

364 Katica Jacob, Learning and Development Rep III, Kaiser Permanente

365 Ronald Godonez, Production Multimedia, ICE

366 Anand Betanabhotla, Learners' Academy

367 Unused

368 Ben Metherell, eLearning Consultant, The Muir Electrical Company

369 Renee Dorminy, Training Specialist e-Learning, WorldTravel BTI

370 Adam Tarnoff, Provost's Specialist for Learning Technologies & Assessment, Loyola University Chicago

371 Jose Felipe Araujo

372 Randi Roger, Project Manager, Pearson Learning Solutions

373 Rebecca Heinich, e-Learning Course Designer/Developer, IRS

374 David Ward, E-Learning Manager, American Association of Critical-Care Nurses

XII. The Tipsters *continued*

375 John Hayes

376 Bruce Havelock, Learning Architect, Accenture

377 Luca Botturi, Ph.D., eLab USI/SUPSI

378 Michael Drummond, Director of Instructional Technology, Mercer University

379 Unused

380 Janet Clarey, Claims Training Coordinator, Utica National Insurance Group

381 Mark Guerin, Manager, Technology Training, Brown Brothers Harriman

382 Shirley Oliphant, LearnNET Show Producer, Univar USA

383 Linda Forster, Product Manager

384 Linda Butler, Sr. Learning Specialist Manager, Prudential Financial

385 Andrea Stone, Training Coordinator, Oklahoma Guaranteed Student Loan Program

386 Adam Goldthorp, LMS Project Manager, Picis Inc.

387 Michael Kryshak, Director, Research and Education, The Graduate University for Advanced Studies

388 Tim Kelly, Instructional Technologist, Dowling College

389 Jennifer De Vries, President, BlueStreak Learning

390 Mark Wilderspin, Director, Interactive CPD Ltd.

391 Cathy Kolongowski, Instructional Technology Analyst, Villanova University

392 Henry Meyerding, Instructional Designer, Philips

393 Charles Doolittle, Sr. Technology Analyst, EMT Associates, Inc.

394 John O'Connor

395 Cindy Feagins, Product Training Administrator, Aviall Services, Inc.

396 Unused

397 Deborah Nugent, Instructional Designer, Granite State College

398 Chester Whitfield, Chief, Communications & Publications, National Institute of Corrections

399 Unused

400 Jane Mullooly, Associate Director, Learning and Development, Eisai

401 Jake Hunter, E-learning Coordinator, Mercury Payment Systems

402 Victoria Rogers, AVP, Distance Learning Network, Countrywide Financial

403 Fredia Dillard, Instructional Designer, UAB

404 Anastasia Trekles, Coordinator of Education Media, Purdue University Calumet

405 Kimberly Berry, Instructional Coordinator, Fulbright & Jaworski, LLP

406 Dirk Becker, Project Manager. OMAA

407 Soma Chakrabarti, Project Manager, University of Kansas

408 Nicole Dawson, Manager, Recruitment & Learning Solutions, Global Technology & Operations, Royal Bank of Canada

409 Doug Dede, Field Learning Manager, XO Communications

410 Tim Haapoja, AVP, JP Morgan Chase

411 Jack Latshaw, Assistant Director, Geisinger Health System

412 Kirk McCullough, CSC

413 Jason Mock, Director, Course Production, Human Kinetics, Inc.

414 Darren Morris, Writer/editor, CTE Resource Center

415 Satish Narayanaswamy, ID, Infosys

416 Elizabeth Wallace, Director, eTech Ohio

417 Jacqueline Wilson, Educational Technologist, The University of the West Indies

THE eLEARNING GUILD

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with your investment. In the table you will find a comprehensive summary of benefits offered for each membership level. To learn more about Group Membership and pricing, go to www.eLearningGuild.com.

Guild Benefits	Associate	Member	Member+	Premium
eLearning Insider	✓	✓	✓	✓
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Past Conference Handouts	✓	✓	✓	✓
Resource Directory – Access & Post	✓	✓	✓	✓
Info Exchange – Access & Post	✓	✓	✓	✓
Job Board – Access Jobs & Resumes	✓	✓	✓	✓
Job Board – Post Resumes	✓	✓	✓	✓
Job Board – Post Jobs	✗	✓	✓	✓
Guild Research – Online Briefings	✓	✓	✓	✓
Guild Research – Reports	✗*	✓	✓	✓
Guild Research – Archives	✗	✓	✓	✓
Learning Solutions e-Magazine	✗*	✓	✓	✓
Online Forums – Archive	✗	✗	✓	✓
Online Forums	$	$	✓	✓
Face-to-Face Conferences	$	$	$	✓*
Pre-Conference Workshops	$	$	$	✓*
Event Fee Discounts	✗	20%	20%	20%
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*See www.eLearningGuild.com for details

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BOSTON

LEARNING MANAGEMENT COLLOQUIUM
April 11 & 12, 2007
BOSTON

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for topics and dates!

DevLearn 2007 — THE eLEARNING DEVELOPERS' CONFERENCE & EXPO
Fall 2007 Dates TBD
WEST COAST, USA