LMS/LCMS: Spelling Success with this Alphabet Soup

Lance Dublin
Lance Dublin Consulting, Principal
LMS/LCMS: Spelling Success with this Alphabet Soup

Lance Dublin
-Learning and Change Management: Strategy, Design and Implementation

Agenda/Objectives

- Introductions
- A Brief History
- The Context: LMS/LCMS Today
- The Process
- Big Finish
1. LMS = LCMS
2. LMS/LCMS = e-learning
3. LMS = better training administration
4. LCMS = content management
5. The ‘hard-stuff’ is what’s difficult
6. Learners/managers/the organization don’t really know what to expect
7. Success is when it’s installed
8. You have to keep at it
9. It’s magic!
Poll 1-1

What is the size of your organization?
A. Very large/mega
B. Large
C. Medium
D. Small

Poll 1-2

What is your role?
A. Executive/C-level
B. Line Manager
C. Training/HR
D. Learner
E. Other
Poll 1-3

Which is your main audience?

A. Employees
B. Customers
C. Students
D. Other
Technology always impacts ...

- Access -
  - learners, geography, time, resources

- Speed -
  - development, delivery, changes, access

- Consistency
  - message, content, distribution, maintenance

- Delivery
  - individualization, media, curricula

- Administration
  - tracking & record-keeping
“If you don’t know where you’re going, any road will take you there.”

The Cheshire Cat, Alice in Wonderland

Poll 2-1

What is your LMS/LCMS expertise?

A. Expert
B. Intermediate
C. Beginner
D. Novice
Poll 2-2

Do you already have a LMS?
- Yes
- No

Poll 2-3

If YES, where in the process are you?
A. Selected, but not installed/implemented
B. Selected and installed/implemented
C. Not applicable
Poll 2-4

➡️ If NO, where in the process are you?
A. Researching
B. Developing requirements
C. Developing RFP
D. In RFP Process
E. Not applicable

Poll 2-5

➡️ Do you already have a LCMS?
- Yes
- No
Poll 2-6

If YES, where in the process are you?
A. Selected, but not installed/implemented
B. Selected and installed/implemented
C. Not applicable

Poll 2-5

If NO, where in the process are you?
A. Researching
B. Developing requirements
C. Developing RFP
D. In RFP Process
E. Not applicable
Managing learning is becoming more important
Managing learning is becoming more complex
On-line learning resources (e.g. courses, tools, services) are becoming standard offerings
Content consistency is increasingly required
Content re-use is increasingly desired
Content is created by multiple people/orgs.

Therefore, LMS/LCMS’ are becoming standard business applications
Infrastructure for Learning - open, reliable, scalable technology foundation:

- Management systems, virtual classrooms, portals, networking infrastructure
- Development systems
- Integration of learning with enterprise applications and processes

Source: IBM Learning Solutions with modifications

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**LMS Infrastructure**

Courses / Systems

- Courses
- Skills
- Users
- Scores
- Instructors
- Rooms
- Schedules

Reports

Source: Bersin and Associates with modifications
LMS / LCMS Infrastructure

Courses / Systems

- Courses
- Skills
- Users
- Scores
- Instructors
- Rooms
- Schedules

Authoring Tools

- Course delivery
- Course curricula
- Content objects
- Assessments
- Personalization

Reports

- Users
- Records

HRMS

Source: Bersin and Associates with modifications

Gateway

Learner / Manager

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LMS / LCMS Infrastructure

Courses / Systems
- • Courses
- • Skills
- • Users
- • Scores
- • Instructors
- • Rooms
- • Schedules

Authoring Tools
- • Users
- • Records
- • Course delivery
- • Course curricula
- • Content objects
- • Assessments
- • Personalization

Gateway

Learner / Manager

Source: Bersin and Associates with modifications

Reasons for LMS Purchase

<table>
<thead>
<tr>
<th>Reason</th>
<th>Large</th>
<th>Small/Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration &amp; logistics</td>
<td>51%</td>
<td>56%</td>
</tr>
<tr>
<td>Better reporting</td>
<td>56%</td>
<td>73%</td>
</tr>
<tr>
<td>Better management of skills &amp; competencies</td>
<td>49%</td>
<td>56%</td>
</tr>
<tr>
<td>Increase visibility of training</td>
<td>49%</td>
<td>67%</td>
</tr>
<tr>
<td>Regulatory documentation</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Move to elearning</td>
<td>44%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: Bersin and Associates, 2003
Your reason/s?

Process
Typical Process

1. Determine learning strategy / develop business case
2. Document requirements
3. Research companies
4. Develop & send RFI/RFP
5. Review proposals
6. Complete on-site meetings & demos
7. Make selection
8. Implement
9. Get real!

Stage 1. Definition
Stage 2. Selection
Stage 3. Installation
Stage 4. Implementation
Stage 5. Integration
Stage 1. Definition

Definition Issues

- Visible executive sponsorship
- Organizational needs
- Linkages to organizational strategies & organizational learning strategy
- Clear purpose
- Success criteria
- Scope
Learning technology strategy

TIME & COST

BUSINESS ISSUES

BUSINESS STRATEGY

LEARNING STRATEGY

PEOPLE STRATEGY

IMPACT
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Learning Environments: 4-Square Model

- **Formal - Structured Courses**
  - **Place**: Virtual, Physical
  - **Time**: Any

- **PUSH Learning Environments**
  - **Place**: Virtual, Physical
  - **Time**: Any
Learning Opportunities: Efficiency

Formal Learning

80 hrs

e-Learning

The use of the Internet and intranets to deliver courses-on-line.

Derived from:
computer-assisted instruction (CAI) then computer-based training (CBT) then web-based training (WBT)
The use of technologies to create, distribute, and deliver valuable data, information, learning, and knowledge to improve on-the-job and organizational performance.
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Learning Environments: Spectrum Model

Synchronous ...

- ILT
- Virtual Classroom
- Web Conferencing
- OJT
- Mentoring
- Chat / IM

Formal

- Web-based Courseware
- Recorded Synchronous Sessions
- Enhanced Knowledge Documents

Informal

- Reference Materials
- Communities of Practice

Asynchronous ...

Source: Kevin Oakes, SumTotal

Learning Opportunities: Effectiveness

- Formal Learning
  - 80 hrs
- Informal Learning
  - 1760 hrs

Source: Kevin Oakes, SumTotal
Learning<sup>e</sup>

Enabling, extending and enhancing learning through the use of technology

Learning<sup>e</sup>

e-Learning
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In Context

Formal - Structured

Courses

Informal - Unstructured

Reference materials / Search
On-the-job training
Collaboration
Chat
Mentoring

Value Creation

Business Improvement

Cost Reduction

EMBED

Embedded in work

PULL

PUSH

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Performance

Learning

Searching/Referencing

Collaborating

Doing

Context

Learning Opportunities: Transformation

Formal Learning

Informal Learning

24/7/365

Context
Performance<sup>e</sup>

Learning<sup>e</sup>

e-Learning

Human Capital Management

Competency Management

Learning Management
THINQ: Learning Management Maturity Model™

I. Ad hoc
II. Managed Learning
III. Competency driven
IV. Integrated Performance
V. Optimized Workforce

Source: THINQ Learning Solutions, Inc.
Stage 1. Definition

Stage 2. Selection

Selection Issues

➡ Cross-functional project team
➡ Rigorous process
➡ Comprehensive use cases
➡ Detailed data/process flow maps
➡ See it; don’t believe it
  – Run use cases with your own data!
  – See 3rd party content in action!
Installation Issues

- Technology readiness
- Data integrity and readiness
- Tables and data structures
- Systems integration plan
- Data migration plan
- 3rd Party content and tools
Stage 1. Definition
Stage 2. Selection
Stage 3. Installation
Stage 4. Implementation
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The LMS/LCMS Implementation & Management Online Symposium
July 27-29, 2005
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The LMS/LCMS Implementation & Management Online Symposium
July 27-29, 2005

- Speeches
- Memos
- Newsletters
- Magazines
- Team Meetings

Awareness, Inform

- Videos
- Labs & fairs
- Town meetings
- One-on-one communication
- Small group meetings

Engagement, Involve

Stage 1. Definition
Stage 2. Selection
Stage 3. Installation
Stage 4. Implementation
Stage 5. Integration

THE LMS/LCMS IMPLEMENTATION & MANAGEMENT ONLINE SYMPOSIUM
Awareness, Inform
- Speeches
- Memos
- Newsletters
- Magazines
- Team Meetings

Commitment, Sign-up
- Embed in the work
- Embed in the role
- Embed in the culture

Engagement, Involve
- Videos
- Labs & fairs
- Town meetings
- One-on-one communication
- Small group meetings

Communications
- All Employees

Engagement
- Change Management
- Learning
- Support

Commitment
- Managers
- Supervisors
- Project Leaders
- Employees

Results
- Supervisors
- Project Leaders
- Employees

Awareness

“I know what the change is and why we are doing it.”

“Once the change is implemented, I know what is expected of me and (for managers) my organization.”

“I have the knowledge & skills to do my job.”

“I am able to perform my job.”

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Big finish

- Definition - it's understood
- Selection - it's right
- Installation - it works
- Implementation - it's used
- Integration - it's invisible!
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5. The ‘hard-stuff’ is what’s difficult
6. Learners/managers/the organization don’t really know what to expect
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8. You have to keep at it
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In closing...
“Because it is there.”

George Mallory (1886-1924)

answer to the question: ‘Why do you want to climb Mt. Everest?’

“Technique and ability alone do not get you to the top; it is the will power that is important. This will power you cannot buy with money or be given by others … it rises from your heart.”

–Junko Tabei, first woman to climb Mt. Everest, 1975
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Thank you!